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MEMORANDUM

ATTENTION Senate
FROM Wade Parkhouse, Provost and Vice-
President Academic, and Chair, SCUP
DATE December 7, 2022
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RE: External Review Report for the Department of French (SCUP 22-28)

At its meeting on December 7, 2022, SCUP reviewed and approved the Action Plan for the Department of French that resulted from its external review.

The Educational Goals Assessment Plan was reviewed and is attached for the information of Senate.

Motion: That Senate approve the Action Plan for the Department of French that resulted from its external review.

C: C. Guilbault, L. Campbell



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MEMORANDUM

ATTENTION Wade Parkhouse, Chair, SCUP **DATE** November 10, 2022
FROM Kevin Oldknow, Senior Advisor, Academic **PAGES**
Planning
RE: External Review of the Department of French

Attached are the External Review Report and the Action Plan for the Department of French. The Educational Goals Assessment Plan is included, for information only, with the Action Plan.

Excerpt from the External Review Report:

"In its Department of French, the university is fortunate to have a dedicated team - professors, lecturers, and administrative staff - that takes its mission very seriously. Individual presentations by the overwhelming majority of Department members, as well as student representatives, allowed the review committee to hear a wide variety of heartfelt and considered perspectives on the challenges that confront French studies at SFU. The breadth of these consultations afforded us the opportunity to learn about commonly identified issues through multiple prisms."

Following the site visit, the Report of the External Review Committee* for the Department of French was submitted in May 2022. The reviewers made a number of recommendations based on the Terms of Reference that were provided to them. Subsequently, a meeting was held with the dean *pro tem*, Faculty of Arts and Social Sciences, the chair of the Department of French, and the director of Academic Planning and Quality Assurance (Provost's Office) to consider the recommendations. An Action Plan was prepared taking into consideration the discussion at the meeting and the contents of the External Review Report. The Action Plan has been endorsed by the department and the dean.

Motion:

That SCUP approve and recommend to Senate the Action Plan for the Department of French that resulted from its external review.

*External Review Committee:

Robert Schwartzwald, University of Montreal (Chair of External Review Committee)
Maïté Snauwaert, Campus Saint-Jean, University of Alberta
Jeff Tennant, Western University
Nicolas Kenny (internal), Simon Fraser University

Attachments:

1. External Review Report (May 2022)
2. Department of French Action Plan
3. Department of French Educational Goals Assessment Plan
4. Feedback on Educational Goals Assessment Plan

cc Lara Campbell, Dean *pro tem*, Faculty of Arts and Social Sciences
Christian Guilbault, Chair, Department of French

EXTERNAL REVIEW OF THE DEPARTMENT OF FRENCH, SIMON FRASER UNIVERSITY
APRIL 6-8, 2022

REPORT

Professor Robert SCHWARTZWALD, Département de littératures et de langues du monde, Université de Montréal, Chair.

Professor Maïté SNAUWAERT, Campus Saint-Jean, University of Alberta

Professor Jeff TENNANT, Department of French Studies, Western University

At the outset, we would like to sincerely thank the university and the Department of French for your hospitality and a well-organized visit. In particular, our appreciation goes to Bal Basi for her meticulous preparation of the visit; to the Department Chair Christian Guilbault and members of the administrative staff Leena Edmeads and Lindiwe Coyne for keeping us on schedule and well looked after during our busy time; and to internal reviewer Professor Nicolas Kenny for accompanying us throughout the visit and for his generosity and patience in answering our many questions.

In its Department of French, the university is fortunate to have a dedicated team - professors, lecturers, and administrative staff - that takes its mission very seriously. Individual presentations by the overwhelming majority of Department members, as well as student representatives, allowed the review committee to hear a wide variety of heartfelt and considered perspectives on the challenges that confront French studies at SFU. The breadth of these consultations afforded us the opportunity to learn about commonly identified issues through multiple prisms. It should not be surprising that while there is substantial consensus over what the issues and challenges are, there are sometimes divergent and contradictory views of how to go about resolving them. While we cannot adjudicate what are often issues of perception, our hope is that in listening carefully and registering these varying perceptions, we can assist the Department and the university in moving forward together.

The review takes place at a time when French programs at SFU have experienced a significant decline in enrolments. We understand there to be multiple reasons for this decline, some of which are not unique to SFU, while others are likely the result of permanent changes to the educational landscape in British Columbia. To these, of

course, we must add the pandemic and its unprecedented impact on our universities since March 2020.

There are two permanent changes that have taken place in British Columbia that have an impact on the situation of French. The first is the dropping of the second-language requirement at the secondary level. In other words, there will henceforth be fewer students graduating from high school with exposure to the French language (even as enrollments in French immersion schools continue to grow); the second is the chartering of new universities in the Lower Mainland, which means that many potential SFU students will decide to stay closer to home for their undergraduate education. This poses a challenge: how to make French studies at SFU sufficiently singular in content, and with sufficient “added value,” to persuade students to choose them.

The pandemic has grievously interfered with university life on so many levels, beginning with recruitment itself but extending to long-term planning, and the more immediate benefits of comity and conviviality. In terms of recruitment, the biggest impact has been on international students, whose numbers have plummeted over the past two years. Although this is most likely a temporary phenomenon, it has brought to the fore other serious issues around graduate funding which we will take up below. In a more general way, however, it has been challenging for all of us to keep proactivity in the forefront when the ramifications of the health crisis, both on institutions and individuals, have frequently obliged all of us to engage in largely reactive and contingent modes of operating. This needs to be kept in mind when assessing the changes that the Department has been able to implement in recent years, especially with reference to the 2014 review. Many of these involve course delivery formats and new modes of learning. Although prompted by the pandemic, they can now be evaluated and, where appropriate, adapted to a situation where the campus is once again at the heart of teaching and research.

With the worst of the pandemic disruptions behind us, the review process provides a timely opportunity for the Department to pose a fundamental question: “what do we want to be?” It is an opportunity for the Department to define itself. It does so in a broader context, of course, where Language and Literature programs throughout North America have been experiencing declines in enrolments for some time now. While many studies show the cognitive benefits of learning foreign languages that include transferable analytical and critical skills, an emphasis on STEM subjects and the demand for what are perceived as ‘marketable’ and ‘practical’ skill-sets have often led to disciplines in the humanities being stigmatized, both internally and in public

debate, as impractical and of little benefit to the students who enroll in them. Yet, as one of our interlocutors reminded us, there is a strong humanist core at SFU, imbued historically with the mission to produce democratic citizens, promote a “civic imagination,” and honour the vocation of the public intellectual. Our impression is that at all levels of the university, there is a wish to see a strong presence for French at SFU that helps meet these goals. While French is a small department in the Faculty of Arts and Social Sciences, we were encouraged to hear those in positions of responsibility assure us that small size is not a reflection of weakness and that, indeed, small units are recognized for their strengths.

PROGRAMS

The Department of French is organized around a ‘three-footed’ model, consisting of language, linguistics, and literature. All who spoke with us agree that the balance and interrelationships among these three components are issues that require urgent re-examination. In this section, we review the existing programs and suggest measures designed to address this issue.

Undergraduate programs

The undergraduate programs that currently attract the largest numbers of students are the Major with a concentration in teaching and the French Cohort Program, run under the auspices of OFFA. In addition to the traditional Major, a double Major in French and English also exists, although it is not thriving, as do a Minor and an extended Minor. There is widespread dissatisfaction with the current structure of the latter.

The Major

The structure of the Major takes as axiomatic that a thorough competency in the French language is necessary before students can proceed to courses in literature and culture. Without language courses, we were told, there would be no students for the advanced courses the Department offers. There is a strongly held view among the language faculty that if the objective is mastery of French, it would be difficult to reduce the preponderance of language courses within the structure of the program since the aim is to achieve a level of academic French that will allow students to take advanced

“content” courses in the fourth and final year. There is also a particular zeal to improve the French of students coming from the immersion stream, with their frequent use of *anglicismes* cited as a cause for concern.

