

Final Assessment Report

French Studies (BA, MA, PhD, Minor, Undergraduate Diplomas)

November 2020

Executive Summary

External reviewers found that the French Studies programs (BA, MA, PhD) delivered by the Department of French Studies were in good standing.

“All of the programs studied here, both undergraduate and graduate, are in overall good standing. [...] The Department maintains a high standard of excellence in teaching and research.”

A total of 8 recommendations were provided by the reviewers, including maximizing human and physical resources, increasing enrollments, and revising curriculum and delivery methods. In response, the program created a plan outlining the specific actions proposed to address each recommendation as well as a timeline for implementation. The next cyclical review for this program is scheduled for 2025-2026.

Student Complement (All Years)*

	Undergraduate					Graduate	
	General	Honours	Honours Co-op	Minor	Diplomas ¹	MA	PhD
Fall 2019	14	54	15	73	2	9	7
Fall 2018	11	54	20	80	0	15	7
Fall 2017	11	61	18	78	0	12	10

*based on Active Students Extract (Quest) accessed on December 17, 2019

	Undergraduate Specializations		
	Professional French (Honours or Honours Co-op)	Intensive French and Francophone Literatures and Cultures (Honours only)	French Teaching Specialization (Honours only)
Fall 2019	1	0	24
Fall 2018	2	1	29
Fall 2017	2	0	25

Background

¹ Certificates in French Language I and II were changed to Diplomas in French Language I and II effective September 2019. Certificates of participation/completion are granted by the Department and do not appear on a student's transcript, and thus are not tracked in Quest. The Self-Study indicates there were 37 certificates granted in 2017.

In accordance with the University of Waterloo's Institutional Quality Assurance Process (IQAP), this final assessment report provides a synthesis of the external evaluation and the internal response of the French Studies program. A self-study (Volume I, II, III) was submitted to the Associate Vice-President, Academic and Associate Vice-President, Graduate Studies and Postdoctoral Affairs on September 4, 2018. The self-study (Volume I) presented the program descriptions and learning outcomes, an analytical assessment of the programs, including the data collected from a student survey, along with the standard data package prepared by the Office of Institutional Analysis & Planning (IAP). The CVs for each faculty member with a key role in the delivery of the program(s) were included in Volume II of the self-study.

From Volume III, two arm's-length external reviewers were selected by the Associate Vice-President, Academic and Associate Vice-President, Graduate Studies and Postdoctoral Affairs: Dr. Joël Castonguay-Bélanger (Professor of French and Chair, Department of French, Spanish and Italian, University of British Columbia), and Dr. Kathleen Kellett (Professor of French, Department of Literatures, Languages and Cultures, and Associate Dean of Arts, Undergraduate Studies, Ryerson University).

Reviewers appraised the self-study documentation and conducted a site visit to the University on January 21 and 22, 2018. An internal reviewer from the University of Waterloo, Dr. Benoît Charbonneau, Professor of Mathematics, was selected to accompany the external reviewers. The visit included interviews with the Vice-President, Academic & Provost; Associate Vice-President, Academic and Associate Vice-President, Graduate Studies and Postdoctoral Affairs; President and Vice-Chancellor (St. Jerome's University); Dean of the Faculty of Arts; Acting Dean, St. Jerome's University; Chair of the Department of French Studies; Chair, Department of Italian and French Studies (St. Jerome's University), as well as faculty members, staff and current undergraduate and graduate students. The Review Team also had an opportunity to meet with representatives from the Library and Co-operative Education.

Following the site visit, the external reviewers submitted a report on their findings, with recommendations. In response, the program responded to each recommendation and outlined a plan for implementation. The program response and implementation plan were endorsed by the Dean of the Faculty of Arts on November 26, 2019.

This final assessment report is based on information extracted, in many cases verbatim, from the self-study, the external reviewers' report and the program response.

Program Characteristics

[General French \(BA\)](#): The three-year program requires 6.0 credits in French, and can be completed online or on campus. The four-year program requires 8.0 credits in French. Students have the option of declaring a Professional French Specialization.

[Honours French \(BA\)](#): This program requires a minimum of 8.0 credits in French. Students have the option of pursuing the Professional French Specialization, Intensive French and Francophone

Literatures and Cultures Specialization (requiring an additional 2.0 credits in French literature or culture) or the French Teaching Specialization (requiring an additional 3.0 credits in French, Psychology and Sociology). Upon successful completion of the French Teaching Specialization, students are admitted to the Nipissing University Bachelor of Education.

[French \(Minor\)](#): This minor requires 4.0 credits in French. Students enrolled in any degree program may pursue a minor designation in French.

[Diplomas in French Language](#) (formerly Certificates, effective September 2019): Students registered in any degree program, or in any non- or post-degree program may choose to pursue a Diploma in French Language I or II. The Diplomas are mutually exclusive; Students are admitted to one based on previous education in French. Both Diplomas require 2.5 credits in French.

[French Studies \(MA\)](#): The MA in French Studies has three study options: Coursework, Master's Thesis and Master's Research Paper. The program can be completed full-time (1 year) or part-time.

[French Studies \(PhD\)](#): The PhD in French Studies can be completed full-time (4 years) or part-time. There are three graduate research fields: Cultural Studies in a Francophone Context; Early Modern French Literary Studies and Theory; and Electronic Archiving, Editing, and Publishing in a Francophone Context.

Summary of Strengths, Challenges and Weaknesses based on Self-Study

Strengths

- **Research and Funding:** High quality of research output, internal and external funding/awards (SSHRC, etc.); High percentage of graduate students receiving OGS, SSHRC, and other significant internal awards; Monthly research talks open to all students and the French community ([Cafés-rencontres](#)), and annual graduate student conference ([Convergences](#)).
- **Teaching:** Excellent retention rates at both the undergraduate and graduate levels; Large number of language, linguistics and literature courses offered online; Three-Year General degree offered online; Innovative applied research in language pedagogies, as demonstrated by [LITE](#) grants, CTE presentations/conferences; PhD comprehensive exams feed into the production of the thesis, which improves time to completion.
- **Community:** Collegiality and faculty-student involvement in both governance and social events; Cultural and intellectual life of the Department – French club (Cercle français) activities, Movie nights, La Soirée des talents, La Nuit en Rose; Great outreach with community (e.g., visits by French classes to campus, graduate students doing practicums in local public libraries, faculty members volunteering at local francophone schools).

