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MEMORANDUM

ATTENTION Senate
FROM Jon Driver, Vice-President, Academic and
Provost, and Chair, SCUP
RE: Faculty of Arts and Social Sciences: External Review of the Department of French
(SCUP 14-37)

DATE December 9, 2014

PAGES 1/1

At its December 3, 2014 meeting, 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: S. Steele
C. Black
J. Craig



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MEMORANDUM

ATTENTION Jon Driver, Chair, SCUP
FROM Gord Myers, Associate Vice President,
Academic
RE: Faculty of Arts and Social Sciences: External Review of the Department of French

DATE November 24, 2014**PAGES** 1/1

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:

"The Department of French has excellent opportunities for networking with the wider community and, with proper branding of its mission, become an exemplar of SFU's commitment to global education. The Department of French is in a position to build on the legacy of Simon Fraser, and shed light via research projects and other venues on the French presence in the province from its early beginning and well into its future."

Motion:

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

Following the site visit, the Report of the External Review Team* for the Department of French was submitted in April 2014. 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, Faculty of Arts and Social Sciences, the Chair, Department of French and the Director, Academic Planning and Quality Assurance (VPA) to consider the recommendations. An Action Plan was prepared taking into consideration the discussion at the meeting and the External Review Report. The Action Plan has been endorsed by the Department and the Dean.

SCUP recommends to Senate that the Department of French be advised to pursue the Action Plan.

***External Review Team:**

Suzanne Crosta, McMaster University (Chair of Review Team)
Marie-Hélène Côté, Université Laval
Charles Elkabas, University of Toronto
Murray Munro (Internal), Simon Fraser University

Attachments:

1. External Review Report (April 2014)
2. Department of French Action Plan
3. Department of French Educational Goals Assessment Plan

cc John Craig, Dean, Faculty of Arts and Social Sciences
Stephen Steele, Chair, Department of French

Date: April 3, 2014

To: Dr. Gordon Myers
Associate VP Academic (Chair)

From: Dr. Suzanne Crosta, McMaster University
Chair, External Review Committee

cc. Dr. Marie-Hélène Côté, Université Laval
Dr. Charles Elkabas, University of Toronto
Dr. Murray Munro, Simon Fraser University

Re: External Review – Department of French

Dear Dr. Myers,

As members of the External Review Committee, we are pleased and honoured to submit the final version of our External Review of the Department of French.

This report reflects an examination of the issues we feel are most central to the Department of French's performance and overall standing. We are encouraged by the Administration's interest in these issues. We hope our comments and recommendations will be useful in the strategic and curricular planning of the graduate and undergraduate programs offered by the Department of French. We were especially mindful of the financial constraints of the University and our report reflects a pathway for a thriving and more sustainable future for the study of French and Italian at SFU. If you have any further questions or wish more information, please do not hesitate to contact us.

On behalf of the External Review Committee members, we would like to express our sincere pleasure in visiting your University, meeting with your senior team, faculty, staff and students, all of whom welcomed us warmly and committed the time to meet with the Review Committee as we carried out our work. Our External Review benefits from their knowledge and advice.

Sincerely,



Dr. Suzanne Crosta, McMaster University
Chair, External Review Committee

FACULTY OF ARTS
SIMON FRASER UNIVERSITY

***EXTERNAL REVIEW OF THE DEPARTMENT OF
FRENCH***

PREPARED FOR
DR. GORDON MYERS
ASSOCIATE VP ACADEMIC

Site Visit: February 26-28, 2014
Submission: April 3, 2014

External Reviewers:

Dr. Suzanne Crosta (Chair)
McMaster University

Dr. Charles Elkabas
University of Toronto

Dr. Marie-Hélène Côté
Université Laval

Internal Reviewer:

Dr. Murray Munro, Department of Linguistics

PREAMBLE & OUTLINE OF THE VISIT

This Report incorporates the findings of the External Review Committee established by Dr. Gordon Myers, Associate Vice-President (Academic) to assess the academic programs in French, and the Italian language offerings under the administration of the Department of French at Simon Fraser University. It includes comments and recommendations of the internal reviewer, Dr. Murray Munro (Department of Linguistics), who participated actively in both the consultation and the preparation of this Report. It should be noted that we were pleased with the extensive documentation received well in advance of our visit (Appendix A).

The external review team members were warmly greeted by Dr. Gordon Myers, Associate VP (Academic) who chaired the Senior Administrators' meeting. We were provided with a contextual framework of the Report and possible options to consider during our consultation and interviews with faculty, students and staff from the Department of French. A revised itinerary was distributed for our three day site visit (Appendix B). Although we did not meet collectively with the Department, we met with the different stakeholders of programs in the Department of French and conducted interviews with the following individuals:

- Dr. Norbert Haunerland, Associate VP Research
- Dr. Wade Parkhouse, Dean, Graduate Studies
- Dr. John Craig, Dean, Faculty of Arts & Social Sciences
- Dr. Catherine Black, Chair, Department of French
- full-time faculty members according to their areas of expertise (language, linguistics & literature),
- sessional instructors, external teaching assistants, and French *lectrice*,
- staff,
- graduate students and
- undergraduate students.

The External team members would like to express our fullest appreciation to senior administrators and staff (Bal Basi and Leena Edmeads) at SFU for the gracious hospitality we received and for their immediate responses to our requests. We also greatly appreciate that the Chair, faculty, staff and students shared with us their genuine concerns about the viability and sustainability of the Department's graduate and undergraduate programs and Italian language offerings and most especially their willingness to actively engage in the review process.

This Report makes constructive recommendations aimed at responding to the general call for a better future for French programs & Italian language study at Simon Fraser University. For ease of reference, please see the corresponding sections devoted to the following sections of the Report:

- Section I - French Graduate program
- Section II - French Undergraduate programs
- Section III - Italian Language Study
- Section IV - Faculty Performance & Productivity
- Section V - Governance & Administration
- Section VI - Future Directions
- Section VII - Series of recommendations

We have provided a *Table of Contents* to identify the separate sections and the list of Appendices identifying the documents we received in advance of our visit (Appendix A), those that we requested or received during and after our visit (Appendix B) as well as those supplied by the Bureau des Affaires Francophones et Francophiles / Office of Francophone and Francophile Affairs (Appendix C). We added the Call for Papers for the international conference being organized by the Department of French this spring (Appendix D). For ease of reference, we have also included an *Executive Summary*.

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FACULTY OF ARTS

SIMON FRASER UNIVERSITY

EXECUTIVE SUMMARY

This Report proposes a set of recommendations to be reviewed by Senior Administration and implemented by the Department of French so as to build on its strengths and bring it in alignment with institutional priorities and educational goals. The positive and constructive recommendations proposed are meant to be resource-neutral and might even increase the bottom line but it will require a strategic reallocation of resources and collective goodwill.

1. The Department of French has excellent opportunities for networking with the wider community and, with proper branding of its mission, become an exemplar of SFU's commitment to a global education. The Department of French is in a position to build on the legacy of Simon Fraser, and shed light via research projects and other venues on the French presence in the province from its early beginning and well into its future.
2. Specific recommendations with regards to each of these disciplines are embedded within this Report, and resumed are succinctly in Section VII (pages 27-29).
3. All in all, the French offers good quality programs and we have outlined some of its untapped potential. In order to build on its strengths, we have proposed curricular revisions to support the core mission and strongly encourage online delivery for all pre-Grade 12 French language offerings. To support migration of all Level I courses (pre-Grade 12) to online delivery, enhance interactive learning and promote scholarship in the field, we recommend a teaching-track position in French Didactics/ Second-Language Acquisition. Most language courses are taught primarily by lecturers and sessional appointments and this appointment will underscore the university's commitment to leading-edge pedagogical research. Funding from the online courses and cost-savings from a reduction in external teaching assistantships should support the hiring of this critical teaching-track appointment.