The dedication and impact of the language faculty is admirable, and we were told of students who hold cherished memories of the personal attention they received in the program. There is, however, a disjunction between the centrality given to language teaching and the role of a Major in offering students an initiation into French, Québécois, and world Francophone cultures and literatures. Even though a cultural component that explores the varieties of French spoken around the world has recently been integrated, we were told that in fact, language courses are deliberately not oriented toward cultural topics: “My role is not to teach culture, but to open minds,” one instructor told us.

Contrary to many French programs, literature professors teach no language courses at SFU, and in the current search for a full-time Lecturer in French, a doctorate in French Studies is not an admissible qualification. In fact, some faculty hold the position that language courses should not be taught by literature professors at all because they do not know how to teach grammar, whose rules are too obvious to them. The notion that the teaching of language has nothing to gain from examples taken from literary and cultural works until students have reached an appropriately advanced level strikes us as misguided and a questionable use of students’ time during their four years in the program. In an unintended way, it also comforts a broader view that sees French not as an area of academic study, but as one that ensures language competence. Despite its ambition to prepare students for “content” courses, the current structure of the Major risks creating a sense that upper-level courses are inaccessible. There needs to be a more integrated approach to literature and culture within language teaching.

The current sequence of French language courses, while thoughtfully planned and articulated to support consistent student progress, likely strikes prospective Majors as too long, and discourages them. It was also designed for a time when enrollment was higher, resulting in many sections of the same language courses being taught in any given semester. We recommend that co-requisites (i.e., allowing students to take courses concurrently, rather than sequentially) should be favored over pre-requisites whenever possible, so that students can progress faster. Instead of being too rigidly attached to a sequence of courses, the Department should think of creating courses that are potentially attractive to all students, including students outside of the French Major, by including topics of current affairs, and/or interdisciplinary approaches. Nor should

the attractiveness of courses that teach the French literary canon be discounted, since in our experience there is a consistent interest in them from a broader audience.

The Major with a Concentration in Teaching

With enrollments rising, this option, created 5 years ago, is seeing great success. A great strength of the Concentration option is that it includes a compulsory exchange component with universities in Strasbourg and Tours (France) and the Université de Sherbrooke, with courses designed around the specializations of each institution. Clearly this program fulfills an important role in maintaining French education in British Columbia schools and beyond.

The French Cohort Program (FCP)

The French Cohort Program is highly successful, especially in preparing students for careers in the civil service, but also, we surmise, for graduate work in the social sciences, international relations, and history. By creating a sense of belonging through a cohort, the program offers a sense both of distinction and of peer support. Students choose either Political Science (defined as the “standard” option) or French as a Major with an extended Minor in the other discipline. They also take two required History courses in French. Although Political Science and History have recently revised their curricula for the FCP, French has not done so, even though the proportion of students who choose the French Major is rising.

Our impression is that while the FCP is an obvious area of strength for French studies at SFU, the Department could do more to draw the maximum benefit from it. In the first instance, this would involve altering the role that French occupies in the program. The Cohort Program offers students a well-defined degree, but currently it feels like the French academic component is secondary to language training. If the students of the FCP are mainly future civil servants, they should be learning as much about culture as they do about history and politics. Training students in cultural literacy and exposing them to other cultures ought to be a serious component of their education. French Majors in the FCP could also be hired as junior/in training research assistants to faculty through small grants (see below).

The Department’s interest in pursuing a joint appointment in African Studies with World Languages and Literatures would create the opportunity for a new colleague to teach a course on Francophone cultures and literatures in the FCP. Another curricular

initiative might involve a new cultural course on Francophone Canadian realities (a remake 425). We also encourage French to name a “point person” within the Department for the FCP, as have the other two participating departments. This would help to assure discussions of the program within the Department and better coordination with OFFA (see below). If a new joint appointment in African Studies becomes a reality, the new professor could assume this role, similar to Rémi Léger in Political Science and Nicolas Kenny in History. By leaving responsibility for the FCP amorphous, or in the hands of the already busy Chair, the Department is assuring that its role and presence are diminished.

Finally, the French cohort program seems to have taken the place of the French Honours program, yet it needn't be so. There is room for a French Honours program in the Department, which is the surest way to attract students who will then proceed to graduate studies.

The Minor and extended Minor

Many of our interlocutors agree that the current structure of the Minor is unfriendly to students wishing to pursue this option, especially those coming from a French immersion background. Currently, these students are ineligible for the regular Minor and must enroll in an extended Minor with a language component that brings the total number of required credits to within 3 credits of the Major! For immersion graduates interested in pursuing a Major in another field, this presents a disincentive to complete their undergraduate program with a Minor in French, and it deprives the Department of a significant pool of students. We strongly recommend re-designing the Minor so that it can be completed by all students within the normal workload and timeframe of a B.A. degree.

Non-degree students

From 1200 students enrolled in French courses in 2009, there are now fewer than 600. Since the number of French Majors has remained constant, we assume that the loss comes principally from a failure to attract non-degree students to courses in French. This is particularly significant, given the role FTEs play in considering hiring requests. Without necessarily being enrolled in the French Major or Minor, many students at SFU, as in other Canadian institutions, are francophone, either native-speakers or coming from immersion, and could be interested in completing credits in a French “content” course if the prerequisites did not prevent them from doing so.

We learned that there is already discussion in the Department about offering some courses in English in its areas of study. Indeed, a French topics course taught in English could also be an asset to incite the curiosity and interest of francophile students towards the study of French language and other courses offered by the Department. The recently created FRANC 200 course on francophone culture, for instance, which is entirely online and asynchronous, could have its equivalent in English. That said, it might also be worth considering the creation of a new Minor requiring less advanced French language skills as a way of sharing the Department's expertise while boosting enrollments. Finally, it might be worth exploring the development of specialized French courses for various disciplines: French for health, business, etc. - a practice known broadly as "language across the curriculum." However, unless more "content" courses are added into the mix, an orientation toward language across the curriculum would only accentuate the tendency of the Department to be regarded (and regard itself) as an *école de langue*.

UNDERGRADUATE PROGRAM REFORM

"Silos"

In describing the status quo to us, our interlocutors resorted to the term "silos" with noteworthy frequency. There is broad agreement that dialogue among the three 'sectors' of the Department - language, linguistics, and literature - is an urgent matter and that the old sectorial structure is unsuitable to current needs. Especially in a small Department, there is a need for more supple cooperation between the three sections. Language needs to be a concern of the whole department, with curricular and personnel decisions made in a collective and collegial manner. This means adopting a holistic approach where the three "feet" support each other and are imbricated on the level of curriculum, program structure, and student progress through the programs.

Educational goals and curriculum reform

Our interlocutors agreed that the Department needs to rethink its mission at all levels and doing so means overcoming current fragmentation by convening a collective process of defining educational goals, program by program and course by course. Thus, the curriculum committee should resume its work of defining educational goals and use this opportunity to better integrate French, linguistics, and literature courses into a more cohesive and fluid teaching approach. The educational goals definition process offers an opportunity and a framework for a collective reflection on that integration. The Department is encouraged to prioritize the completion of that process while using it

to build consensus on how language, literature, and linguistics contribute to meeting educational goals.