Challenges

- Viability of sending students on required exchange for one year to [Nantes](#) or [Chicoutimi](#): impact on upper-year course enrolments.
- Difficulty of finding co-op/experiential learning opportunities in French at both the undergraduate and graduate levels.
- Declining enrollment – tied to enrollment in the Faculty of Arts and trends in humanities enrollments in general.
- Minimum enrollment requirements in graduate courses may be difficult to meet depending on fluctuating grad enrollments and which option students choose (the research paper and thesis options require fewer courses).
- Replacing faculty members who will be retiring in the next 10 years (St. Jerome's University and main campus)

Weaknesses

- Student space, especially a lack of common space for graduate students.
- Research space, particularly for the Canada Research Chair.
- Decline in funding/support/release time for creation of online courses.
- Lack of consistent competitive funding for domestic and international students.
- Library resources and uncertainty of acquisitions budget.

Summary of Key Findings from the External Reviewers

The reviewers found that the programs are in overall good standing, and the Department maintains a high standard of excellence in teaching and research. At both the graduate and undergraduate levels, the top priority to improve the curriculum is to increase the course offerings and ensure the course rotation is known to students with sufficient notice. Other priorities from the reviewers include improving student recruitment, greater communication about the Department's brand, and continuously updating information on the Departmental website.

Program Response to External Reviewers' Recommendations

- 1. The Department of French Studies, A Francophone Space:** The review team heard many concerns from department members regarding the possibility of amalgamation. The review team does not recommend amalgamation with other departments, as this does not generally improve efficiency or save significantly on costs. Imposed amalgamation can cause long-term tensions; rather, the Department should continue to emphasize its distinctiveness and preserve its strong identity without ruling out interdisciplinary initiatives with other departments in areas of shared interests such as second language acquisition, minority literatures and cultures, promotion of diversity, etc. The Department's ability to recruit and retain students is enhanced by its francophone environment, which creates a sense of community. This is a strong selling point for students. The critical mass of French-speaking students at the university underlines the importance of French as an official language, a teachable subject and a considerable asset in the workplace.

Response

The Department of French Studies will continue to work to preserve its distinctiveness and strong identity as a teaching, research and administrative unit. While retention of students entering the programs is excellent, French Studies is currently developing different initiatives, with high school teachers and students, which will necessitate more links with the University and the Faculty of Arts recruitment offices (see 4a). While the Department seeks to preserve its identity as French-speaking unit within the Faculty, it is keenly aware of the need for increased cooperation with other departments, particularly the other language departments. In the two and a half years since the site visit, French Studies has become involved in the interdisciplinary Cultural Identities Minor, with several FR courses included in this program. The Department is also actively taking part in the creation of the proposed Major in Cultural Identities, and will be preparing new courses in English specifically to contribute to this new program.

2. Human Resources and Academic Governance

- a. **Staff:** The Department benefits from excellent support from its administrative staff. However, there are concerns about too much turnover. The review team recommends longer-term contracts to give the staff members a greater feeling of security. If there are concerns about the job grade, the Department could proceed with a review of the job descriptions, emphasizing the staff's bilingualism as an asset. The positions could also be developed to be of even greater value to the Department, with staff working as well-trained advisors for the students, website administrators, community outreach researchers and consultants for student placements. Furthermore, as mentioned earlier, mental health training should be part of every advisor's skill set.

Response

Prior discussions with Human Resources have not resulted in any changes to the staff position grades.

In 2018, the Administrative Manager positions within the Faculty of Arts were standardized and the bilingual requirement was removed from the position descriptions. On Nov 6, 2019, the Department Chair and Administrative Manager met with the Faculty of Arts Executive Officer to discuss the staff position descriptions and USG levels. During this meeting, the Chair and the Administrative Manager requested that the "Exceptional verbal and written communication skills in French and English" qualification be added back to the Administrative Manager description, which HR agreed to, but it did not result in a USG review. It is also important to note that all tasks suggested by the reviewers to increase the USG level, including the unique requirement of bilingualism within the position, are already being successfully completed by staff members. Unfortunately, job roles in the Faculty of Arts are standardized. In the Faculty of Arts, a request for the review of a USG level would need to be supported by the Executive Officer (who determines the annual performance evaluation scores of all staff). Thus, while the job descriptions reflect

the need for bilingual qualifications, which the department recognizes as an essential part of the role, there was no consensus on the need to proceed to a formal review of the USG levels.

The Chair, Associate Chairs and administrative staff are all encouraged to participate in mental health training and have regularly been attending workshops such as QPR, More Feet on the Ground and Making Spaces.

- b. **Faculty:** The review team recommends that the Department set in place a succession plan to take into consideration upcoming retirements, including that of the French instructor at St. Jerome's University. In making long-term plans, the Department should consider its needs and any gaps in curricular and research expertise.

Response

The Department of French Studies and the St. Jerome's Department of Italian and French Studies Chair would welcome consultations to address the question of succession of the French instructor at St. Jerome's University as soon as possible (2019-2021). A succession plan could then be articulated for upcoming retirements in French Studies.

- c. **Academic Governance:** From all accounts, the Department functions very effectively and harmoniously. However, there is a concern that administrative tasks and committee work are not always assigned in a transparent manner. Better communication is advised.

Response

Currently, a list of duties and committee work, assigned by the Chair, is circulated at the beginning of each academic year. The incoming Chair will review, with the help of the Associate Chairs and the Department, committee membership assignments. In July of 2019, the incoming Chair met with all faculty members to discuss the service roles they might be willing to undertake. Service roles are distributed based on interest, availability, and other responsibilities, in an effort to equitably distribute tasks and not overburden untenured colleagues. Starting in 2019-20, most service tasks are being undertaken in teams of two, so as to give more colleagues exposure to a variety of tasks and foster collaborative work. The list of duties and committee work now includes mandate terms of two years for Associate Chair positions, while all other positions are updated annually, with the Chair consulting all faculty members as to their interests and availability.

3. Student Advising

- a. **Undergraduate Advising:** Currently, the administrative staff plays an important role in placing the undergraduate students at the appropriate level of French studies; however, the review team recommends that the Department improve its efficiency in language placement either by using an actual placement test or by providing students with the appropriate benchmarks to better measure their abilities. This would allow for more

efficient and swift placement, better student retention and more effective use of staff and faculty time.

Response

Benchmark information for placement is already provided on the Department website and has been rendered more visible. General placement rules also appear at the top of all course syllabi with detailed placement information appearing on all first- and second-year language course syllabi. These guidelines capture a variety of prior experiences in French in the form of a chart: absolute beginner, grade 9 French, grade 10 or 11 French, Grade 12 Core/Extended/Immersion French, IB French. In addition, course requisite information was updated in the 2019-20 Calendar. Staff and Associate Chairs advise students in rare special cases, and this is not burdensome. In 2019, the Department created a French Studies Undergraduate email address to centralize all requests for help regarding appropriate course choices, as well as any other questions. This email is monitored by both a staff member and the Associate Chair, Undergrad. There are no plans to create a placement test at this time, as the time involved in creating and administering such a test to all incoming students seems disproportionate compared to responding to the occasional email from a student whose experience does not correspond to the categories in the placement guidelines. In addition, questions regarding placement do not always strictly concern which *level* of course, but rather which particular course to take: FR250 (oral French) or FR203 (French phonetics), both at the same level, but serving different purposes. These types of questions would not be resolved by a placement test. However, it might be useful, in the future, to work more closely with the Office of the Registrar to make available to the Department the high school background in French of incoming first-year students as there are occasional cases of students with high-school French credits attempting to sign up for the absolute beginner course (FR101) in spite of the placement rules, and it is not easy to verify prior French credits on the high school transcript. A placement test would probably not help in this situation, as these students are trying to conceal their knowledge of French.