4. Students are very keen on improving their oral proficiency in French as they are looking for pathways not only into teaching but into the civil service and other international career opportunities. We strongly recommend career seminars and networking with professionals for students majoring in French.
5. We support the creation of an Italian Minor with the subsequent phasing out of the Certificate. Italian has a long history at SFU and should be once again branded. Italian unquestionably needs a multi-year appointment or teaching-track appointment and some sessional support to clearly build a sustainable Minor. This will also have the net effect of allowing a long-standing faculty member who has expressed her wishes to retire to do so without any concerns about the future of Italian at SFU. The renewal in this area may be done with some overall cost-savings with support from the Advancement Office.
6. We also recommend that all resources in the Department of French be aligned to support a common vision and mission. In the best possible world, it would be possible to offer languages, linguistics, cultural studies and world literature courses, but it is neither realistic nor desirable. This Department will require all of its resources to brand and strengthen their programs so that it can highlight its unique features and research culture. In order to successfully compete for grant funding, researchers will need to harness the resources of the university and explore venues and opportunities for cross-disciplinary collaboration at SFU.
7. We also recommend ongoing substantive dialogue with Western Academic Chairs of French so as to take full advantage of the Deans' Western Agreement and increase its suite of course offerings in specialized areas in French and in Italian.
8. Stronger pathways and community outreach activities should be created and implemented to recruit more high school students and facilitate entry into French programs.
9. We also recommend annual retreats and a strong show of support for the new Chair in order to ensure a smooth transition in administration, enable change, and foster a common sense of purpose and collegial spirit.

IDENTITY & ORIENTATION OF THE DEPARTMENT OF FRENCH

There are currently two segments within the Department of French: graduate and undergraduate programs in French and a certificate in Italian. This diversity in the composition and consequent mandate of the unit seems to work well although we did not seem to get a glimpse of the unit as a whole. The Department of French's identity and more importantly its branding is critical to its success and this is an area that will require a collective effort and also some external support. The Department of French houses an MA program, and a suite of undergraduate programs undoubtedly to respond to the needs of specific students. Given its tripartite structure (language, linguistics and literature) and the varied functions of its offerings, the Department is at times at odds with itself as it tries to meet competing expectations. Under the circumstances, it is understandable that the Department has not clearly stated in its self-assessment its vision and mission as they relate to other Departments and the university more generally. It would seem essential that relationships with other units be given greater weight in its priorities. To be fair, the Department has made extensive efforts to revise its curriculum. What we are recommending at this time is an assessment of its position within the university and the wider community.

External reviewers agree that the Department would benefit from a retreat so that all members can actively participate in this visioning and branding exercise and gain a common sense of purpose and direction. It would also have the added advantage of affirming its teaching, research and outreach contributions within the planning documents of the Faculty of Arts and the university as a whole. We recommend *that members of the Department articulate a vision and mission for its unit aligning it with the planning documents of the Faculty of Arts and the university.*

SECTION I - FRENCH GRADUATE PROGRAM

The French Master's program is an asset to the University. It builds on the strength of the undergraduate program and is critical to meeting a growing market for French teachers in several BC communities. The lack of French Immersion teachers was recently the featured editorial of the *Province*.¹ The MA program is a relatively small program, flexible, nurturing and valuable to students.

The Department would like to see its enrolments grow and faculty members are actively working at increasing their numbers by recruiting more of their top Level IV students. The current Master's program offers graduate students two options: complete 4 courses in addition to the 75-page thesis; or complete 7 courses in addition to the two extended essays. In practice however, the program is custom-tailored to each and every student, requiring faculty members to invest heavily in areas that are not part of their specialization. By their own admission, faculty members feel that their contributions are undervalued and that the program is onerous because they are always developing new courses. From the outside, the graduate program is an extension of the three clusters we find at the undergraduate level (language, linguistics and literature). This perception is reinforced with graduate and fourth year students taking the same courses. As a result, the graduate program suffers from a lack of vision and coherence. Aside from a required methodology course, there are no core courses or a unified perspective of its course offerings. Given its size, the program cannot possibly offer every course students wish to see in the Calendar.

¹ Parents are lobbying for more French Immersion programs in their school districts. See Patti Holm, "Too Many Being Turned Away from French Immersion in B.C.", *The Province* (Monday March 3, 2014): A14.

We recommend that faculty involved in the graduate program meet and establish a niche according to their strengths in publications and research and that they focus on priorities that will prepare students for the knowledge economy: education, civil service, and key professions. From our conversations with students in the MA program, we were able to appreciate that they have more immediate professional goals: education, civil service, promotion in their current employment, etc... The Department in conjunction with BAFF should offer professional workshops for specific groups of students (MA and upper-level French students).

Fast-track proposal

The Department has proposed a fast-track option for their students. It allows top Level IV students to take up to a maximum of three 400/800 courses to count for their undergraduate degree AND towards their master's degree. From the outside, this form of double-counting is not acceptable. Courses should count for either one or the other, but not for both. It also begs the question as to credit awarded to students from other universities coming to SFU to complete a Master's degree. In our conversation with French faculty at the University of Victoria, the Department there is very enthusiastic about a Joint Master's degree but the differences in the level of course requirements between the two programs were the main stumbling blocks. The Review Team feels that this fast-track proposal is premature because it provides a very rich learning environment for Level IV undergraduate students, but it unfortunately has the opposite effect on the graduate student learning experience. When one takes into account that the Level IV courses are heavily subscribed (most universities offer a capstone experience in Level IV), graduate students are subsumed in these classes. Given the investment graduate students are

making we are recommending that graduate students take core and elective courses at the Master's level. In order to increase enrolments and ensure the viability of the program, we would recommend opening some Master level courses so that graduate students in French can take courses in other Departments with the option of submitting their work in French and students from other departments can take a French graduate course in French with the option of submitting their work in English. For students wishing to specialize in areas where there is no faculty expertise, we highly recommend that the Department make use of the Western Deans' agreement and encourage students to take French courses in neighboring universities in the desired specialized area and, if possible, arrange for co-supervision.

We have heard from students that expectations vary among faculty members, and graduate students sometimes feel at a loss. The CVs show few MA supervisions in linguistics (6 since 2006). It is most regrettable that the most active researchers have little or no graduate supervision. Moreover, graduate students claimed that faculty commitment varies, and this has led to them promoting the need for a 'contract'. To guide these discussions, we refer Departmental faculty members to CAGS/ACES' best practices in graduate education and the draft template for a Letter of Understanding, both available in French.² *We therefore recommend that the Department engage in a workshop where best practices on graduate supervision are shared across the Faculty, especially as they relate to the development of a common set of expectations between graduate student and his/her supervisor. The Chair of*

²CAGS/ACES, « Études supérieures : un guide pratique », November 2012 : http://www.cags.ca/documents/publications/best_practices/Graduate_Studies_A_Practical_Guide_FINAL_15OCT12_FR-REV.pdf; « Création d'une lettre d'entente pour les conseillers/superviseurs et les étudiants diplômés », March 2012 : http://www.cags.ca/documents/publications/best_practices/Best_Practices_Dual_Joint_DegreesFR.pdf

Graduate Studies in French, in consultation with stakeholders in the Department as well as with expertise available in the School of Graduate Studies should create or follow a set of clear guidelines for graduate supervision.