GRADUATE PROGRAM

At the current time very few SFU French undergraduates continue to the French Master's program, while the supervision of those who do enroll is inequitably distributed among faculty. This is partly attributable to the areas of student interest for which faculty "matches" can be found, and partly due to the heavy administrative loads carried by other faculty. A contributing factor to low continuity rates is the reliance on 400/800 level courses (another is graduate funding, which we will address below). A student can only take such a course once for credit, so if they do so as an undergraduate (400), the course is not available to them as a graduate student (800), with the result that there is not a wide enough range of courses offered to graduate students. Inspired by the Western Deans' Agreement, one path to resolving this issue could be the very innovative possibility of online co-teaching initiatives facilitated by the Department's new labs. Indeed, some graduate students have already taken courses offered at UBC and UVic through this arrangement. Students could also be directed to take courses in French topics offered in English in other departments of the Faculty, such as Contemporary French History.

Accelerated MA

An accelerated Master's program would allow students to pass more quickly from undergraduate to graduate studies. It would also attract new students who haven't done their Bachelors program at SFU. We were told this option already exists in other departments, but it has not met with great success. In French, the idea would be to allow students to take up to 10 credits of graduate courses as they near the end of their Bachelor's program. These courses, selected from those offered at the 800 level, would count toward both the BA and MA requirements. One question that comes to mind is whether the Department would be willing and able to offer new 800-level courses that do not already have a 400/800 designation? Another question: to attract new graduate students, would the Department be willing to entertain the possibility of a Master's option that takes place largely, or exclusively, in English? Of course, by attracting new graduate students, faculty would be in a better position to receive credit for their graduate teaching, rather than the current *pro bono* understanding.

Faculty of Education

The Department already collaborates with the Faculty of Education on a Major with a concentration in teaching. In the past, there were sustained efforts to extend this cooperation to the Master's level, but we were told that Education chose not to pursue this discussion. It is difficult for us to assess whether conditions exist for re-opening this

discussion, although the will to do so certainly is present in French. Some of our interlocutors expressed the view that OFFA should be more proactive in encouraging and facilitating this dialogue.

Note: Unfortunately, while we were offered on the first day of our campus visit the opportunity to schedule a meeting with colleagues from the Faculty of Education to learn about their perspectives on this matter, there was not sufficient time in our schedule to permit this.

Proposed M.A. in *Mondes francophones: enjeux linguistiques, politiques, éthiques et éducatifs*

The Master's of Arts degree in French presents the FASS with a worthy challenge: how do you support a small graduate program that is endeavouring to do the very things the university has asked it to do? Recently, the Department presented the Faculty with a Notice of Intent that proposes a new M.A. touching on key EDI priorities of the university. It will do so by foregrounding issues of linguistic and cultural diversity in the francophone world, and their impact in related disciplines, while confronting the legacies of French colonialism and highlighting the creative energies of the present. Designed with professionals and civil servants in mind, this new EDI-focused Master's program builds on Department strengths and offers opportunities for connections with other units at SFU, all while moving away from a reliance on 400/800 courses for graduate program delivery. It also takes full advantage of the Western Deans' Agreement. The new M.A. could also follow the example of Gender, Sexuality, and Women's Studies by encouraging co-supervisions and pursuing interdisciplinary options. And, as one of our interlocutors wisely pointed out, like GSWS, a department of similar size, its content would lead it to "have the city as its cohort!"

INTERDISCIPLINARY COOPERATION

Indigenous Studies

With the joint appointment of Sarah Henzi to French and Indigenous Studies, cooperation has substantially advanced. Indigenous Studies is regarded as highly proactive in its appeal and approaches to other programs and departments. Up to 100 students are enrolled at any one time in INDG 101, "Introduction to Indigenous Studies," which Professor Henzi has taught in French. At a retreat held in the fall, the idea of making INDG201, "Indigenous Peoples' Perspectives on History," obligatory for all French students was actively discussed, thus further integrating Indigenous perspectives into their educational experience.

World Languages and Literatures

The creation of a Department of World Languages and Literatures led to the removal of Italian Studies from French. In our conversations with colleagues, we heard no desire to follow suit by merging French into WLL. At the present time, languages and

literatures are basically autonomous entities in WLL, with the latter being taught exclusively in English. While there is a recognition of the desirability of teaching some courses in English in the Department of French, the overwhelming conviction is that courses for the Major should continue to be taught in French, especially by virtue of the status of French as Canada's second language and the role of the university in fostering higher education among the province's francophone minorities. At the same time, there are clear opportunities for interdepartmental and interdisciplinary cooperation with WLL that should be pursued. To that end, we support the Department's interest in a joint appointment in African Studies with WLL and agree that it would be opportune to explore another joint appointment in the area of Caribbean Studies, where the francophone component is extensive.

RECRUITMENT and FUNDING ISSUES

Undergraduate

At the outset of this report, we enumerated some of the key factors, permanent and transitory, that are having a deleterious impact on undergraduate enrollment. In reflecting upon how to increase enrollments, we heard many observations about potential recruitment pools. While it is clear that a specific recruitment strategy is needed for each, and that it may be necessary to prioritize some pools over others, this can be mitigated by drawing upon a variety of resources.

Some of our interlocutors feel strongly that more should be done to attract **students from the immersion stream**, especially those for whom teaching is not a career objective. We agree with them, even if there is a tendency among some colleagues to regard immersion students as less prepared and less able to undertake French studies at university than native speakers. Others suggested that the Department should assess the feasibility of revising its teaching schedule to accommodate immersion students who wished to maintain a relationship with French studies by taking some courses while pursuing Majors in other fields. What is clear is that immersion students are a growing population, despite BC's dropping of the French language requirement, and that the Department will benefit from attracting them and better serving them. Finally, and as we noted earlier, there is a large consensus that disqualifying immersion students from the regular Minor is an important disincentive that needs to be removed.

The Department should also pursue opportunities for undergraduate recruitment by targeting both core **French high school graduates** and **graduates of the francophone program (CSF students)**. OFFA already organizes a provincial tour of secondary schools, but there seems to be a perception on the part of several of our interlocutors that the focus of this activity is recruiting to the French Cohort Program, with immersion schools being the preferred pool. In our view, the Department of French should be more actively involved in recruitment efforts with OFFA and should be

present to explain the range of program options to prospective students across the secondary level. If faculty resources do not permit this, they could be supplemented by drawing upon advanced students, as has been done successfully in some of our own departments.

Internally, a number of concrete steps might help promote recruitment. The university should develop a self-identifying mechanism for francophones as a pool. Alumni should be sought for mentorship roles to help in recruitment strategies, or as a data pool for statistics about which careers or graduate programs are likely outcomes for French B.A. students. Hiring a student to coordinate a presence on social media would also be a wise investment.

Other measures that could increase enrollment *without decentering the importance of the Major and Minor* include encouraging international students to take French language courses for credit, rather than auditing them, and thinking about strategies for attracting mature students on a non-degree basis.

Graduate program

We were informed that three \$7,000 scholarships are currently available for M.A. students in French, but that little department-based funding is available through faculty research funds to supplement what the university allocates. Some of our interlocutors suggested making a serious turn toward attaining private, philanthropic scholarships from corporate and individual sources. Certainly, this has become common practice in other institutions, but it requires an investment of faculty time that needs to be supported by university development staff.

A major source of funding for graduate students is the teaching of lower-division French language courses. As these instructional assignments are currently structured, however, entering graduate students must complete an initial semester of training and supervision before they are actually considered for a TAship. For international students, this presents a serious obstacle, since they require a guaranteed income to obtain a student visa and enter the country, something the Department is unable to provide under the current system. This deters potential applicants and creates situations where visas are denied because students can't show proof of funding from the university at the moment of their application. This creates a global situation of unequal opportunities and deprives the Department not only of a diverse pool of graduate students, but also of instructors. It is obviously counterproductive in terms of the university's EDI goals.