- b. **Graduate Student Advising:** Graduate studies has its own advising challenges. MA students need guidance to transition from undergraduate to graduate studies and beyond. Ph.D. students need regular encouragement to continue on to the completion of their thesis. It might be useful to add workshops to develop a sense of community among graduate students within the Department and across campus. The Department's increased monitoring and mentorship for graduate students is a welcome development.

Response

The Department offers an orientation day for graduate students, and a mandatory teaching workshop/year. In 2019, the Department organized two new French writing workshops in conjunction with the University Writing and Communication Centre. French intends to pursue this pilot project to help students acquire better writing and research tools. The Café-rencontre speakers' series and the yearly Graduate Student Conference

(Convergences) contribute to a sense of community, as well as the student web-based publication *Quintessence*. In spring term 2020, the Department updated its Graduate Studies website, making it easier to navigate and find essential information about comprehensive exams, the thesis, scholarship opportunities, etc. The Department bases its practices on the Guidelines for Graduate Research and Supervision produced by the Graduate Studies and Postdoctoral Affairs Office. All students fill out a progress report once a year and a yearly committee meeting of all members and the student is required. In addition to written exams, the sequence of comprehensive examinations requires two oral exams involving all committee members. This structure actively engages all committee members in the early stages of the thesis research and provides encouragement and detailed feedback at a crucial stage in the process. Regular meetings with the supervisor, several times per term, are encouraged. The Associate Chair of Graduate Studies also reaches out to every graduate student at least twice a term (almost always more) to assess their engagement level and to make sure that they get the support they need.

- 4. Enrollments, Recruitment and Retention:** Although the decline in enrollments is part of an overall trend in Humanities, the review team recommends the following measures to counter those trends:

Undergraduate

- a. The Department should liaise as much as possible with the central recruitment office to ensure that the external image of the Department and French studies is consistent with the Department's vision. Emphasis should be placed on opportunities in teaching and other professions. The Department does an excellent job liaising with the high schools, notably with its Portes ouvertes events. Career workshops on the teaching profession and other opportunities will help to convince first year students to enter the program.

Response

The Department and the CRC are further developing connections with local high school teachers by offering pedagogical workshops and other activities. The Department is looking forward to working with Marketing and Undergraduate Recruitment to ensure the external image of the Department is consistent with the Department's identity. French feels that it would be beneficial to be able to have a direct connection with local French immersion program and French high school guidance counselors, as recruiters from the University of Ottawa have been doing in the region. The Department will explore the creation of career workshops for undergraduate students. In November 2019, the Department collaborated with the other language departments to organize a Career Booster Event on the benefits of language learning. High School students from the region and from the GTA attended. The day included presentations from all the language departments and a keynote address by Sasha Trudeau. After the success of this event, the Department looks forward to continuing to participate in such collaborative events with the other languages departments in future.

- b. The Department should raise its profile to emphasize the distinctive strengths of its programs. In order to encourage students to continue on to upper-level courses, the Department should consider giving students earlier exposure to professors who teach advanced courses by having them also teach certain lower-level courses from time to time. The Department could consider creating French courses for special purposes (e.g. French in popular culture) or literature courses at the intermediate level that would spark an interest in literary and cultural studies.

Response

Currently, several professors do teach and coordinate the entry-level courses (FR192A, FR192B). The content of the intermediate French literature courses (FR296, FR297, FR276) was reviewed when plan standardization was implemented by the Faculty of Arts, but it will be examined again after the first cohort of students graduates under the new plan. The Department will examine the possibility of offering a course in French popular culture.

- c. The Department must update and improve its website both for recruiting purposes and for communication with its existing students. Effective use of multimedia may also raise the Department's profile and attract students.

Response

The Department is in agreement with this recommendation. However, due to frequent staff turnover over the past two years, the website could not be regularly updated. The undergraduate pages are currently being reviewed and will now be updated on a continuous basis. The review and updating of graduate studies pages was completed in Spring 2020 and will be closely monitored. The Department will look into the best practices regarding web maintenance and use of social networks; a new service position responsible for Social Media has been created.

- d. The Department should consider the use of waiting lists for courses as a way of increasing retention.

Response

The Department has already been using waiting lists for medium and large enrolment courses.

- e. The review team does not recommend direct entry into French Studies. Entry into the program at the end of first year allows the Department to promote French studies through workshops and French cultural events aimed at first year students.

Response

Currently, the Department promotes French Studies at the undergraduate level through monthly events organized by the “Cercle français”, the French students’ association. The Department will explore new venues to target first-year Arts students and Arts First enrolments.

Graduate

- f. Here again, the review team recommends that recruitment be improved by redesigning the website and keeping it up-to-date. As the self-study indicates, the website is a key source of information for students and potential students.

Response

As already noted, it will be easier for the Department to maintain an up-to-date website when the staff situation is resolved, and French Studies is able to operate with permanent and regular staff. In the spring 2020 term, a comprehensive review and updating of the web-site was undertaken by the Associate Chair, Graduate Studies and the Administrative Manager. Key information concerning admissions, program requirements such as comprehensive exams and thesis procedures, scholarship opportunities, as well as links to various on-campus resources have been updated and rendered easier to access.

- g. The Department must emphasize the distinctiveness of its programs and the strengths of its researchers. The Department may consider offering RA positions along with the acceptance to programs, using institutional funds or faculty members’ research funds or an established departmental fund.

Response

The use of external research grants to attract graduate students is a Faculty-level concern. The relatively small value and short time-frame of most SSHRC grants and the rules associated with them do not permit their use as top-ups. This problem is not unique to French Studies, and the Department will undertake discussions with the Faculty of Arts and consult similar programs in other departments to investigate other funding possibilities.

- h. The Department must provide fair and accurate representation of what it has to offer. The limited offerings in linguistics should be acknowledged when recruiting takes place.