Conferences & Graduate Student Success

We would like to see graduate students involved in the organization of conferences and in the presentation of their research to diverse audiences. It can take the shape of a one-day student Conference or active participation in faculty-led conferences. We are pleased to see the faculty organize an international conference on current debates in Québécois and francophone literatures (See Appendix D) but it appears divorced from graduate students in the program. These are excellent opportunities for graduate students to be exposed to professional organizations and to researchers in the field, and would encourage more student participation in the future.

The Department should also celebrate their students' success: honours and prestigious offers from other universities, bursaries from provincial and federal governments, funding from external sources etc... in a variety of media (print and electronic). We were again VERY impressed with the Department's ability to attract motivated and excellent graduate students; the challenge now is to showcase its distinctiveness and attractiveness to the rest of the university and the wider community (please see *Future Directions*, Section VI.2).

SECTION II - FRENCH UNDERGRADUATE PROGRAMS

The Department of French serves a variety of 'clienteles' and this heterogeneity is reflected in the suite of options available to students:

- a single Honours program;
- a Major and three Joint Majors;
- an Extended Minor in French Studies;
- a French Language Minor;
- a French-Education Certificate;
- and a French Proficiency Certificate.

With more than 224 AFTes (264 – WAFTEs), French enrolments are stable and healthy, and these attest to both the faculty complement's performance and market demand. Students are encouraged to spend their second or third year of study abroad, at a French or Québécois university. Students impressed us by their commitment to and enthusiasm for their respective programs, in particular to its future development and orientation. It became evident to us that with more than 106 Majors and 66 Minors (2012/13), French Studies is alive and well, with unique sets of strengths in French language teaching, French literature, and French linguistics. It is not clear to us why there are two minors in French. The enrollments are poor in the French Language Minor. In the last three years, enrollments ranged from 3-6 while the Extended Minor has ten times more students. Obviously the French Language Minor is responding to a very small niche of students. *We would recommend phasing it out and reviewing course requirements for the Extended Minor so that it is distinct from the Major.* Students may be opting for certificates and minors instead of a Major to achieve the same career goals. It would be important to let them know the benefits of the Majors, Joint Majors and Honours program with respect to the Minors and the Certificates, perhaps organizing a “French Fair” with students before the period where they have to declare their specialization.³

³ A practical suggestion to increase attendance: food and beverages are well worth their investment.

1. French Language study and practice

The Department offers an extensive suite of language courses in small classes and they cover quite well the four areas of language competence.

Pre-Grade 12

FRE 120, FRE 121, FRE 122, FRE 198 (Introductory courses)

Post-Grade 12

FRE 210, FRE 211 (Intermediate)

FRE 212 (for French Immersion)

FRE 215, FRE 217 (Oral practice)

FRE 221, FRE 222 (Writing)

FRE 300, FRE 301, FRE 304 (Advanced)

FRE 307, FRE 407 (Translation)

FRE 185, FRE 285, FRE 385, FRE 485 (Practicum)

Whereas we commend the study of French, we recognize that the rich investment in pre-Grade 12 should not be the priority of the Department. Given the cost to mount these courses (FRE 120, 121, 122), we recommend either a blended learning approach or better yet a move to offer them strictly online. It would not only respond to the students' wish for more courses online but it would also attract students within and outside the province as well as non-traditional students in the wider world. FRE 198 (*French for Reading Knowledge*) is an anomalous course. It appears

inappropriate at the pre-Grade 12 considering the fact that students at this level have little or no knowledge of French. Reading material [*“periodicals, journals and basic literary and academic texts”*] used in this course would be too complex and difficult for students whose language competency is rudimentary. We wonder whether it is an elective course aimed at upper-level students in other programs or graduate students requiring a language requirement. In this case, it should be renamed and moved to the appropriate level. In some universities, it is designated as a Level IV or graduate course and not open to students specializing in French.

University-level language courses (post-grade 12) offer a wide range of learning objectives and outcomes and these should be transparent and fully captured in the course descriptions. The following are examples of quality enhancement we would propose.

- FRE 210 (Intermediate French I). As a first post-Grade 12 course one would expect that students be taught other skills than *“strong emphasis on oral expression”*. This course needs clarification that writing and reading skills are also covered.
- FRE 215 and 217 are actually both oral practice courses. To be consistent with course numbering and in order to show progression, adjust titles, and in one case state means and objectives.

FRE 215 Intermediate French: **Oral Practice I** [Course description is vague]

FRE 217 Intermediate French: **Oral Practice II** [Keep existing description]

- FRE 300 Advanced French: **Oral Practice III**

[In order to show consistency in course level and progression]

- FRE 304 Advanced French **Writing III**

[See FRE 221 and FRE 222: FRE 304 would be the follow-up]

- Simplify titles so that course objectives are clear:

FRE 307 Advanced Vocabulary: Translation Techniques I

FRE 407 A Contextual Approach to French: Translation Techniques II

Course objectives were mentioned in the self-study report (page 27). However, it is good practice that students have a general idea of course content, learning outcomes and sequential order when they consult their course calendars. Some suggestions for more informative course descriptions may include: exercises to improve accuracy, learning the phonetic system, basic vocabulary, use of teaching materials such as, communicative competence, language in context, fluency in conversations, group discussions, functional French, logical structure, review of grammar, use of French language software and e-dictionaries, self-instruction, expansion of student's proficiency in oral-written production, clear learning outcomes (for example, "in this course students will learn/be able to..." etc.

We therefore recommend that the Department review language course descriptions and provide specific objectives, learning outcomes, delivery and sequential ordering.

Information and Communication Technologies in Education (ICTE)

The Review team took stock of the fact that there is indeed a strong interest in ICTE in the French department. In the last years, faculty, lecturers in particular, attended many workshops, seminars and symposiums in this field. Lecturers at SFU should be highly commended for making a huge effort in taking advantage of ICTE. This in itself is a big task considering the fact that ICTE are constantly developing, and that teaching with these tools requires supplementary pedagogical expertise.

The Department takes pride in the development of FRE 120 (2011-2012), an online first year introductory course. We are told that a senior lecturer presently on study leave is currently developing an online version of FRE 121. The self-study report also mentions a number of department initiatives in the use of technologies and software: replacement of *Can-8* (an oral production and pronunciation program) with an in-house “Tuteur-en-ligne”; *Antidote* (excellent commercial software for writing in French). This is an indication that language instructors at SFU are taking positive steps in integrating online activities into their courses.

We were given access to the online first year introductory course FRE 120 housed in WebCT, and we were all impressed by the site design and its overall configuration. One of its inherent qualities is that it is user-friendly and does away with superfluous and distracting bells and whistles. There is ample guidance for students who will find pages such as *Tutor-Marker's Office* and *Follow-up Progress Report* very useful. We were also pleased to see that the lecturer responsible for this course did not content herself with relying on prescribed printed material to be read by students. She appears in a series of video clips where she uses slides, illustrations and hand-written notes to explain in a friendly manner selected grammar points. One gets the favorable impression that this is a one-on-one tutorial. Although material taught in this course follows a prescribed language manual and accompanying language practice software, (we were unable to consult these), it appears that it is well integrated in the course website. We were also informed that many other language activities were housed in QUIA, a non-university website (access is limited to subscribers). When the next level course, FRE 121, is completed and offered online, we suggest that instructors take advantage of this added new component by assessing the

pedagogical value of both courses, and sharing their results with colleagues in learned societies. Language Teaching and Learning with ICTE is our new pedagogical frontier, and in light of what we have seen, the Department of French at SFU is well positioned to undertake valuable research in this field.