In our view, barriers should be removed that currently prevent international French-speaking students from being offered, **upon entry**, a graduate scholarship in the form of a guaranteed teaching contract. While there is an understandable desire to protect the language program, another way must be found that does not militate against the needs of international graduate students. A more effective approach would

be to place the responsibility for these appointments in the hands of the Chair and/or Graduate Chair who would offer them to students at the start of their Master's program. **In other words, TA positions should be considered as part of a graduate student's funding package.** This would ensure that applicants from sub-Saharan African countries, for example, are able to get their visas approved. The TA contract could include on-the-job training (e.g., overseeing lab sessions and tutorials) to ensure that TAs are sufficiently qualified before they are assigned gradual and greater responsibility in the classroom.

RESEARCH

Activity and recognition

Faculty in the Department have strong track records in research. They are active in publishing, participating in and organizing colloquia in their fields, and as members of research centres and teams located at other national and international institutions. They work in a variety of fields, including but not limited to francophone studies, Quebec studies, queer studies, Indigenous studies, linguistics, and second language pedagogy. Serious problems exist, however, when it comes to appropriate recognition for research and incentivizing research activities. Three of the most prominent indices of these problems are the number of current publications, which varies highly among faculty, the dearth of grant applications to external bodies, and the absence of promotions to Full Professor among a faculty comprised almost entirely of Associates. With a high teaching load (65 courses/year with 10.5 faculty members) and relatively few people to take on administrative tasks that are common to all departments, regardless of size, it is not entirely surprising that research lags. Lurking behind these issues, however, is the perception in the Department of being under outside pressure to take on primarily the role of a service unit, in which the place of literature and linguistics is not prominent. Indeed, some of our interlocutors expressed the view that research achievements were not greeted with the same enthusiasm in French as in other departments. For example, while the Newsletter of the Vice-Provost for Research features a weekly article on scholarly impact, no faculty member from French has ever been featured. The Department should see to it that the research achievements of its colleagues are brought to the attention of the wider university community.

Promotion

As we have already indicated, the lag in publication, lack of research funding through major grants, and the absence of promotions to Full Professor are linked. We were surprised by this lack of promotions, and are convinced that there are colleagues, some more senior, others in mid-career, who should be presenting themselves now or who could be in a position to do so with some mentoring.

While the reputation of French as a service department was cited frequently as a discouraging factor, so, too, was a departmental culture that saw some colleagues unwilling to 'leapfrog' over more senior colleagues who manifested little interest in coming up for promotion, even if their dossiers indicated otherwise. Some colleagues cited administrative tasks as leaving little room for undertaking the work necessary to present a promotion dossier. Others cited the difficulty of meeting the criterion of "international standing" without grants to confirm it. While promotion is not an end in itself, it has a significant impact on colleagues' self-esteem and the recognition they receive from their peers as individual scholars and as members of a specific department.

A concern that was brought repeatedly to our attention is that not all research outputs look alike and there is a perception that certain kinds of research conducted within the Department do not 'fit,' and therefore do not 'count,' among the kinds of traditional research venues and formats valued outside the Department. There is a feeling that there is little sensitivity outside the Department to competences other than in the field of language acquisition, dovetailing with the more general perception of French as a service department. If it is crucial for the Dean and university committees to better understand the singularities of each unit's output, our interlocutors acknowledged that the Department needs to do a better job of explaining the current research practices of its field to others. Thus, it is all the more important that the Department move forward with updating its statement about non-traditional outputs for tenure and promotion considerations.

Grant-writing

We were told that the university is encouraging faculty to write tri-council grant applications. While colleagues may or may not be aware that they have access to grant facilitators, the help such a person can provide would be highly limited if they do not read French, since many of the funding sources to which faculty could apply involve writing the proposals in French. Without such specific assistance, colleagues in French are placed at a disadvantage in relation other applicants from francophone institutions. This is actually an equity issue. The university may not need to hire someone new to remediate this problem; it might endeavor to identify a research facilitator with fluency in French to help with grant writing and revision, both at the level of Faculty grant facilitation, and in the Strategic Awards Office. A campaign could be conducted to identify such assuredly existing support within the current staff pool, a practice that could be extended throughout the university so as to create more visibility and legitimacy of SFU's commitment to French and to a bilingual education, where possible. Alternately, qualified individuals could be hired on a timely contractual or part-time basis for this purpose, either for in-person consultations or over a platform such as Zoom

Successful grant writing would also help create and encourage a culture of research at the undergraduate level, through small research grants that would facilitate the research training of 3rd or 4th year students, acting as an incentive towards graduate studies and promoting recruitment to the Master's program. This, in turn, would provide some research assistantship support to faculty members looking to develop their research program and apply on external funding. These initiatives would align well with SFU's current push towards research. In turn, if professors were better supported and incentivized to seek external funding, they would be in a position to offer better support to graduate students, enhancing the recruitment in the MA and the PhD programs.

RESEARCH CENTRE

The revamping of the Centre d'études Québec-Pacifique into a centre dedicated to much more current topics aligned with the actual expertise of faculty members is an essential factor in improving the Department's profile and visibility. The Centre requires rebooting because its founder is long retired and there are no current faculty working in the specific fields of research for which it was established. With the university now expressing stronger support for research activities, it is an opportune moment for the Centre's mission to be reviewed and a re-boot to take place. Rethinking the focus and mandate of the Research Centre should be seen as an opportunity to inject new dynamism into the Department.

In addition, to represent current fields of research in the Department, funding proposals should include specific ways for integrating graduate students into the Centre's program. While the Centre's focus has traditionally been literary, there is an opportunity to make it a pole for bringing together francophone colleagues working in a number of different disciplines within the university. Properly repurposed, it could also act as a magnet for attracting collaborations with researchers from outside SFU and pursue opportunities for collaboration with poles at other universities, or to become a regional pole of a larger project housed elsewhere.

There are mid-career colleagues ideally positioned to lead this new Centre and attract graduate students. In fact, a co-direction by colleagues from both literature and linguistics would be ideal, as this would serve to launch more active collaborations. Implicit in this observation is the need to uncouple the position of Department Chair from that of Director of the Centre. In fact, having the Chair serve as Director is not consistent with current policy (50.1). Instead, the responsibility should go to Associate Professors, who could also leverage the grants they obtain for the Centre toward promotion. The Department should also keep in mind that the VPR will be analyzing the leadership of all Centres in view of the institution's EDI goals.

RESOURCES

FACULTY RESOURCES

Current and projected, 2022-23

Currently, the Department has 10.5 faculty members: 4 linguists, 3 in language and 2.5 specialists in literature, and 1 in pedagogy. The .5 position in literature is Professor Sarah Henzi, who occupies a joint appointment with Indigenous Studies.

The prospects for the language sector in 2022-23 range from precarious to dire. The Lecturer challenge is both generational and a consequence of illness and leaves. It is also the consequence of the university becoming quite reliant on temporary instruction without a willingness to create permanent positions. The Lecturer load is heavy compared to the research faculty teaching load, and we were told this is likely to become an issue in the next round of contract negotiations. Temporary teachers are also hired to replace professors who have course relief.

In the best-case scenario, the language team will be at 75% strength next year; in the worst, it will be bereft of Lecturers altogether. One professor is retiring at the end of the 2021-22 academic year, and another has moved to gradual retirement and will not be teaching at all in the fall. Of those who will return, only one is appointed on a full-time basis. Lecturers teach eight courses a year, so the decline in the language lecturer complement seriously weakens the Department's ability to offer its core courses. It also seriously impedes efforts to respond to student demand for new forms of course delivery, including hybrid courses. Finally, there will also be a need to ensure that when a faculty member retires, their individual responsibilities, which may have been partially informal, continue to be honoured.