Response

The Department clearly indicates on its website, in promotional materials, and during in-person recruitment efforts that a thesis in linguistics is available at the MA level, but no option in linguistics is available at the PhD level. We do not recruit PhD students in linguistics and do not accept into the program students who propose a project in linguistics on the doctoral application form. Some students pursuing an MA in linguistics may have expressed disappointment that an “exception” could not be made for them to continue to pursue a PhD, but this is simply not possible in terms of accreditation and

departmental expertise. We encourage students wishing to pursue doctoral studies in linguistics to apply to programs elsewhere. It is also possible that students wishing to study linguistics at the MA level are disappointed that there is only one seminar in linguistics offered and, as with all seminars, it is offered on a rotating basis. The Department does post at least a term in advance the list of upcoming seminars on its graduate website.

- i. To enhance retention, the Department should consider cooperation with other graduate programs at the University of Waterloo to augment a support network and a research community to retain students.

Response

French Studies students can take one seminar in English in another department as part of their graduate program. While some departments permit up to two extra-departmental courses (upon approval), French Studies limits this possibility to one course in order to maximize the students' work in the French language, as developing advanced skills in both written and oral French is a key feature of the graduate programs. For those students looking for more contact with a broader community, we actively promote the [Certificate in University Language Teaching](#) program, which many students have in fact completed. This program allows students to interact with graduate students from other language department programs, observe teaching in a variety of departments, and learn about pedagogical strategies common to all language programs. The Department frequently has students participate in the culminating language teaching colloquium which we financially support. Beside teaching, graduate students participate in interdepartmental research activities, when such opportunities arise (e.g., a conference in linguistics organized in the summer 2019 by the Department in collaboration with St. Jerome's University and the Department of Germanic and Slavic Studies).

- j. The Department can improve its profile by emphasizing its assets and differentiating its brand from that of other graduate programs: a strong research tradition; an emphasis on minority literatures and marginalization, sophistication in the creation of online content, digital humanities, etc.

Response

French Studies has been actively promoting its graduate programs through Internet and recruitment activities on campus and at other institutions (WLU, Windsor, Trent). French believes believe the creation of the [Canada Research Chair in Minority Studies](#) will make the graduate program even more attractive.

5. **Space:** Recognizing the scarcity of space on campus, the review team suggests that better use could be made of the space to which the Department currently has access, particularly the language laboratory space. We recognize and support the Department's need to use lab facilities for special projects and workshops. In addition, we underline the importance of

planning ahead by taking an inventory of space needs and priorities in case space does become available in future.

- a. The Department's concerns about scheduling conflicts for the undergraduate course FR250 should be resolved in consultation with the Arts Computing Office, the Scheduling Office and the Dean of Arts Office.
- b. The Department could make better use of the language lab space by extending the hours during which it is open and using that space to expand the Centre d'aide à la rédaction as well as provide shared study space.

Response

The Department has actively tried to find a way to address this problem with Arts Computing Office (ACO) and the Scheduling Office. In the 2019-20, the ACO consulted with Department Chairs and Administrative Managers regarding the responsibilities of the various language departments and the ACO Language Computing Consultant. As of October 1, 2020, the position of Language Computing Consultant within the ACO has been eliminated. Scheduling and use of the lab as well as the hiring of lab TA will be done by the Departmental Administrative Manager in French Studies, effectively eliminating the conflict. French Studies will coordinate with the other language departments regarding the use of lab space for the French Writing Centre (the CAR: Centre d'aide à la rédaction), once a wide-spread return to campus has been approved.

- c. Given the need for more space for faculty research, most notably for online course development as well for the CRC Chair's research, the Department should consider collaboration with other units across campus to share space, with each unit having its own assigned hours. It may even be advisable to consider renting shared space off campus.

Response

The CRC holder, Dr. Nicole Nolette, is currently discussing with colleagues from Communication Arts the possibility of creating shared space for digital humanities work. The Department will also work with the other language departments to make better use of the shared Lab space in Modern Languages. The fact that the determination of use of lab space has been returned to the departments should help to facilitate the shared use of this space.

6. Curriculum and Delivery Methods (Undergraduate)

- a. The Department should canvass the students for feedback on how to improve the curriculum, within budget constraints. For example, undergraduate students have

expressed an interest in more courses on French for practical purposes (e.g. translation, Business French, sports and leisure, popular culture, applied linguistics, second language acquisition) as well as more conversation courses at the 3rd and 4th year level. The Department should also consider the development of service courses in English to increase enrollments, to highlight the Department's research strengths, to raise among Anglophones awareness of the Francophone world, and to share expertise across linguistic barriers. The possibility of having the Department of French Studies teach large classes in English increases the financial viability of the Faculty of Arts, which benefits the Department as well, regardless of the exact formula for service teaching compensation. The development of such courses, potentially leading to new minors and double majors, could be done in collaboration with other departments that share research interests in second language acquisition, Canadian studies, Women's Studies, Indigenous studies, Postcolonial Studies, linguistics, and literature, particularly minority literatures, which is one of the Department's great research strengths.

Response

The Department offers two translation courses and two Business French courses. Enrolment in translation courses fell dramatically under the standardized plan, as students need fewer courses to graduate. All French Studies students have access to the Applied Language Studies program (Renison). This program already offers courses in Second Language Acquisition, Teaching Methodology and Second Language Assessment and Testing and we would not want to duplicate these courses. Many students do in fact complete a Minor in Applied Language Studies (FTS students can do so with three additional courses).

In the early 2000s, the Department developed courses and an academic plan in English in French Cultural Studies. These were phased out due to low enrollments. The lack of interest in these courses and strength of the French Minor seem to reflect student interest in acquiring language skills. French Studies has two online courses taught in English (FR291 and FR292). As of 2020, the Department has begun to work on a revamping these courses. A committee of interested faculty members was struck, under the guidance of the Associate Chair, Undergrad, and the work had just begun when the pandemic hit and the teaching focus shifted to rapidly converting core program courses to remote delivery. The Department plans on restarting this work as the exigencies of the current situation allow. Resource allocation is currently a challenge, as many faculty members are busy converting their courses for remote delivery.

In terms of collaborating with other programs, existing French courses are currently included in the following plans: Applied Language Studies Minor; Canadian Studies Minor; Cultural Identities Minor; Gender and Social Justice Major; Medieval Studies Major and Minor. In addition, the Department is actively involved in the creation of the proposed Cultural Identities Major and is planning on mounting new courses in English specifically for this program.

- b. The Department should aim for more predictable rotation of courses and greater transparency for students regarding course selection.

Response

There is a predictable rotation of courses in French Studies, and the course offering is available one year in advance. The website indicates the next offering of a course, once it has been determined. This page will be rendered more visible.

- c. Having eliminated the exchange program at the Université de Nantes, the Department should strongly promote the program at the Université du Québec à Chicoutimi, especially the option to carry out one term rather than two terms of study there, thus increasing the number of students who take their advanced courses at the University of Waterloo. This will allow for a greater range of electives taught by the Department at the upper-level.