In order to foster a more coherent use of ICTE in the teaching and learning of French, we would recommend that SFU provide French instructors with specific training in new technologies as they relate to second-language acquisition and cultural literacies in diverse French/Francophone contexts. This is particularly important in view of the fact that:

- language manuals are bound to disappear in their print format;
- within the next few years traditional language labs will no longer be part of the campus landscapes;
- global student mobility and cross-cultural literacies will be required;
- language students are already moving away from the role of passive learner-client towards that of sophisticated e-consumer.

The Department, in conjunction with the library, should collaborate to establish an extended list of available electronic French language resources, and make it available to students. This is especially useful for students who prefer working autonomously. Students have also expressed the need to have access at all times to these resources. Some students wanted to know why, for example, the set of language software *Antidote* was not available between semester breaks and we were surprised that it was not the case.

Furthermore, given that the lab is used primarily for testing and has to be reconfigured for the purposes of active learning, we recommend that the lab be redesigned to serve that purpose. We would expect a grant proposal (preferably in teaching and learning) to kick-start the process.

Overall, we recommend better use of learning technologies, targeted workshops so that language instructors can migrate all Level 1 courses online, and integrate blended learning in the upper level courses.

2. French Linguistics

In our conversation with faculty and students, it is abundantly clear that there is less satisfaction here than in the Language and Literature sections. We have identified tensions not only between linguists on the linguistic offerings but also between language and linguistics professors. Some feel that the curriculum should be training linguists and they are falling short of that mission; others feel that they should not limit themselves to training language teachers, even though they recognize that market demand is high. Until there is some consensus on educational goals and learning outcomes, frustration and tension will persist. A workshop with an expert in the field of pedagogy who would have faculty focus on their learning outcomes, and address the following three questions might help them move beyond this impasse:

- What are the basic competencies students in French should possess?
- How can these be mapped out from the list of linguistic courses? In other words, what would be the best sequence for students to successfully complete their requirements in linguistics?

- What are the additional skills and tools the program could offer students who wish to excel in the field of linguistics or prepare for graduate work?

In our conversations with students, it became immediately apparent that what is currently lacking in the program is a common core and common set of skills to successfully progress and succeed in the linguistics major. By their own admission, students who took FRE 275 (French Linguistics Today) felt that it provided insufficient background and preparation for their upper level courses in linguistics. They have little knowledge of the basic structures of language (for example: phonology, syntax, morphology) and feel ill-prepared to take 400-level courses. Current courses appear to be structured around themes in the field of linguistics. For example, FRE 331 (Accents of French) addresses issues of norm, representations and attitudes (which would fall under sociolinguistics) and « phonemes and allophones » (which relate to phonology). The course description for FRE 333 (The Magic of French Words) mentions Morphology, Terminology, Orthography, Etymology, Diaphasic and Diatopic Varieties and Language use. This approach may be interesting, but it doesn't take into account the sequencing of basic to more advanced study of linguistics from the student's perspective. Advanced courses such as FREN 417 (Topics in the Structure of French) and FREN 423 (Topics in the History of French), expect students to be prepared in the « structure » and the « history » of French but there are no introductory courses that sufficiently prepare them. This begs the question as to whether these thematic courses are offered at the appropriate level.

In order to enhance the learning experience of students majoring in linguistics, *we recommend that two introductory level courses be implemented to provide students with an overview in*

Linguistics and basic competencies in French linguistics (Introduction to French Linguistics I and Introduction to French Linguistics II).

It would be important that one builds on the other so as to ensure a solid training in general linguistics and then a more focused approach to specific issues in French linguistics. Ideally, we would rather see students take an introductory course in the Department of Linguistics so as to offer students a general overview of the field of linguistics and then proceed to the introductory French linguistics course . We believe that students benefit from interdisciplinary approaches and collaborations and we would like to see this extended at the level of faculty as well. ***We would also recommend that faculty review the building blocks of the disciplines so as to properly map out the sequential ordering of courses.***

The current program lacks a dedicated course on French in the Canadian context (including legal, social, educational, demolinguistic, historical and structural – phonological, syntactic, lexical – aspects). Any French department in a Canadian university should offer – and probably require – at least one such course.

We therefore recommend that a course on French in the Canadian context be added to the curriculum.

The Department of Linguistics offers a successful TESL program. There may be benefits in having members of the Department of French consult with their colleagues and share some best practices in the field. This may have the net effect of making the linguistics program more attractive and relevant for future French teachers.

3. French & Francophone Literatures

In our conversation with faculty members and students, it became immediately apparent that both sets of stakeholders are pleased with the reforms they have made with the curriculum and, needless to say, student experience in this area is very high. There is also a healthy tension between faculty interests and student desires and the following recommendations are meant to address faculty and student concerns and appeal to the learning experience of students.

The Review team was very pleased to see a foundational course in Level II, namely the Introduction to literary studies. It is well conceived and we would simply add that this course should also include full texts from which excerpts can be drawn to analyze texts both in their different parts and in their totality. Faculty members in this area were open to changing the titles of their courses (FRE 340, 341, 344) from ‘readings’ to ‘survey’, for example and that the World Literature courses (FRE 343) be more defined (Society, Institutions and Media) to address current interests. Tough decisions will have to be made on which geographical areas will be taught in the field of francophone literatures. These can be mitigated if a pool of funding was made available to invite from neighbouring universities guest speakers whose area of expertise can fill the gaps in the curriculum while exposing French majors to new areas of inquiry.

We recommend that the French section review the titles of their courses as discussed with the Review team and ensure that all periods are reflected and covered in their course offerings and are responsive to current debates in the field of literary theory and methodologies.

We also recommend that courses dealing with Acadian, Québécois, Francophone communities and cultures should be part of the requirements or proposed electives of the majors and minors.

We encourage the Chair to contact her peers across the university to discuss marketing strategies and support mechanisms to encourage students to take each other's courses in their respective institutions. The goal here is to use the Deans' Western agreement to its full advantage. This initiative should be encouraged and supported by the administration as it could relieve some of the pressures felt by the Department of French.

We therefore recommend that the Department of French broaden its relationships with undergraduate and graduate programs in the province so as to build a stronger network of alliances to support their French majors and honours' students by inviting guest speakers, writers and scholars in different fields of French study.

4. Resources – Library Holdings

The SFU Library website does a great job in showcasing French faculty research areas, and in explaining French collection policy: <http://www.lib.sfu.ca/collections/collections-policies/french>.

Our observations in this regard are minor.

- a. The following link: www.lib.sfu.ca/help/subject-guides/french/home points to a weakness in showing holdings and new acquisitions in French linguistics. For example, under *New Books for French literature and French linguistics (New Library Acquisitions)* all 130 results were exclusively in literature.

b. There is also a link for *New Books for Linguistics (New Library Acquisitions)*: most of these books deal with languages other than French (i.e. Mongolian, Mandarin, Bengali) and could be listed with other departments. This link could actually be replaced by a more useful one *New Books in Applied Linguistics*, and the *Teaching and Learning French as a Second Language*.

c. The page *FRE 301 Advanced French Composition*

<http://www.lib.sfu.ca/help/subject-guides/french/fren301> duplicates the following page

<http://www.lib.sfu.ca/help/subject-guides/languages/french>

Language instructors, in particular External Teaching Assistants, are not aware that SFU holds a number of periodical subscriptions (*French Review*, *Le Français dans le Monde*, *Études de linguistique appliquée*) and numerous e-journals (JSTOR). SFU librarians may wish to organize a focused information session for this group and extend it to sessionals, graduate students not only from French but from the Faculty of Education and Linguistics with a view of identifying certain journals (*ALSIC*, *Revue québécoise de linguistique appliquée*, *Revue canadienne de linguistique appliquée*, *Revue canadienne des langues vivantes*, among others), and facilitating easy access to articles dealing with best practices and theoretical foundations in language teaching and learning.