Hiring strategies:

Discussions of hiring in French need to recognize that the Department's faculty/student ratio is among the lowest in the FASS. We were also informed that last year, only six new positions were approved in FASS, out of a total of 300 professors, and these approvals were heavily influenced by FTEs. These sobering statistics point to the importance of joint appointments as a way of strengthening the Department while creating and consolidating interdisciplinary initiatives. Indeed, the orientation toward joint appointments has already borne fruit with the arrival of Sarah Henzi. There seems to be substantial interest in the Department for pursuing a new joint appointment in African Studies with World Languages and Literatures. This would add enormously to the Department's ability to teach francophone cultures and literatures while enhancing the expertise of a revamped Research Centre. It would also likely contribute to the University's goal of recruiting 15 Black scholars. Moreover, in our discussions with colleagues, we noted a keen awareness of the important issues of integration and

retention that accompany minority hires. We encourage the Department to pursue this recruitment request while looking actively for other such opportunities. One possibility that was brought to our attention, and that is apparently shared by WLL, would be a second joint appointment in Caribbean literatures. This would be a vigorous response to a widely expressed sentiment that the Department needs to hire more in literature, which is currently the ascendant area of interest for students, including those at the Master's level.

As for language, the Department is currently searching for a full-time Lecturer in language to replace the faculty member who is retiring. Even though the search is in progress, we offer the following observations based on what several interlocutors had to say: while Lecturer positions have traditionally been the preferred type of faculty appointment for language teaching, the Department might have instead considered recruiting an Assistant Professor specializing in literature who can also lead in the teaching of language. Such individuals do exist. This would favour better integration of the Department's fields while potentially strengthening the inclusion of EDI objectives in the curriculum, something currently not represented in the language instructional team. It would also allow for a broader, more diversified pool of teacher experience, approaches and contents in French language courses. The current language teaching profile does not correspond well with the *francophonie inclusive et plurielle* objectives promoted by OFFA, which honour the reality of contemporary Canada and its domestic as well as international demographics. The goal would be to diversify pedagogical approaches and to favor inclusivity and representation of diverse spoken, written, and cultural varieties of French. In turn, this would allow for a better integration of language courses with upper-level undergraduate content courses. As we have already noted, the divide, or even the divorce, between the two series certainly plays a role in discouraging students from continuing to upper-level courses.

SUPPORT STAFF

Clearly the Department is fortunate in having a very strong team of support staff consisting of seasoned veterans, some of whom have recently moved into new positions, as well as recent arrivals. We were told by those concerned that they deeply appreciate working in such a supportive environment. Staff intervene when necessary to assist with the responsibilities of their colleagues and there is an established practice of weekly meetings to discuss long- and short-term tasks. We also want to add that appreciation for the support staff was uniformly high among our faculty and student interlocutors. While we sensed that current staffing levels are adequate, we wish to register our agreement with the practice of having staff in French being bilingual. This may seem obvious but is not a practice respected in all universities!

Two challenges presented themselves in our discussions, one internal to the Department and the other external. The first involves advising new and prospective students. The advisor cooperates with the person responsible for advising at OFFA and

helps guide students through course selection and achieving a suitable “fit” between student and professor. However, a major challenge involves advising new international students, both before and after they arrive, particularly in view of the numerous hurdles they have to negotiate. In essence, the advisor is welcoming such students not just to the Department, but to Canada as well. Perhaps some funding to assist with issues related to this reality could be provided. Finally, the needs of graduate students, and especially international students, would be better met by improved communication between language staff and graduate advising and admissions. Given the knowledge the advising staff has of students and their ongoing relationship to the program, there should be a meeting every term between academic advising and language staff.

Externally, the support staff explained to us that the Department is the go-to place for francophones seeking general information about the university (for example, a prospective Québécois student interested in the swimming team!). Obviously, the support staff have neither the training nor the responsibility to answer such questions, so we recommend that SFU employ French-speakers in communications/information to answer questions of a non-academic nature now directed to the Department.

OFFA

We had the opportunity to meet with the Director of OFFA and colleagues involved in its activities, as well as to tour its facilities. The support role played by OFFA in the promotion of the French language and culture is singularly impressive. At SFU, OFFA serves an intermediary between the federal government and the university, supporting professorial appointments through five-year agreements and seeking federal aid to support activities in various departments. It also disburses some \$400,000 in scholarships, including many in the Faculty of Education. OFFA seeks to be present on campus for students coming from the immersion stream, as well as from francophone secondary schools. It engages in an annual provincial tour of secondary schools to promote recruitment among francophone students and provides communications and design services to help departments make their programs and activities better known. OFFA also supports community-oriented events like the *Printemps de la francophonie*, normally held every March. OFFA serves students by providing generous, well-equipped meeting space for the French Student Union and is the home of the French Cohort Program (see above). OFFA is aware of the FCP’s role in training future civil servants and devotes Major efforts to publicizing the program. “It gives a good image of SFU and what is working here,” we were told.

While interlocutors from both OFFA and the Department alike praised the collaboration between the two, it became apparent to us that certain areas of tension and potential improvement exist. As far as faculty involvement goes, there are important differences between French and the other two participating departments. Specifically, BAFF provides funds to Political Science and History (up to 75% of the salary) so that a professor may teach courses in French. On the other hand, a lump sum is provided to the Department of French so that a number of course seats are reserved

for students in the FCP. While Political Science and History have professors “dedicated” to the FCP, French has no such sustained personal presence. To remedy this situation, we have already recommended elsewhere in this report that French assign a dedicated professor to OFFA and make relations with OFFA the responsibility of a professor other than the Chair.

Student perceptions also affect relations between the Department and OFFA. We were told that student participation from French depends a great deal on student leadership. Students from the FCP, perhaps unsurprisingly, are most involved, as are some Majors, but there is a distinct lack of feeling of belonging on the part of other students in the Department, for whom it is “well known” that OFFA mainly caters to the FCP students. These students feel that the space OFFA provides is not really theirs, while at the same time they lack a space of their own within the precincts of the Department of French.

Among our interlocutors there was a concern that while OFFA was of great help to the Department, its main orientation was toward recruiting students from the minority French-Canadian community, especially for the Faculty of Education (yet as we mentioned earlier, others perceived immersion students to be favoured). There was also concern expressed that other cultural, religious, and sexual minorities needed to be better supported by the Conseil francophone. To this end, the Department of French would benefit from being more actively involved in recruitment efforts with OFFA, especially through their actions in secondary schools, through which they reach 3,000 students. As we recommended earlier, if this is too taxing to faculty members, graduate students could be sent as ambassadors to schools to represent the program, or even advanced 4th-year students. In turn, OFFA should be aware of the perception that its focus is on the FCP students, and therefore endeavour to widen the sense of community and belonging it offers to other students of the Department of French. In our conversations with those associated with OFFA, we were assured that if the Department wished to make additional use of their services, the door was wide open.

LABS

We had the opportunity to tour the labs used by the Department and found them to be impressively tailored to the specific needs of language acquisition while taking advantage of the latest technologies. Our understanding is that it has taken several years for these facilities to achieve their current level of excellence, so we hope the Department benefits from them for many years to come, especially since they are perfectly suited to the ends for which they were designed. The drop-in lab in particular has also become a social space where students say they are able to feel part of a cohort, an experience that has been quite scarce over the last two years of pandemic restrictions.

Note : Although we did not have the opportunity to speak with Library staff, our interlocutors expressed general satisfaction with current holdings and acquisitions policy.