Response

The exchange program at the Université de Nantes has been eliminated as of May 2020. French Studies will continue to offer information sessions on the UQAC exchange program to promote it and to encourage students to consider one term away. The presentation on the program always includes the participation of a student who went on exchange to Quebec in the prior year, and these students do a wonderful job of promoting the UQAC experience. We also often feature students on exchange on Facebook and Instagram pages, and also in the French Connection (sent to alumni).

- d. The Department should continue its role as a pioneer in the area of online course development. Ideally, these Initiatives should be maintained and supported through course releases, funding and institutional support. To increase the financial viability of its online development program, the Department might consider offering courses on second language acquisition and online course development at both the graduate and the undergraduate level, as this could be a highly marketable skill. Online course development of literature courses should be expanded to match the high quality of instruction already developed in the French language courses. All online courses should be reviewed by a central curriculum committee for effectiveness and consistency.

Response

Recent changes to the process for the preparation of online courses both within the Faculty and at CEL have made it more difficult to obtain the full financial support we previously accessed, both in the form of course release or Faculty funding to hire a student assistant for the preparation of online materials. That said, during the pandemic, the Department has benefitted from the work of an Online Learning Assistant (OLA). As professors have been working on preparing upper-level literature courses for remote delivery, one or two have been in fact preparing more substantial materials with the help

of the OLA, following CEL templates for true online courses. With the help of CEL, these should be able to be converted to regular online courses with relatively little effort, effectively expanding offerings of online literature courses. The main priority of the Department is renewing and maintaining the high quality of existing online courses. The Department Undergraduate Committee already serves as a curriculum committee to review all online courses. The current focus is on preparing all core courses and upper-level literature courses in a remote-delivery format. When the exigencies of the present situation have passed, the Department will explore the possibility of creating an online course in applied linguistics and/or French as a Second Language (FSL) teaching (theories and methods, not education). The possible creation of a professional MA program (particularly for teachers, comparable to the program in Math) seems less likely in the immediate future. Preliminary discussions with both CEL and the Faculty Associate Dean for Graduate Studies indicated that a feasibility study would be wise before proceeding, as there is no concrete evidence of the possible demand for such a program and whether or not language teachers might be prepared to pay the fees associated with a professional MA. Funds are not currently available to conduct such a study.

7. Graduate Curriculum

- a. In order to attract and retain students, the Department should consider developing courses in applied linguistics. It should also promote access to the Certificate in University Language Teaching as a selling point for its program.

Response

The Department has no plans to develop graduate seminars in Applied Linguistics. Graduate seminar offerings are always tied to the research expertise of faculty members. Existing seminars in linguistics take into account the faculty member's area of research specialization as well as students' previous background in linguistics. These graduate seminars build on students' previous experiences while avoiding overlaps with courses they may take in pedagogy and language acquisition offered by CTE for the Certificate in University Language Teaching. In addition, students interested in taking graduate-level courses in Applied Linguistics may take a seminar in the Department of Germanic and Slavic Studies where several faculty members work in this field. The Department does promote the Certificate in University Language Teaching (publicizing it in FR600, for example, as well as during the Orientation day in September) and often has students enrolled in this program.

- b. The Department should expand its development of online courses at the post-graduate level. It should consider expanding the use of the online version of FR600.

Response

Development of further online offerings is contingent on funding/course release time. The Department will discuss this with the faculty and the Centre for Extended Learning (CEL).

- c. The Department should strive to maintain the distinction between upper-level undergraduate, MA and PhD programs by strictly limiting the number of courses open to students from all levels. It is surely disheartening for MA and, especially, PhD students to find themselves in a course with third year and fourth year undergraduate students. This may perhaps be minimized by incorporating a mentoring role for the graduate students. There is a need to maintain a sense of progression and increased complexity for the benefit of the graduate students.

Response

The Department regularly negotiates with the Faculty to maintain this distinction. Only in the spring term is one graduate seminar held with an upper-level undergraduate course due to budgetary constraints. Clear distinctions are made regarding the work load and types of assignments for undergraduate and graduate students, and professors often organize extra meetings for discussion of materials for graduate students.

- d. In collaboration with Co-op Centre/ Career Centre, the Department should develop a database of co-op possibilities in French. The Department should make every effort to maintain and expand FR605 and FR606 by mandating faculty and/or staff to research and develop community and academic placements in French and cultivate those connections. Regarding the specific challenge of FR&OS, which requires academic placements that may conflict with opportunities for research assistants, the Department should prioritize its placement students, as the course provides both university credit and financial support.

Response

In September 2019, the Chair and Associate Chair, Undergraduate Studies met with Co-operative Education to discuss the new French Honours Co-op program and the possibility of French-language placements. The Co-op office has an already-existing network of contacts both in the immediate community and further afield (in Ottawa, for example) that they will be drawing upon to increase the pool of potential positions requiring French skills. Co-op confirmed that the local availability of bilingual positions is very small (almost non-existent) and that students hoping for such positions will have to expand their search area to other areas of Canada or perhaps overseas. The Co-op office already does track co-op opportunities in French. They noted that one of the difficulties for French Studies students, particularly in their initial co-op placements, is that there are also a significant number of native French speakers who are students in other programs and even in other faculties, who may apply for and obtain positions requiring fluency in French. Anglophone

students of French are therefore competing with native-speakers for the relatively rare positions that require French.

In terms of FR605 and FR606, in 2019-2020 the Department began working with the Réseaux locaux d'intégration de services de santé for the Region of Waterloo to establish a regular placement possibility for graduate students who would provide French language training to medical professionals and translation of health documents into French. This initiative has been suspended due to the pandemic. With regard to FR605 and FR606, the reviewers were mistaken: student practicum positions are not research assistant (RA) positions and are **not** paid, as students receive credit for these courses.

- 8. New Initiatives:** The review team encourages the Department to continue launching new Initiatives designed to make the best use of the faculty's expertise for the benefit of students. The online professional diploma or MA for French teachers and the possibility of open enrollment for the purposes of adult education are potentially profitable educational endeavors that may help the Department and the university offset costs while fulfilling a profound societal need for professional training.

Response

The Department will consult with the Faculty and CEL to explore the creation of online graduate courses targeting French teachers, open enrolment online undergraduate courses targeting high school teachers in Immersion programs, a professional MA for French teachers (if funding becomes available). Currently, the Department is conducting work on developing new Diplomas for non- and post-degree students who are seeking updating their general knowledge of the French language, acquiring specific knowledge for professional purposes, or obtaining a second teachable. New diplomas will be proposed to UGAG by March 2021 to become available beginning September 2022.