SECTION III - ITALIAN LANGUAGE STUDY

Italian Studies has a long and distinguished history at Simon Fraser University. The program, as listed in the Undergraduate Calendar, offers a variety of courses in language and culture appropriate to the certificate in Italian. Given the number of units required for the certificate (27

units), we support their proposal to create a Minor in Italian which would require fewer units. In order to avoid duplication and strengthen the coherence of Italian, *we recommend the creation of a Minor in Italian and the phasing out of the Certificate in Italian*. It is our understanding that students wishing a Minor in Italian are currently going to UBC. The new Minor in Italian would retain these students and potentially attract them to SFU with savvy marketing.

Instructors in Italian Studies have gone beyond their call of duty in order to maintain the quality of the program under extremely difficult circumstances. For their effort and dedication to their students, they should be commended. The study abroad program could be an important component of a minor in Italian if students are able to take courses that will complement those offered by the Italian section. Italian Studies has potential in terms of relevance of its program and the possibilities of combining with other programs such as International Development, History, Business, World Literature, and Second-language acquisition.

Resources

Understaffing is the most important shortcoming in terms of resources. It is clear that there is little continuity; a lecturer, a limited-term appointment and sessionals are not sufficient to deliver its offerings. The year abroad might help, but doesn't answer all the academic needs of students registered in the certificate or in the proposed Minor. *We recommend that a multi-year or teaching-track position in Italian be assigned to the section*. Appropriate staffing in Italian Studies will allow students to widen their cultural and linguistic horizon and provide a pathway to future employment and/ or academic interest. With an increase in course offerings and new energy in the unit, the Italian section has the potential to recover and thrive. This appointment is meant to provide stability and replace the current lecturer position. Cultural enrichment for

students of Italian could be supported by a dynamic Italian student society with opportunities for conversation, film viewing, gastronomic experiences, etc. Reaching out to the Italian-speaking community in the area would also provide a chance to develop valuable links for the study and funding of Italian courses and activities.

SECTION IV - FACULTY PERFORMANCE & PRODUCTIVITY

Our on-site review made us keenly aware that the Department of French is trying to meet unrealistic expectations and is often perceived as a service unit rather than a core teaching and research unit. All departments have to address this issue and strike a balance. However, there is heavy reliance on external teaching assistants, sessionals, limited term appointments and lecturers and, as a result, tremendous pressure is placed on the Chair to be all things to all people.

Inequitable Workload

The Review Team has noted growing frustration of workload inequity among the external teaching assistants, sessional and limited-term appointees. Some members of the first group (external TAs) have taught for many years in the Department of French, with stints as sessional and limited-term appointee. This dance in their employment status makes them feel vulnerable and under-valued. Some went so far as saying they are often treated as second-class citizens. Given their experience, they claim that they are fulfilling some of the tasks normally done by sessionals but are not getting compensated for it. The Chair's attempt to be equitable to all is perceived as discriminatory to them. They actually feel that the *lecteurs* from France are taking

their work and they did not take into account that the *lecteurs*' employment status is defined by the terms of the University Exchange Agreement with French Universities. In our conversations with students, we were surprised by how much the *lecteurs* from France enriched their cultural literacy and language learning experiences. We would not like to see this exchange program compromised via a labor dispute. Much of these problems would be resolved if there were some regularity in the external TAs employment status and stability in their appointment or developing a policy to move away from this class of appointments so that a more permanent position could be made possible.

Critical Appointment

Indeed, as we have indicated, there is a dire need to move courses online, to integrate new learning technologies, to offer professional communication courses (French social networks, French translation...) as well as teaching French as a second language. This could be bundled in a full-time appointment with sessional faculty to fill the gaps and a reduced reliance on External Teaching Assistants. Statistics show that 61% of undergraduate courses in the Department of French are taught by teaching appointments. In the language area, it appears that courses are primarily taught by lecturers. The Chair is the only other faculty member with whom we have talked that represented language study at SFU. ***We therefore recommend that administration provide the French section with one teaching-track or tenure-track professor in Didactics or Second-language Acquisition so as to meet the needs of the French language section.*** It is critical to enhance the undergraduate experience of students who have been attracted to SFU primarily because they are committed and passionate about their learning of French. We envisage this appointment to play a key role in the graduate program, promoting excellence and

scholarship in teaching and learning, and fully exploiting the resources available at SFU (BAFF/OFFA, Faculty of Education...). This appointment with its focus on pedagogical innovation and second-language acquisition should be tasked with building stronger ties with the Faculty of Education so that they can mutually support their respective missions and goals. One could achieve this goal through co-teaching or an annual faculty exchange that would mutually benefit the institution, faculties and students.

Branding

On the research front, we find that faculty members are productive and engaged in different projects. The priority now is to have them update their cvs, apply for grants, collaborate and raise their research profile within the university and beyond. The main research interests of the Department are presented on its website <http://www.sfu.ca/french/en/research.html>. The list of topics covers basically everything, and it would be wise to hone on the solid and unique areas that would distinguish this Department from those in other universities. We have identified strengths in language, linguistics and literature worthy of pursuit. Linguistic ideologies, French as a minority language in Canada, French in BC are not to be dismissed. The departmental research page does mention « French as a Second and official Language in a Minority Context » as one of its areas of expertise, but this is not really reflected in the structure of its programs and its public image. *We would recommend that this gap be bridged and that faculty work towards a more cohesive approach when it comes to their branding and communications with its stakeholders.*

Building a stronger research culture

When the Review Team pressed them for more information on their research performance, we were very surprised to receive a report wherein we saw that within a four year period, monographs and peer-reviewed publications had appeared in first-class periodicals. With more mentorship wherein institutional priorities and support for seeking external sources of funding are clearly established, the benefits of being the principal investigator on a grant, a focus on peer-reviewed articles rather than book reviews for example, the Office of Research Services would offer custom-tailored workshops for French, we have no doubt that would see the Department present on the institution's key performance indicators. The Department should review their Tenure and Promotion Criteria for tenure-track faculty to include monograph and/or peer-reviewed articles in first-class journals (minimum of six without monograph).

We do agree with Associate Vice-President of Research and the Dean of Graduate Studies that the Department has to develop a stronger research culture. This was already emphasized in the 2006 external review, and we are reiterating the message here. ***We believe that the Department has to make the following its top priority: create an environment where it is an expectation to present research projects and papers, apply for external sources of funding to support student research, seek ways to be involved in collaborative projects, and submit regularly to a newsletter stories that highlight their activities.*** Students in writing courses could even participate in this public relations exercise! The Department does have great achievements and interesting activities, but it needs to do a better job in making them visible.

SECTION V - GOVERNANCE & ADMINISTRATION

The Chair of the Department is energetic, diligent, and very responsive to faculty and students in all the French programs as well as in the Italian unit. She has worked tirelessly at strengthening the curriculum, mentoring the faculty (full-time and part-time) and broadening the learning experience of students (the development of a coop program, encouraging exchange programs, and community outreach). The Chair has shouldered the lion's share of responsibilities as a way of meeting all operational and administrative requirements. However, it has taken its toll on her and the External Review Committee did sense a *malaise* in the Department.