CONCLUDING REMARKS

It is our hope that this report contributes to a productive conversation over ways for the Department of French to move forward and heighten its profile in the FASS and the university as a whole. We agree with the broad consensus we heard that if the traditional tri-sectorial structure of the Department functioned well enough during a period of large enrollments and a larger faculty cohort, its disadvantages have become more apparent under the pressures of smaller student numbers and a reduced teaching staff. Faced with this reality, we note a general willingness to reassess the objectives of the program. In doing so, there is also a strong desire to integrate the university's EDI goals in hiring, curriculum, and student recruitment. In fact, significant steps have already been taken by the Department to these ends. The joint hire of Sarah Henzi in Indigenous Studies is already sparking new projects and directions, including a new EDI-focused MA. In embracing the university's EDI objectives, the Department would also benefit from collaboration with other units at SFU such as World Languages and Literatures, and Gender, Sexuality, and Women's Studies, including through pursuing joint appointments that serve the respective departments well.

Students opting to take French, whether they be Majors, Minors, or Non-degree students, already have a favorable disposition toward the language and want to use it. The Department should seize the opportunity to introduce them to the full richness of francophone cultures and literatures, including through the interdisciplinary exploration of historical and current issues from the outset, i.e., as simultaneous with language instruction rather than sequential to it. The Department's challenge is to develop a vision for what it means to study French in Canada in our time, a vision that would reflect the diversity of contemporary demographic streams: international students from francophone regions, immersion students, Canadian francophone students, and non-francophone students interested in broadening their horizons.

May 17, 2022

SUMMARY OF RECOMMENDATIONS

PROGRAMS

Undergraduate :

1. There needs to be a more integrated approach to literature and culture within language teaching, a holistic approach where language, linguistics, literature, and culture support each other and are imbricated on the level of curriculum, program structure, and student progress through the program.
2. The curriculum committee should resume its work of defining educational goals while using it as an opportunity to build consensus around the contributions of language, literature, and linguistics to these goals. Similarly, curricular and personnel decisions need to be made by the whole Department, and not specific sectors, in a collective and collegial manner.
3. The current sequence of language courses in the Major is too long and discourages students from continuing in the program. Where possible, co-requisites, ie allowing students to take courses concurrently, should be favoured over pre-requisites.
4. Cooperation with the Department of Indigenous Studies should be deepened. INDG 101 should continue to be offered in French, but the Department should also continue its discussion about making INDG 201, "Indigenous Peoples' Perspectives on History," obligatory for all French students.
5. The French curriculum in the French Cohort Program should be revised to place greater emphasis on academic topics. This might include a new course on Francophone cultures and literatures and another on Francophone Canadian realities.
6. The Department should appoint a "point person" to coordinate its involvement in the French Cohort Program, as History and Political Science currently do. A new joint appointment in African Studies may be an appropriate person for this role. In any case, this role should be assumed by someone other than the Department Chair.
7. The Department should seriously consider launching a French Honours program as a way of attracting students who would be more likely to continue to the Master's program.
8. The structures of the current Minor and especially the extended Minor disincentivize students from enrolling in them, thus depriving the Department of a significant pool of students. The Minor should be redesigned so that it can be completed by all students within the normal workload and timeframe of the B.A. degree.
9. The Department should also consider creating a new Minor that requires less advanced French language skills as a way of sharing the department's expertise and attracting students.
10. To attract greater numbers of non-degree students, including Francophone students and those from the immersion stream who are pursuing a Major in another discipline, the department should consider teaching some French topics courses in English, including current affairs topics with interdisciplinary approaches. The recently created

online and asynchronous course on Francophone culture (FREN 200) could have an English equivalent.

11. The Department should think about creating courses that are attractive to students both inside and outside the French Major. Courses that teach the French literary canon should not be discounted, since there is an expressed interest in them. Teaching such courses in English may attract students from other fields.
12. The Department should explore creating specialized “language across the curriculum” French courses for various disciplines, but not to the detriment of expanding its repertory of “content” courses.

Graduate:

13. We strongly support the creation of a new EDI-oriented, Master’s program in *Mondes francophones: enjeux linguistiques, politiques, éthiques et éducatifs*.
14. When undergraduates take courses designated as 400/800, it leads to a reduced course menu for them if they continue to graduate study. In turn, this plays a role in discouraging students from enrolling in the Master’s program. One way to remedy this situation would be for the Department to more fully pursue the advantages of the Western Deans’ Agreement, including interuniversity co-teaching arrangements and having students participate at a distance in courses at other institutions.
15. We encourage the Department to pursue opportunities for connections with other units at SFU, including interdisciplinary options and co-supervisions. This would also help reduce the reliance on 400/800 courses and potentially allow for the creation of new 800-level courses.
16. To attract new graduate students, the Department may want to entertain the possibility of a new Master’s option that takes place largely, or exclusively, in English.

RECRUITMENT and STUDENT FUNDING

Undergraduate

17. The Department should intensify its efforts to recruit students from the immersion stream for whom teaching is not a career objective. It should also consider adjusting its teaching schedule to accommodate students from the immersion stream who wish to take some French courses while pursuing Majors in other fields.
18. The Department should be more actively involved in OFFA recruitment activities, including the tour of secondary schools where it could present the full range of Department program options to prospective students. Advanced students could be called upon to assist with this activity.
19. The Department should more actively draw upon alumni in recruitment strategizing, as well as collect data from alumni about the careers and graduate programs they have pursued.
20. To assist with recruitment targeting, the university could assist the Department by developing a self-identifying mechanism for francophones.
21. Enrollment statistics (FTEs) could be improved by having international students take French courses for credit, rather than as audits.

Graduate

22. With the assistance of the university development office, the department should consider seeking out private and philanthropic scholarships to support and attract graduate students.
23. Barriers must be removed that currently prevent international French-speaking students from obtaining their student visas. The current arrangement of waiting one semester before providing a teaching assistantship places international students in a disadvantaged position. It creates equity issues and runs counter to the university's EDI objectives. Such students should be offered a graduate scholarship *upon entry* in the form of a Teaching Assistant contract. The TA contract should include on the job training (e.g., overseeing lab sessions and tutorials) from the outset and prepare students to gradually assume greater responsibility in the classroom.
24. The appointment of graduate TAs should be the responsibility of the Department Chair and/or Graduate Chair.

RESEARCH

Research recognition

25. The Department is encouraged to make sure that colleagues' research achievements are brought to the attention of the broader university community. One way to do so is through placing articles in the Vice-Provost for Research's weekly Newsletter.
26. The Department should take steps to better explain the current research practices of its fields to others. This is particularly important in tenure and promotion decisions, therefore the Department should proceed expeditiously to update its T & P statement about non-traditional outputs.

Promotion

27. We encourage senior colleagues and mid-career colleagues to consider applying for promotion to Full Professor. In some cases, this may involve mentoring or assistance with grant writing (see below). Colleagues are encouraged to apply when they feel they are ready and not demur for reasons of lack of seniority vis à vis other colleagues.

Grant writing

28. To properly assist faculty with grant writing, the university should endeavour to identify research facilitators with reading fluency in French, given that many of the funding sources to which faculty could apply involve writing the proposals in French. Such facilitators could be hired on a timely contractual or part-time basis.
29. Faculty funded through grants will be in a better position to offer financial support to graduate students. To encourage a culture of research at the undergraduate level, small research grants could be awarded to 3rd and 4th year students. This could also incentivize students to continue to the graduate level.

Research Centre

30. The Centre d'études Québec-Pacifique needs to be redefined in line with the current research topics and expertise of faculty members. While the Centre's focus has traditionally been literary, there is an opportunity now to make it a pole for bringing together francophone colleagues working in a number of different disciplines within the university. Depending on how it redefines its mission, the Centre could also become a pole of a larger project housed elsewhere.
31. Proposals for funding the Centre and the Centre's projects should include specific ways for integrating graduate students into activities.
32. The position of Director of the Centre needs to be uncoupled from that of Department Chair. Mid-career colleagues in literature and linguistics should be drawn upon for a co-directorship of the Centre.