Dean Response to External Reviewers' Recommendations

The Faculty of Arts is currently facing financial challenges, and there is a hiring freeze in effect. Departments are being encouraged to review their curriculum in order to identify ways to make course offerings more flexible and degree programs more accessible. Growing course offerings rather than shrinking them is not very viable at the moment, and all Departments should be thinking about strategic use of their existing resources. It is my view that every Department in the Arts Faculty has important things to offer to our students, and the Dean's Office is prepared to do whatever it can to facilitate Departmental success in this regard. It may mean doing things differently as we move forward; we need to pay close attention to student interests and design curriculum that is meaningful to them.

I am pleased with the reviewers' overall positive assessment of the programs offered by the Department of French Studies. With respect to the concerns raised by the reviewers and the Department, I would state the following:

1. The Department very much values its *francophonie*, and I am sympathetic to that. Concerns were raised around the possibility of amalgamation. At this stage, no plans for amalgamation have been made, but it is true that the Faculty needs to review its current governance structure. It is my view that a cohesive and unified French culture can be maintained regardless of the nature of the administrative organization of the Faculty. That said, I reiterate that no plans for amalgamation have been made.
2. The reviewers suggested that French Studies consider offering courses (even perhaps mega-courses) in English in order to educate non-French speakers about French culture. I think that it would be very much in the Department's interests to have a more outward-looking face. I would encourage the Department to partake in the Cultural Identities program and perhaps consider offering an Arts First course. These would be potential pathways to reaching students who might consider enrolling in more French courses or majoring in the program.
3. The reviewers brought up the matter of faculty renewal. As mentioned above, there is currently a hiring freeze in effect. As Dean, I am sensitive to concerns that Departments have around their succession planning in the current climate, when not every faculty member who retires will be replaced. Nevertheless, it is my plan to work with Departments and the Faculty as a whole to ensure that we have the resources to meet the student demand.
4. Concerns were expressed by the Department and by the reviewers over the high rate of staff turnover in the Department. I'm already acquainted with these concerns, which focus on the Department's requirement that the staff member be bilingual; at the same time, the USG for the Administrative Manager position is only a 6. French Studies is in an unusual situation here, and unfortunately it is simply not possible to raise the USG of one Admin Manager and not the others. Moving forward we intend to revisit the matter of the Admin Manager USG with HR.
5. Graduate student funding was flagged as a concern, as it is in pretty well every Department in the Faculty. There is no immediate solution for this, but it will certainly be a central topic as we move into the strategic planning process (beginning in December 2019).
6. Space is likewise an issue for all units in the Faculty; again, this will be part of our strategic plan discussions.
7. A problem was identified with the scheduling of FR 250, which required use of the language lab; the Department is currently experimenting with a different approach to the course that would eliminate this problem.

Shahid Azhar

24 November 2019

Implementation Plan

	Recommendations	Proposed Actions	Responsibility for Leading and Resourcing (if applicable) the Actions	Timeline for addressing Recommendations
1.	The Department of French Studies, a francophone space: The review team advises against considering amalgamation with other departments and recommends strengthening the Department's Francophone identity for recruitment and retention.	The Department of French Studies will continue to work to preserve its distinctiveness and strong identity as a teaching, research and administrative unit. That said, the Department has become actively engaged in the interdisciplinary Cultural Identities program initiative among the various language departments.	French Studies	Ongoing
2.	<p>Human resources and academic governance</p> <p>a) Staff: Hire on longer-term staff contracts; review staff job descriptions and grades to account for the bilingual nature of these positions. Develop these positions so staff become well-trained advisors for the students, website administrators, community outreach researchers and consultants for student placements. Mental health training should be part of every advisor's skill set.</p> <p>b) Faculty: Set in place a succession plan to take into consideration upcoming retirements, including that of the French instructor at St. Jerome's University (SJU). In making long-term plans, the Department should consider its needs and any gaps in curricular and research expertise.</p> <p>c) Academic governance: The assignment of administrative tasks and committee work</p>	<p>a) The Chair and Administrative Manager met with the Arts EO to discuss reinstating the bilingual requirement into the position descriptions, and this was done. There was no consensus on the need to reassess the staff USG levels and no further action will be taken.</p> <p>Staff and advisors are all encouraged to participate in mental health training.</p> <p>b) French Studies and the Chair of Italian and French Studies (SJU) would welcome consultations with SJU to address the question of succession of the French instructor as soon as possible. A succession plan could then be articulated for upcoming retirements in French Studies.</p> <p>c) The in-coming Chair instituted a practice of consultations regarding service task preferences, and has adopted a team approach to service tasks, with many now being assigned 2 faculty members. Associate Chair appointments are clearly indicated</p>	<p>French Studies Arts Executive Officer</p> <p>French Studies, SJU Italian and French Studies Department, Deans</p> <p>French Studies Chair</p>	<p>Fall 2019: description of positions resolved, bilingual requirement reinstated.</p> <p>Ongoing for training</p> <p>2020-21 for upcoming St. Jerome's retirement 2021 for other upcoming retirements</p> <p>Resolved in 2019-20</p>

	should be more transparent and better communication is advised.	as having a two-year mandate, all other positions are reassessed yearly.		
3.	<p>Student advising:</p> <p>a) Undergraduate advising: create an actual placement test or provide students with the appropriate benchmarks to better measure their abilities to allow for more efficient and swift placement, better student retention and more effective use of staff and faculty time.</p> <p>b) Graduate student advising: add workshops to develop a sense of community among graduate students.</p>	<p>a) Benchmark information for placement is already provided in the Calendar (with course requisites updated as of September 2020), on the department website, and has been rendered more visible on all first-year language course syllabi. Staff and Associate Chairs advise students with special cases, and this is not burdensome. There are no plans to create a placement test at this time as it is not deemed necessary, particularly in terms of the time and effort required to both create and administer such a test to every incoming student in each of 3 terms.</p> <p>b) The Department offers an orientation day for graduate students, and 1 mandatory teaching workshop/year. In 2019, French Studies organized 2 new French writing workshops in conjunction with the University Writing Centre. The Department intends to pursue this pilot project to help students acquire better writing and research tools. The Café-rencontre speakers' series and the yearly Graduate Student Conference (Convergences) contribute to a sense of community, as well as <i>Quintessence</i> (the journal prepared twice a year by the graduate students) and the activities organized by the AESEF (the association of graduate students in French Studies).</p>	<p>French Studies</p> <p>French Studies (Graduate Studies)</p>	<p>N/A for placement test</p> <p>Ongoing</p>
4.	<p>Enrollments, recruitment and retention: Undergraduate:</p>	<p>a) The Department and the CRC are further developing connections with local high school teachers by offering pedagogical workshops and</p>	<p>French Studies, CRC, Arts and University Marketing</p>	<p>2019-2025</p>