Malaise

It became clearly evident that this Department is divided along its tripartite structure, each section protecting its respective interests and not always agreeing on what its mission should or ought to be. We have noticed a polite collegiality in the Department and things could be improved by establishing a good rapport between colleagues so as to put an end to these silos. Departmental life requires a regular presence of its core faculty members, all participating and contributing to the core academic mission. In many universities this is reflected in the express recognition of service to the Department and university as a requirement for merit increases as well as tenure and promotion.

It is unfair that the Chair and a few key faculty members have to shoulder more administrative responsibilities and all three reviewers agree that in this particular case, the Dean's favourite French expression, "Ça suffit!" is most appropriate. ***We recommend that the Dean of Arts meet with the Department as a whole to express his full support of the new Chair, address this issue***

head-on and strongly encourage all faculty members in the Department to participate in an annual retreat in order to articulate a common vision, ignite a sense of purpose, and foster a clear understanding of their research and educational goals. We would suggest some team-building exercises and sharing of best practices on teaching (with a view to encourage co-teaching), motivational speakers on research and some substantive discussions on interdisciplinary initiatives, collaborative projects, and other workshops of common interest. This forum among others could create a stronger sense of belonging to a community and fostering collaboration across the university. With strong support from senior management, and a corresponding commitment from the Faculty of Arts to invest in the present and future of this Department, we firmly believe that French will be able to build on its strengths, and leverage its networking opportunities to attract and serve the wider community, giving renewed impetus to the university's international profile and reputation.

In terms of administrative staffing, we were impressed with their team approach to ensure the smooth operations of the Office, their generous commitment to serve students and their keen sense of professionalism. It should be mentioned that they praised the current leadership who fostered a supportive and convivial work environment for the Office.

SECTION VI - FUTURE DIRECTIONS

In addition to moving certain courses on line, we have identified future directions that this Department should pursue in order to build on its unique features. We cannot stress enough how important it is for the Department of French to develop a visually appealing and well scripted *Newsletter* to disseminate internally and externally to showcase their scholarly activities and

their outreach. We would recommend that these should be paper-based so that they can be distributed to potential donors and can be distributed online to SFU's alumni base.

1. French in British Columbia: Past, Present & Future

The Review Team would like to see faculty members explore collaborative research on « le fait français » in British Columbia. No one else would have the authority to do this as well as SFU. It is part of the early history of the province and heritage of Simon Fraser University. Simon Fraser came to BC with French-speaking *voyageurs*, fur traders, guides and interpreters. This French legacy remains unknown to many but it is relevant to BC's present situation and an asset to its future. Immigrant communities and changing demographics have underscored and raised the issue of French immersion in their school district and media. This is no accident. The 2011 census of BC shows that there are more than 70,755 British Columbians who claimed French as their mother-tongue. This could be a significant recruitment pool for the university. There is merit in developing a collaborative research team, potentially involving all sectors of the French department (linguistics; literature; language teaching) as well as other disciplines across the campus (education, history, political science, anthropology and sociology, business, health sciences) to do it justice. This initiative is already in motion. A couple of faculty members in linguistics have started a research project on the Maillardville community (otherwise known as Notre-Dame de Lourdes), with recent and forthcoming publications to their credit. It is a great beginning, but there is so much more to discover!

2. BAFF/OFFA

This partnership with the **Bureau des affaires francophones et francophiles / Office of Francophone and Francophile Affairs (BAFF/OFFA)** is truly unique to SFU. As an

administrative unit, they have expertise that the Department of French critically needs at this time. The Department is quite active on many different fronts, yet this is unknown not only within the Faculty, but within the wider university community. It is clear to us that the Department doesn't know how to brand and market themselves, and we believe that BAFF can be instrumental on that front. We would encourage members of BAFF, as well as a senior staff from the University's Public Relations Office, to meet with the Department to facilitate and develop a branding and marketing strategy for the promotion of French within and outside the university. A strong French presence on campus and the community would benefit BAFF in its mandate to promote post-secondary education in French and support the branding of SFU's motto: "Nous sommes prêts!" We also would like to see more interactions on the scholarship front. The article by Bettina Cenerelli, "Le modèle FCP de l'Université Simon Fraser" (*Cahiers de l'ILOB*, 6 (2013): 45-64) wherein she proposes a new French immersion model and integrated approach to learning that combines courses in a variety of disciplines, experiential and community-oriented learning at SFU should be the catalyst to promote more scholarship that profiles and highlights the university's tag line: "engaging the world".

We would also urge that BAFF/OFFA include a member of the Department of French in its meeting with other Departments so that connections and collaborations could be built across the university. Another model that could be discussed is to use BAFF/OFFA as a gathering place to have instructors involved in the Cohort Program (History, International Studies, Political Science...) give a talk in French to students and faculty in the Department of French and that faculty from the Department of French reciprocate and give a talk in English to students and faculty in these participating departments. We would also like to see more interactions and networking between students and professionals working in French. Inviting business leaders,

civil servants, artists, writers, web designers... on campus to talk about their real life experiences might reinforce students' career choices or inspire them to pursue new opportunities.

3. Forging new connections and collaborative projects across the university and the wider community: Co-op & Exchange programs

Collaborations are built with repeated interactions and the point here is to provide opportunities and venues for that to happen. We see great benefits in having faculty in the Department of Linguistics and the Department of French interact more, perhaps through a series of talks or co-teaching opportunities, especially in areas of linguistics not currently covered by the Department of French (speech pathology, ESL training...). There are some natural links that should be developed in the Departments of Anthropology and Psychology. We see great potential in forging stronger alliances with the Faculty of Education and in developing collaborative projects in French Immersion scholarship and experiential opportunities for students in the French program. Given the shortfall of French Immersion teachers in BC, SFU can play a leading role in the training and placements of its graduates through a Co-op placement Office or Program that highlights this opportunity. Consultation with the Department revealed that greater institutional support is needed to support students who want to participate in a Co-op program. Again, a tailor-suited workshop for students wishing to do a coop in French would be most welcome. The Chair is assuming this task, but we can well imagine that a more systematic approach is needed.

All members of the review team were VERY impressed with the number of students taking part in exchange and coop programs. It really gives weight to the university's tag line: "Gateway to the World". In our conversation with students, they not only found the exchange program a

valuable learning experience but some claimed that it was transformative for them in their career aspirations. We encourage the University to profile this successful program and build on it.

4. New Offerings to enhance Surrey and Vancouver campuses

Moving to Vancouver or Surrey campuses is just not feasible because the French department is strongly connected to the Faculty of Education and OFFA. It is noteworthy that the Department of French is keen on building bridges and is now contemplating the idea of offering first-year courses at the Surrey campus. While this option may seem very attractive for instructors who want to benefit from the technological tools that Surrey offers, the Department could actually attract more students if it launched a series of courses at Harbour Centre. These courses would be part of the minor program only: language and translation. The creation of a course in French for business would certainly draw individuals from the professional community in downtown Vancouver; a definite value-added to Professional MBA programs. However the teaching of these business French courses should be done by an expert in the field.

CONCLUSION

Raising the profile and visibility of French will serve the university well and contribute to a new vision that will make SFU home to the languages and cultures of the province. We see tremendous opportunities for building alliances and branding Simon Fraser University in a niche area where students have enjoyed their language training and practice via their participation in exchange programs. It can only bode well for these students' professional and academic pathways.