RESOURCES

Faculty hiring

33. The Department is encouraged to pursue its strategy of joint appointments as a way of strengthening coverage in essential fields and consolidating interdisciplinary initiatives. In addition to the joint appointment in African studies with the Department of World Languages and Literatures, we encourage the Department to engage WLL on a second joint appointment in Caribbean literature, where the francophone component is extensive.
34. The Department is strongly encouraged to seek a position at the rank of Assistant Professor for a specialist in literature who can also lead in the teaching of language. This would better favour the integration of the Department's sectors while potentially strengthening the inclusion of EDI objectives in the curriculum. The goal would be to diversify pedagogical approaches and to favour inclusivity and representation of diverse spoken, written, and cultural varieties of French.

Administrative staff

35. We recommend that bilingual requirement (English and French) for administrative staff be maintained.
36. We encourage the Faculty to provide some funding to assist the student advisor with activities and issues related to the arrival of international students.
37. Given the knowledge the advising staff has of students and their ongoing relationship to the program, there should be a meeting every term between advising staff and language instructors.
38. The administrative staff in French is often called upon to answer questions of a general nature from francophones which it is not equipped to answer. We recommend that the university employ French-speakers in communications and information roles who are able to answer such questions.

OFFA

39. OFFA should be aware of the perception that its focus is on FCP students and therefore endeavor to widen the sense of community and belonging it offers to other students in the Department of French.
40. In serving students and staffing, OFFA should be attentive to the full range of francophone demographics in Canada.
41. If the Department is agreeable, we encourage OFFA to seek a new discussion with the Faculty of Education about cooperation at the graduate level.

Labs

42. The new Department labs are tailored to meet the specific needs of the department. It has taken many years for these facilities to achieve their current level of excellence, so we hope the Department benefits from them for many years to come.

CONCLUDING RECOMMENDATIONS

43. The Department should build upon the favourable disposition toward the French language of those students choosing to enroll in its programs and courses by introducing them to the full richness of francophone cultures and literatures from the outset, simultaneously with language instruction rather than as sequential to it.
44. The Department's challenge is to develop a vision of what it means to study French in Canada in our time, a vision that would reflect the diversity of the demographic streams that the Department serves: Canadian francophone students, students from immersion streams, international students from francophone regions, and non-francophone students interested in broadening their horizons.

EXTERNAL REVIEW – ACTION PLAN

Section 1 – To be completed by the Responsible Unit Person e.g. Chair or Director			
Unit under review French	Date of Review Site visit April 6-8, 2022	Responsible Unit person Christian Guilbault	Faculty Dean Peter Hall
<p>Notes</p> <ol style="list-style-type: none"> 1. It is not expected that every recommendation made by the External Review Committee 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. 2. Attach the required plan to assess the success of the Educational Goals as a separate document (Senate 2013). 3. Should any additional response be warranted, it should be attached as a separate document. 			
1. PROGRAMMING			
<p>1.1 Action/s (description what is going to be done):</p> <p>The Department feels that points #8 and #9 in the summary of recommendations constitute a misunderstanding. The current Minor program is accessible to students who are not fully proficient in French.</p> <p>The Department also has initiated a new Joint Major in collaboration with WLL which will provide an alternative to students who want to explore African literature in French.</p> <p>Finally, to address recommendation #7, the Department already has an active French Honours program that can lead students to a Master’s program.</p>			
<p>1.1.1 Undergraduate:</p> <p>Dept will embark on curriculum revision to:</p> <ul style="list-style-type: none"> • Review Educational Goals for all programs and all courses and remap the entire curriculum. • Examine how to insert more EDI content in all programs and in a greater number of courses and make it more visible in syllabi. • Ensure that the Minor is easily accessible to a wide range of students. • Clarify and facilitate pathways through the different programs. • Consider integrating more cultural elements into the language curriculum and make it more visible to students. • Review all courses to make titles more explicit about the (cultural and language) content of the course and more attractive. • Include more content about worldwide Francophonie and transnational themes. • Create bridges between Language, Linguistics and Literature courses throughout the program (possibly by creating new culture courses that could be offered earlier in the BA - taught in English - or by offering new language courses later in the BA - such as a 400-level writing course). 			

- Explore the possibility of widening the Department's offer of online-learning courses.
- Consider offering more introductory French culture and language courses open to students with minimal prerequisites (possibly taught in English) such as FREN200.
- Dept will increase its advertising efforts in high schools to boost recruitment.
- Dept will appoint one point person to coordinate its involvement in the French Cohort Program.

1.1.2 Graduate:

- Flesh out the new EDI-oriented Master's program in *Mondes francophones: enjeux linguistiques, politiques, éthiques et éducatifs*.
- Review Educational Goals of the Master's programs and all graduate courses.
- Develop strategies to facilitate admission of international students by providing better funding packages (such as TAships) to facilitate student permits applications.
- Rethink the model of cross-listed graduate 800-level courses with undergraduate 400-level courses.
- Explore opportunities to collaborate with other units at SFU and outside SFU.
- Rebrand the Department's Master's programs.

1.2 Resource implications (if any):

- One additional CFL is needed at the rank of Assistant Professor in Language Didactics to maintain, lead the French language program, and to make up for planned retirements and anticipated leaves; this new CFL would also play a key role in integrating the Department's sectors (language and culture, literature, linguistics) while strengthening the integration of EDI objectives and content into the curriculum.

1.3 Expected completion date/s:

- The main curriculum changes should be completed within the next three to five years.
- The new undergraduate Joint Major with WLL should be completed within the next three to four years.
- The new Master's should be available within the next three to five years.

2. RESEARCH

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

- Dept to explore the possibility of providing mentorship for faculty to develop to their full potential.
- Dept to create a committee to assist faculty in organizing conferences, book launches, etc.
- Dept to create a committee to mentor faculty members to advance in their careers and to prepare for promotion.
- Dept to take steps to make research achievements better known to the wider community of scholars at SFU.
- Dept to encourage faculty members to apply for grants to help fund graduate students.
- Dept to seek a French-speaking grant facilitator within FASS; if this search is unsuccessful, the department is to consider hiring one from outside SFU.
- Dept to separate the position of Director of *Centre de recherche Québec-Pacifique* from the position of Chair.
- Dept to encourage the *Centre de recherche Québec-Pacifique* to review its mandate and shift to a more contemporary mandate closer to SFU's priorities; for instance, it could include EDI related topics.

2.2 Resource implications (if any):

- Dept to apply to FASS for stipend to cover hiring of French-speaking grant facilitator if from outside SFU.
- No other new resources are needed to implement these changes.

2.3 Expected completion date/s:

- These actions should be completed within the next three years.

3. ADMINISTRATION

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

The Department recognizes that parts of its identity rely on the language they work in, which is French. Therefore, it considers paramount to maintain a bilingual requirement (English and French) for administrative staff. The Department also recognizes that its administrative staff does not have the time nor the proper knowledge to answer all questions from international, French-speaking students who need greater support (#38). The Department recommends that SFU identify or hire one French-speaking employee at Student Services as a resource person for those students in need of assistance.

- Dept will increase its activities in communications by developing a communications plan.
- Dept to reinstate regular, documented meetings between advising staff and language instructors.

- **Resource implications (if any):**
 - Dept to explore the possibility of modifying the job descriptions of some of its support staff to better reflect the work being done with social media and to include the time needed to create and maintain virtual spaces for students.
 - Dept to engage in discussions with OFFA to share resources to develop a communications plan.
- **Expected completion date/s:**
Will be completed within the next two years.

4. WORKING ENVIRONMENT

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

The Department considers its language laboratories essential to maintaining an effective, cutting-edge language program. It wants to reaffirm the importance of keeping these spaces for instruction with proper funding to maintain and upgrade the equipment. It is important to note that these spaces are also used on occasion for the teaching of a wide variety of courses and for thesis defenses.