<p>a) Liaise with the central recruitment office to ensure that the external image of the Department is consistent with the Department's vision. Emphasis should be placed on opportunities in teaching and other professions. The Department does an excellent job liaising with the high schools. Career workshops on the teaching profession and other opportunities will help to convince first-year students to enter the program.</p> <p>b) Emphasize the distinctive strengths of its programs; students should be exposed to professors who teach advanced courses by having them also teach certain lower-level courses from time to time. The Department could consider creating French courses for special purposes (e.g., French in popular culture) or literature courses at the intermediate level that would spark an interest in literary and cultural studies.</p> <p>c) Update and improve the website both for recruiting purposes and for communication with its existing students. Effective use of multimedia may also raise the Department's profile and attract students.</p> <p>d) Use waiting lists for courses as a way of increasing retention.</p>	<p>other activities. The Department is looking forward working with the central recruitment office to ensure the external image of the Department is consistent with the Department's identity. The Department will continue to explore the creation of additional career workshops for undergraduate students, including collaborative efforts with other language departments.</p> <p>b) Currently, professors do regularly teach and coordinate entry-level courses (FR192A and FR192B). The content of the intermediate French literature courses (FR296, FR297, FR276) was reviewed when Plan Standardization was implemented, but could be examined again after a few cohorts of students graduate under the new plan. French Studies will examine the possibility of offering a course in French popular culture.</p> <p>c) The undergraduate and graduate pages are now up to date. The Department has now assigned Social Media to a faculty member as a service task. The faculty member coordinates with staff to manage the Department's Facebook and Instagram pages.</p> <p>d) The Department has already been using waiting lists for medium and large enrolment courses.</p>	<p>and Undergraduate Recruitment office</p> <p>French Studies (undergraduate studies)</p> <p>French Studies, Faculty of Arts, Arts Computing Office</p> <p>N/A</p>	<p>2023</p> <p>Fall 2020 term: undergraduate pages being updated. Spring term 2020: graduate pages update completed. Fall 2019: creation of service position in Social Media</p> <p>No action needed, waitlists already exist</p>
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	<p>e) The review team does not recommend direct entry into French Studies. Entry into the program at the end of first year allows the Department to promote French studies through workshops and French cultural events aimed at first-year students.</p> <p>Graduate: f) Graduate recruitment should be improved by redesigning the website and keeping it up-to-date. As the self-study indicates, the website is a key source of information for students and potential students.</p> <p>g) Consider offering RA positions along with the acceptance to programs, using institutional funds or faculty members' research funds or an established departmental fund</p> <p>h) Provide an accurate representation of what it has to offer at the graduate level: the limited offerings in linguistics should be acknowledged when recruiting takes place.</p>	<p>e) Currently, the Department promotes French Studies at the undergraduate level through monthly events organized by the "Cercle français", the French students' association. The Department will explore new venues to target first-year Arts students and Arts First enrolments.</p> <p>Graduate: f) As already noted, it will be easier for the Department to maintain an up-to-date website when the staff situation is resolved and French Studies is able to operate with permanent and regular staff.</p> <p>g) The use of external research grants to attract graduate students is a Faculty-level concern. The relatively small value and short time-frame of most SSHRC grants and the rules associated with them do not permit their use as top-ups. The Department would be happy to discuss viable options with the Faculty of Arts and the GSPA, and to plan the creation of a departmental fund.</p> <p>h) The Department clearly indicates on its website, in promotional materials, and in in-person recruitment efforts that a thesis in linguistics is available at the MA level, but no option in linguistics is available at the PhD level. The Department does not recruit at the doctoral level in linguistics and does not accept applications from students expressing an interest in linguistics.</p>	<p>French Studies, Faculty of Arts, Arts First</p> <p>French Studies and Human Resources</p> <p>French Studies, Faculty of Arts, GSPA</p> <p>N/A</p>	<p>Ongoing</p> <p>Graduate website update completed spring 2020.</p> <p>Ongoing</p> <p>No action: all recruitment material already indicate this.</p> <p>Ongoing</p>
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	<p>i) To enhance retention, the Department should consider cooperation with other graduate programs at the University of Waterloo to augment a support network and a research community to retain students.</p> <p>j) The Department can improve its profile by emphasizing its assets and differentiating its brand from that of other graduate programs: a strong research tradition; an emphasis on minority literatures and marginalization, sophistication in the creation of online content, digital humanities, etc.</p>	<p>i) French Studies students can take one seminar in English in another department as part of their graduate program; and many students have completed the CULT program.</p> <p>j) French Studies has been actively promoting its graduate programs through Internet and recruitment activities on campus and at other institutions (WLU, Windsor, Trent). French Studies believes the creation of the CRC in minority studies will make the graduate program even more attractive.</p>	<p>French Studies</p> <p>French Studies</p>	<p>Ongoing</p>
<p>5.</p>	<p>Space:</p> <p>a) Resolve scheduling conflicts for the undergraduate course FR250 by working with the Arts Computing Office, the Scheduling Office and the Dean of Arts Office.</p> <p>b) Make better use of the language lab space by extending the hours during which it is open and using that space to expand the <i>Centre d'aide à la rédaction</i> as well as provide shared study space.</p> <p>c) Given the need for more space for faculty research, most notably for online course development as well for the CRC Chair's research, the Department should consider collaboration with other units across campus to share space, with each unit having its own</p>	<p>a) The Department has actively tried to find a way to address this problem with ACO and the Scheduling Office. As of October 1, 2020, the position of Language Lab Consultant in the ACO has been terminated and the Department will directly be responsible for scheduling.</p> <p>b) This will also allow for potential use of the language lab for the CAR.</p> <p>c) The CRC, under the leadership of Dr. Nicole Nolette, has already developed a comprehensive plan to renovate a shared space with Department of Communication Arts. Unfortunately, while an agreement was reached within the Faculty of Arts, constraints raised by Plant Operations made the whole process time consuming and too difficult to</p>	<p>Arts Computing Office, Scheduling Office, and Dean of Arts Office</p> <p>Faculty of Arts, Plant Operations</p>	<p>Resolved Fall 2020</p> <p>2024</p>