SECTION VII - SUCCINT LIST OF RECOMMENDATIONS

GENERAL:

- 1. Brand, brand, brand. The Department needs to find ways to communicate its uniqueness and be more visible within SFU and the wider community.**
- 2. It needs to celebrate its successes: faculty research, student honours, exchange/co-op program (newsletter, interactive website, outreach activities).**

SECTION I - FRENCH GRADUATE PROGRAM

- 1. Create niche for MA program.**
- 2. Phase out 400/800 courses.**
- 3. Offer core and elective courses at the graduate level.**
- 4. Workshop on graduate supervision.**
- 5. Either organize a graduate student conference or involve them in faculty-led symposium and inter/national conference.**

SECTION II - FRENCH UNDERGRADUATE PROGRAMS

GENERAL:

- 1. Review titles and description of course offerings.**
- 2. Integrate more the three areas in each specialization and review sequential ordering.**
- 3. Focus on student-centered learning.**
- 4. Organize workshops on signature pedagogies (problem-based learning, inquiry...), on integrating new technologies in the content and delivery of courses, on library resources.**
- 5. Encourage students in French programs to take courses offered in French by other disciplines (History, Political Science, International Studies...).**

LANGUAGE:

1. Migrate all Level 1 courses to online delivery.
2. Adopt blended-learning approaches in upper-level courses.
3. Transform lab into interactive learning environment.
4. Expose students to basic linguistic structure and textual analysis in courses.

LINGUISTICS:

1. Establish consensus on learning outcomes in French Linguistics.
2. Overhaul FRE 175 and add another Level II Introductory course to Linguistics.
3. Review the sequential ordering of area-based and *thematic* courses in Linguistics.
4. Create new course on French in the Canadian context.
5. Foster more interactions with the Department of Linguistics.

LITERATURE:

1. Cover all periods and literary approaches via survey courses.
2. Offer courses on Acadian, Québécois, Francophone communities and cultures as part of the requirements or proposed electives for French majors and minors.
3. Establish network with faculty from Western Universities to provide students with expertise in specialized areas.

SECTION III - ITALIAN LANGUAGE STUDY

1. Phase out certificate in Italian and implement Minor in Italian.
2. Hire multi-year or teaching-track position to provide unit with continuity and stability.

SECTION IV - FACULTY (PERFORMANCE AND PRODUCTIVITY)

- 1. Create a research culture within the Department with set of expectations.**
- 2. Hire teaching/tenure-track position in Didactics or Second-Language Acquisition to promote SCOTL (scholarship of teaching and learning), support faculty in new learning technologies and build bridges with the Faculty of Education.**
- 3. Organize customized research workshop for French faculty.**
- 4. Celebrate research initiatives, projects and collaborations.**

SECTION V - GOVERNANCE ADMINISTRATION

- 1. Support new chair and new research culture.**
- 2. Address *malaise* in the Department.**
- 3. Organize Departmental Retreat to establish common vision, research and educational goals.**

SECTION VI - FUTURE DIRECTIONS

- 1. Develop research projects on the French legacy in British Columbia: Past, Present & Future.**
- 2. Draw more expertise from BAFF/OFFA to brand and support scholarship in the Department of French.**
- 3. Forge new connections and collaborative projects across the university and the wider community: Coop & Exchange programs.**
- 4. Create new offerings to enhance cross-cultural literacy at Surrey and Vancouver campuses.**

APPENDIX A - LIST OF DOCUMENTS PROVIDED TO THE REVIEW COMMITTEE BEFORE OUR SITE VISIT

I. SFU – PLANNING DOCUMENTS

- Senior Academic Administrative Structure (January 2013) - Organizational Chart
- Senior Administrative Structure (January 2013) - Organizational Chart
- Senate Guidelines for External Reviews of Academic Units
- *The Engaged University* – SFU: Strategic Vision
- *SFU Strategic Research Plan 2010 2015*
- *Research Grants & Contracts to Academic Departments by Source of Funds* – Chart from Institutional Research & Planning
- *Engaging Students, Research and Community 2013-2018* – Five Year Academic Plan of the Vice President Academic
- Institutional Accountability Plan and Report 2013/14 -2015/16

II. FRENCH & ITALIAN CURRICULUM VITAE (13 in all)

III. FRENCH REVIEW MATERIALS

- *Faculty of Arts & Social Sciences 5 Year Academic Plan (2013-2018)* – Draft
- *Department of French 2013 – External Review Self-Study Report*
- Itinerary for External Review Site Visit
- External Review Committee 2013/2014 – Terms of Reference

APPENDIX B: LIST OF DOCUMENTS PROVIDED TO THE REVIEW COMMITTEE DURING AND AFTER OUR SITE VISIT

Dr. Glynn Nichols: Revised Itinerary for External Review Site Visit

Dr. Catherine Black:

- *Criteria for Appointment, Contract Renewal, Tenure, promotion and Salary Review* – SFU Policies and Procedures dated March 1, 2013. Number A 11:05
- *Criteria for Tenure and Promotion in the Department of French – Tenure Track Appointments* (in progress: promotion to full professor).
- List of publications in the Department of French (2009-2013)
- Department of French – Research Funding (2009-2013)
- Développement professionnel des professeurs de langues (Professional training of French Instructors – List of workshops, symposia, seminars, presentations...)
- Admission to a Concurrent Bachelors-Masters' program
- *Enrolment in 300-400 level French Courses 2009-2013* - Department of French
- FCP – Échanges de 3e année - List of Exchange Students (2004-2013)
- Program des Assistants d'anglais en France (2011-14)*
- French CO-OP opportunities
- Written statements from faculty members who were not available for interviews.
- Course charts for Honours, Majors, Extended Minors in French Studies, French Language Minors, French Education Certificate and French Proficiency Certificate.
- Temporary access to online version of FRE 120.

**APPENDIX C - LIST OF DOCUMENTS PROVIDED TO THE REVIEW COMMITTEE
FROM THE BUREAU DES AFFAIRES FRANCOPHONES ET FRANCOPHILES
(BAFF/OFFA)**

FROM DIRECTOR CLAIRE TRÉPANIÉ:

- General Information – Mandate, Academic and Financial Support to programs and activities
- Full Information Package with pamphlets and marketing materials
- Administrative Structure – Organizational Chart
- Sequencing of courses for students registered in the French Cohort Program (FCP)
- List of Conferences & Cultural Activities
- Scholarship: Bettina B. Cenerelli, « Le Modèle FCP de l'Université Simon Fraser: une immersion multidisciplinaire, expérientielle et communautaire. » *Cahiers de l'ILOB* 6 (2013) : 45-64.

APPENDIX D – INTERNATIONAL CONFERENCE – CALL FOR PAPERS

Repenser le manifeste « Pour une littérature-monde en français »

Simon Fraser University, Vancouver, Canada

28 et 29 avril, 2014

Depuis sa publication dans *Le Monde* en 2007, le manifeste « Pour une littérature-monde en français » a provoqué de nombreux débats dans des colloques, notamment, en Amérique du Nord et en Europe. Plusieurs articles et livres ont aussi été publiés afin d'évaluer la portée des idées défendues dans le manifeste, pensons entre autres à *Transnational French Studies : Postcolonialism and Littérature-Monde* et aussi à *Trajectoires et dérives de la littérature-monde*, qui vient de paraître en 2013 chez Rodopi sous la direction de Cécilia W. Francis et de Robert Viau.