- Dept to consider developing virtual environment for students to facilitate off-campus interactions and exposure to the French language and culture.
- Dept to keep updating its website and its presence on social media by integrating more content related to faculty's research activities and achievements.


a. **Resource implications (if any):**

- The development of virtual environment for students and updates to the website will require more time being spent on these tasks by the support staff. Job descriptions will need to be reviewed to accommodate this or external help needs to be hired.
- Training for administrative staff to enable them to create and maintain the new virtual environments.

a. **Expected completion date/s:**

- Within the next two years.

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

Unit Leader (signed) Name <u></u>	Date <u>28 July 2022</u>
Title <u>CHAIR</u>	

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

On Tuesday 19 July, 2022, I met with Dr. Christian Guilbault (Chair of the Department of French), Dr. Glynn Nicholls (Director, Academic Planning & Quality Assurance), and Bal Basi (Coordinator, Quality Assurance) to discuss the external review prepared by Professors Robert Schwartzwald (Chair), Maite Snauwaert, Jeff Tennant and Nicolas Kenney (internal).

The Department of French have received an external review which clearly and honestly identifies the strengths and the challenges confronting it. The Department has experienced declining enrollment which in turn is related to the decline in French instruction in BC high schools. At the same time, the 2021 Census has put renewed attention on the state of French in Canada, and policy attention to this state of affairs may present opportunities for renewal. The Department is to be congratulated for the detailed action plan they have developed in response.

With regards to the undergraduate curriculum, the proposed curriculum overhaul is welcomed. In particular we welcome and encourage simplifying the Minor to allow more students to add this to their Majors in other disciplines; increased attention to cultural and EDI content across the curriculum; teaching of courses in English, and teaching courses with reduced expectations for French-language competency; and online offerings. The Department is encouraged to work actively with the French Cohort Program and co-interested units (WLL, Indigenous Studies, Linguistics, Education, etc.) on this curriculum refresh. Similarly, the proposed steps towards the new Master's program are welcomed, though careful attention will need to be paid to ensuring that this program can be delivered with the instructional resources currently available to the Department; collaboration with other SFU units and outside SFU will be essential to achieving this.

Faculty renewal has been undertaken in 2022-3 through a joint faculty hire with WLL as a way to support the new joint program and strengthen the connections between language, literature and other cultural content. Faculty renewal in language didactics remains a priority for future Faculty Renewal Planning.

The research profile of the Department deserves attention, and the proposed steps outlined in the Action Plan are welcomed. The Faculty will support grant applications written in French, mostly likely through providing resources to hire external consultant services.

The Faculty recognizes the administrative challenges that arise from providing services in both official languages, and welcomes the proposed attention to training, job descriptions and website presence. Closer coordination with the Office of French and Francophile Affairs on all matters, and particularly with regards to shared administration and communication is essential.

Faculty Dean



Date 29 August 2022

Educational Goals Assessment Plan Template

Unit/Program: French

Contact name: Christian Guilbault

Date: July 14, 2022

This template is designed to help units implement assessment of Educational Goals after receiving feedback from their External Review. Units are not expected to assess every Educational Goal every year. *(Textboxes will expand as you type)*

1) Who were the members of your Educational Goals Assessment team? Outline who has worked on the assessment.

Several faculty members have worked on these goals in the past few years (for instance, Bettina Cenerelli, Réjean Canac-Marquis, Catherine Black, Christian Guilbault, etc.). It is expected that the new curriculum committee will be mandated to review and remap all goals with all our courses.

2) Are your program's Educational Goals current, or do any of them need to be revised?

In some cases, Educational Goals may need to be revised to keep pace with changes in the discipline or in the program's course offerings, or to ensure they continue to align with a unit's mission and values. Feedback from the External Review may inform revision of Educational Goals.

As we embark on a major curriculum revision, all goals will need to be revised and the entire curriculum remapped.

3) Is your program's curriculum map up to date?

A curriculum map may need to be updated to reflect any major changes to the program's course offerings (i.e. new or substantially revised courses, courses that have been removed).

Since all courses will be reviewed in this major curriculum revision, all goals will be remapped to fit the new course content.

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4) Assessment Plan

For each Educational Goal, outline what data you will use to assess student learning. Indicate what direct evidence you will draw on - which key courses you will sample from and, if possible, the course-based assessments you plan to use. These can be described in general terms (e.g. research paper, final exam questions targeting a particular Educational Goal). Indicate also whether or not you plan to gather indirect evidence (e.g. surveys, focus groups, interviews, etc.). The same indirect evidence method (e.g. a survey) can be used for multiple Educational Goals. Describe what would indicate to you that students had met the Educational Goal. Add or delete rows as needed.

Educational Goal 1:			
Description of Assessment Methods: (e.g. Term paper from Course X, will randomly sample 20% of student work; exit survey of graduating students) These assessment methods will be discussed in curriculum committee.	What would indicate that students had met the EG?	Is this direct or indirect?	When do you plan to collect the data?
Educational Goal 2:			
Description of Assessment Methods: (e.g. Term paper from Course X, will randomly sample 20% of student work; exit survey of graduating students)	What would indicate that students had met the EG?	Is this direct or indirect?	When do you plan to collect the data?
Educational Goal 3:			
Description of Assessment Methods: (e.g. Term paper from Course X, will randomly sample 20% of student work; exit survey of graduating students)	What would indicate that students had met the EG?	Is this direct or indirect?	When do you plan to collect the data?
Educational Goal 4:			
Description of Assessment Methods: (e.g. Term paper from Course X, will randomly sample 20% of student work; exit survey of graduating students)	What would indicate that students had met the EG?	Is this direct or indirect?	When do you plan to collect the data?
Educational Goal 5:			

Description of Assessment Methods: (e.g. Term paper from Course X, will randomly sample 20% of student work; exit survey of graduating students)	What would indicate that students had met the EG?	Is this direct or indirect?	When do you plan to collect the data?
Educational Goal 6:			
Description of Assessment Methods: (e.g. Term paper from Course X, will randomly sample 20% of student work; exit survey of graduating students)	What would indicate that students had met the EG?	Is this direct or indirect?	When do you plan to collect the data?
Educational Goal 7:			
Description of Assessment Methods: (e.g. Term paper from Course X, will randomly sample 20% of student work; exit survey of graduating students)	What would indicate that students had met the EG?	Is this direct or indirect?	When do you plan to collect the data?
Educational Goal 8:			
Description of Assessment Methods: (e.g. Term paper from Course X, will randomly sample 20% of student work; exit survey of graduating students)	What would indicate that students had met the EG?	Is this direct or indirect?	When do you plan to collect the data?

5) How do you plan on sharing your findings within your unit?

The curriculum will examine and devise ways to share these findings with all faculty members during departmental meetings.

6) Assessment Timeline

Next Mid-cycle Review:

Next External Review:



MEMORANDUM

ATTENTION:	SCUP	
FROM:	Elizabeth Elle, Vice-Provost, Learning & Teaching	
RE:	External Review of French, and Educational Goals	
DATE:	November 1, 2022	

In 2022, the Department of French underwent their external review. As part of this process, there is normally a component of the action plan that updates the educational goals of the unit, and provides next steps for their assessment.

As noted in the external review documentation, French is planning to undergo a major curriculum initiative. As such, they expect to develop new educational goals and an action plan; there is not, at present, a detailed plan to provide formative feedback on. I would be happy to provide feedback as the plan is developed, and encourage the department to consider working with the Centre for Educational Excellence for support in their curriculum refresh, and the team in Learning Experiences Assessment and Planning for development of their educational goals and an assessment plan.