	assigned hours. It may even be advisable to consider renting shared space off campus.	achieve. This project has been currently postponed but will be revisited on renewal of the CRC.		
6.	<p>Curriculum and delivery methods:</p> <p>a) Canvass students for feedback on how to improve the curriculum, within budget constraints; consider offering more practical French course such as translation, Business French, sports and leisure, popular culture, applied linguistics, second language acquisition, as well as more conversation courses at the 3rd and 4th year level. Consider developing service courses in English to increase enrollments, to highlight the Department's research strengths, to raise among Anglophones awareness of the Francophone world, and to share expertise across linguistic barriers.</p>	<p>a) The Department offers 2 translation courses and 2 Business French courses. Enrolment in translation courses fell dramatically under the standardized plan, as students need fewer courses to graduate. FTS students have access to the Applied Language Studies program (Renison). Under the Plan Standardization process, upper-level courses in conversation were eliminated in order to streamline the Department's course offerings and reduce the required courses from 22 to 16. On the next cyclical review, students will be surveyed about their language skills and job preparedness, in order to determine whether the new plan should be altered and if new courses in applied linguistics should be created.</p> <p>In the early 2000s, the Department developed courses and an academic plan in English in French Cultural Studies. These were phased out due to low enrollments. The lack of interest in these courses and strength of the French minor seem to reflect student interest in acquiring language skills. French Studies has two online courses taught in English (FR291 and FR292) and has struck a committee to review these courses. The Department is actively involved in the creation of a proposed new Major in Cultural Identities, and will create English courses specifically for this new program.</p>	French Studies	Next cyclical review
	b) The Department should aim for more predictable rotation of courses and greater	b) There is a predictable rotation of courses in French Studies, and the course offering is available one year in advance. The website indicates the next	French Studies (undergraduate studies)	Resolved: the course page on the department home

	<p>transparency for students regarding course selection.</p> <p>c) Strongly promote the program at the <i>Université du Québec à Chicoutimi</i>, especially the option to carry out one term rather than two terms of study there, thus increasing the number of students who take their advanced courses at the University of Waterloo. This will allow for a greater range of electives taught by the Department at the upper-level.</p> <p>d) Continue as a pioneer in the area of online course development and consider developing more online literature courses, second language acquisition courses and graduate courses. Ideally, these initiatives should be maintained and supported through course releases, funding and institutional support. All online courses should be reviewed by a central curriculum committee for effectiveness and consistency.</p>	<p>offering of a course, once it has been determined. This page will be rendered more visible.</p> <p>c) French Studies will continue to offer information sessions on the UQAC exchange program to promote it and to encourage students to consider one term away.</p> <p>d) The main priority of the Department is renewing and maintaining the high quality of existing online courses. However, certain literature courses prepared for remote delivery during the pandemic will be proposed to CEL as being ready rapidly to be produced for online delivery, depending on availability of CEL support.</p> <p>The Department Undergraduate Committee already serves as a curriculum committee to review all courses.</p> <p>The department will explore the possibility of creating an online course in applied linguistics and/or FSL teaching (theories and methods, not education).</p>	<p>French Studies (undergraduate studies)</p> <p>French Studies</p> <p>French Studies, Faculty of Arts, and Centre for Extended Learning</p>	<p>page is regularly updated to indicate the next available offer of a course.</p> <p>Ongoing</p> <p>2019-20: renewal of FR296 and FR297 completed. 2021-22 for conversion of some remote delivery courses, depending on availability of CEL support.</p> <p>N/A</p> <p>2025</p>
7.	<p>Graduate curriculum:</p> <p>a) Consider developing courses in applied linguistics. Promote access to the Certificate</p>	<p>a) The Department does promote the Certificate in University Language Teaching (in FR600, as well as during the Orientation Day in September (the CULT</p>	<p>French studies</p>	<p>Ongoing</p>

<p>in University Language Teaching as a selling point for its program.</p> <p>b) Expand the development of online courses at the post- graduate level. It should consider expanding the use of the online version of FR600.</p> <p>c) Strive to maintain the distinction between upper-level undergraduate, MA and PhD programs by strictly limiting the number of courses open to students from all levels.</p> <p>d) In collaboration with Co-op / Centre for Career Action, the Department should develop a data base of co-op possibilities in French. Maintain and expand FR605 and FR606 by mandating faculty and/or staff to research and develop community and academic placements In French and cultivate those connections. Regarding FR605, which requires academic placements that may conflict with opportunities for research assistants, the Department should prioritize its placement students, as the course provides both university credit and financial support.</p>	<p>coordinator regularly comes to this event herself to promote it), during the Graduate Open House and the Associate Chair’s annual visit to Wilfrid-Laurier.</p> <p>b) FR600 is regularly being offered online. Graduate seminars prepared for remote delivery may be able to be converted to entirely online format in future. The Department will explore this possibility with CEL.</p> <p>c) The Department regularly negotiates with the Faculty to maintain this distinction. Only the Spring graduate seminar is held with upper-level undergraduate courses due to budgetary constraints.</p> <p>d) With the creation of the French Honours Co-op, in 2020, the Department has had consultations with Cooperative Education to maximize opportunities for French Studies students to find positions requiring French language skills. Co-op is ideally placed and has knowledge of both the local and more far-afield pool of potential employers to work on expanding these possibilities.</p> <p>In terms of FR605 and FR606: student practicum positions are not R.A positions and are not paid.</p>	<p>French Studies, Faculty of Arts, and CEL</p> <p>French Studies, Dean’s Office</p> <p>French Studies and Co-op</p>	<p>Post-pandemic, when faculty are no longer preparing new courses for remote delivery</p> <p>Ongoing</p> <p>2020-2025</p>
<p>8. New Initiatives: Explore the possibilities of creating an online professional diploma or MA for French teachers and the possibility of open</p>	<p>The Department will consult with the Faculty and CEL to explore the creation of: 1. Online graduate courses targeting French teachers.</p>	<p>French Studies, Faculty of Arts, and Centre for Extended Learning</p>	<p>2025</p>

	<p>enrollment for the purposes of adult education.</p>	<p>2. Open enrolment online undergraduate courses targeting high school teachers in Immersion programs as well as other public seeking to update or add to their current professional credentials. New Diplomas for non- and post-degree students are being created.</p> <p>3. A professional MA for French teachers (if funding to conduct a feasibility study becomes available)</p>		<p>New Diplomas to be available starting September 2022.</p>
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The Department Chair/Director, in consultation with the Dean of the Faculty shall be responsible for the Implementation Plan.

Date of next program review _____ **2025-2026** _____
Date

Signatures of Approval



May 12, 2021

Chair/Director

Date

AFIW Administrative Dean/Head (*For AFIW programs only*)

Date

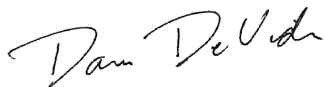


June 10, 2021

Faculty Dean

Date

Note: AFIW programs fall under the Faculty of ARTS; however, the Dean does not have fiscal control nor authority over staffing and administration of the program.



September 22, 2020

Associate Vice-President, Academic
(For undergraduate and augmented programs)

Date



September 22, 2020

Associate Vice-President, Graduate Studies and Postdoctoral Affairs
(For graduate and augmented programs)

Date