Le présent colloque, qui aura lieu à l'Université Simon Fraser (Vancouver, Canada) les 28 et 29 avril 2014, a pour but de proposer des nouvelles pistes de réflexion en ce qui concerne l'étude des littératures contemporaines d'expression française en France, au Québec et ailleurs à travers le monde. Nous invitons donc chercheurs universitaires et étudiants au doctorat à nous envoyer des propositions de communication dans lesquelles ils explorent de nouvelles voies critiques et théoriques pour penser la littérature contemporaine en tenant compte, par exemple, des relations nationales et transnationales, des rapports coloniaux et postcoloniaux, de l'expérience de l'émigration, de l'immigration et de l'exil, et plus généralement de la globalisation.

Le colloque sera organisé en fonction des quatre axes de réflexion suivants :

- 1) Questions esthétiques et poétiques
- 2) Les institutions littéraires (maisons d'édition, prix littéraires, enseignement, discours critiques, etc.)
- 3) Nation, nationalisme et transnationalisme ; les spectres et les impacts de l'histoire coloniale, le postcolonialisme et la globalisation
- 4) Identités et constructions identitaires individuelles et collectives (discours critiques sur les notions de race et d'ethnicité, de genre sexuel et de sexualité, de citoyenneté ; problématiques religieuses ; émigration, immigration, exil)

Les propositions de communication (250 mots environ) doivent être envoyées aux professeurs Jorge Calderón (calderon@sfu.ca) et Catherine Khordoc (catherine_khordoc@carleton.ca) avant le 15 janvier 2014. Vous devez indiquer dans votre proposition votre affiliation universitaire, votre courriel et votre domaine de spécialisation. Les communications (20 minutes) peuvent être présentées soit en français, soit en anglais.

EXTERNAL REVIEW – ACTION PLAN

Section 1 – To be completed by the Responsible Unit Person e.g. Chair or Director			
Unit under review Department of French	Date of Review Site visit Feb. 26- 28, 2014	Responsible Unit person, Catherine Black, Chair 	Faculty Dean John Craig
Notes 1. <i>It is not 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> 2. <i>Attach the required plan to assess the success of the Educational Goals as an addendum (Senate 2013).</i> 3. <i>Should any additional response be warranted, it should be attached as a separate document.</i>			
1. PROGRAMMING			
General 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. <u>1.1 Action/s (description of what is going to be done):</u> 1.1.1 Undergraduate:			

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:

- **b** 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.

Unit Leader (signed)		Date
Name	Title.....	October 21, 2014

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


.....

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 correspond to 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 considers that the Reviewers did not fully understand some points. They are presented below 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.

- The 400/800 courses are not a departmental initiative. The model has been in use elsewhere 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 began in September 2013, hence the low enrolment. It should be allowed a sufficient amount of time to grow as an option for students.

- Students requested access to resources at all times, even between terms. This is not possible because a lab monitor is not available during those periods. There are very few students on campus then and it would be expensive to hire someone to sit in the lab for one or two students.

- The "Chair's attempts 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 that newcomers may arrive with a

different set of abilities (in the area of new technologies, for example). Finally, when hiring, the Department adheres to procedures and regulations set by the University and TSSU.

-The “French Assistants” are not exchange students. They arrive via the French CIEP (*Centre international d’études pédagogiques*) and 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
Language: 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).		Selection of courses: Beginner (level 100); Intermediate (200) and Advanced (300)	Language quizz (writing skills) and oral presentation (oral skills)	1151 & 1157	1161 (with possible discussion at yearly Dep. retreat)
Cultural dimensions of the Francophone world: Students will develop intercultural and crosslinguistic literacy through an analysis of French-related materials in their social, political, and historical dimensions.		Selection of courses: one 33- (Linguistic) and one 34- (Literature) course	Assessment of text analysis skills	1151 & 1157	1161 (with possible discussion at yearly Dep. retreat)
Critical thinking and analytical skills: 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.		Selection of courses: one 42- (Linguistic) and one 44- (Literature) course	Assessment of Critical Analysis capacities (e.g. written text sample)	1151 & 1157	1161 (with possible discussion at yearly Dep. retreat)
Research and methodology: 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.		Selection of courses: one 42- (Linguistic) and one 44- (Literature) course	Assessment of investigative capacities	1151 & 1157	1161 (with possible discussion at yearly Dep. retreat)
* See current Curriculum Mapping for further details					
** Assessment tools need to be discussed with Faculty.					

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.	Critical Reading-Ling.	Critical Reading-Cult.	Critical Analysis-Litt.	Critical Analysis-Ling.	Critical Analysis-Cult.	Knowledge-Utt.	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	x																			
211			x	x																
212			x	x																
*215			x																	
*217			x				x													
221				x											x					
222				x											x					
226													x		x	x		x		
*245					x	x			x	x	x		x			x			x	
*275					x	x										x				x
300					x													x		x
*301W						x														
304						x														
307						x														
330						x	x			x	x				x			x		
331						x		x	x	x				x						x
332						x		x	x	x				x				x		x
333						x		x	x	x				x				x		x
334						x			x					x				x		x
340						x	x		x	x		x	x		x	x		x	x	x
341						x	x		x	x	x	x	x		x	x		x	x	
343						x	x		x	x		x	x			x			x	
344						x	x		x	x	x	x	x			x			x	
352						x			x	x	x	x			x			x		
407W					x	x									x					
416						x			x					x						
417						x		x						x			x			x
420						x		x						x			x			x
423						x		x						x			x			x
424						x		x			x			x			x			x
425						x		x		x				x			x			x
430						x	x		x	x	x	x	x			x		x	x	
440						x			x	x	x		x		x	x			x	
441						x	x		x	x	x	x	x			x			x	
442						x			x	x	x		x			x			x	
444						x			x	x		x	x			x			x	
452						x			x	x	x	x	x			x			x	
476						x			x		x	x			x			x		
491 ou 491						x										x				x
492 or 492						x														
Field School																				
320																				
321																				
322																				
800-level courses																				
Breu - Ling																				
Vert - Litt.																				
Violet - Lang																				
Brun - Cult.																				

FREN: Educational Goals- Curriculum Mapping

Courses (* =mandatory)	Knowledge-Cult.	Application Assignm.-Litt.	Application Assignm.-Ling.	Application Assignm.-Cult.	Investigation-Litt.	Evaluation-Litt.	Criticism-Litt.	Investigation-Ling.	Evaluation-Ling.	Criticism-Ling.	Investigation-Cult.	Evaluation-Cult.	Criticism-Cult.	Research project-Litt.	Research project-Ling.	Research project-Cult.
	Research and Methodology															
120																
121																
122																
Intermed. FR(1) 210																
211																
212																
*215																
*217																
221																
222																
226																
*245	x	x			x		x							x		
*275			x		x											
300																
*301W																
304																
307																
330	x			x												
331			x					x	x	x						
332			x					x	x	x						
333			x					x	x	x						
334			x					x	x	x						
340	x	x		x	x	x	x									
341	x	x			x	x	x							x		
343		x			x	x	x									
344	x	x			x	x	x							x		
352	x			x							x	x	x			
407W																
416			x					x	x	x						
417			x					x	x	x					x	
420			x					x	x	x					x	
423			x					x	x	x					x	
424			x					x	x	x					x	
425			x					x	x	x					x	
430	x	x		x	x	x	x				x	x	x	x		x
440	x	x			x	x	x							x		
441	x	x			x	x	x							x		
442		x			x	x	x							x		
444		x			x	x	x							x		
452	x			x							x	x	x			x
476		x			x	x	x							x		
491 ou 491																
492 or 492														x	or x	or x
Field School																
320																
321																
322																
800-level courses																
Bleu - Ling.																
Vert - Litt.																
Violet - Ling.																
Brun - Cult.																