

<b>Faculty / Affiliated University College</b>	Brescia University College
<b>Degrees Offered</b>	BA
<b>Modules Reviewed</b>	Honours Specialization in French Studies Specialization in French Studies Major in French Studies Major in French for Teaching
<b>External Reviewers</b>	Dr. Dominique LaPorte – Associate Professor of French, University of Manitoba  Dr. Kerry Lappin-Fortin – Professor Emerita in French, Saint Jerome’s University
<b>Internal Reviewers</b>	Dr. Geoff Read – Provost and Dean, Faculty of Arts and Social Science at Huron University College  Claudia Gallant – 4th year Political Science student at Huron University College
<b>Date of Site Visit</b>	Jan 31 – Feb 1, 2022
<b>Evaluation</b>	Good Quality with Report in Two Years
<b>Approval Dates</b>	SUPR-U: April 27, 2022 SCAPA: May 4, 2022 Senate (for information only): May 13, 2022
<b>Year of Next Review</b>	Year of next cyclical review: 2029-2030

## **Overview of Western's Cyclical Review Assessment Reporting Process**

In accordance with Western's Institutional Quality Assurance Process (IQAP), the Final Assessment Report (FAR) provides a summary of the cyclical review, internal responses and assessment and evaluation of the undergraduate modules delivered by the French Program at Brescia University College.

This FAR considers the following documents:

- the program's self-study brief;
- the external reviewers' report;
- the response from the program; and
- the response from the Academic Dean.

The FAR identifies the strengths of the program, opportunities for program enhancement and improvement, and details the recommendations of the external reviewers – noting those recommendations to be prioritized for implementation.

The Implementation Plan details the recommendations from the FAR that are selected for implementation, identifies who is responsible for approving and acting on the recommendations, specifies any action or follow-up that is required, and defines the timeline for completion.

The FAR (including Implementation Plan) is sent for approval through SUPR-U and SCAPA, then for information to Senate and to the Ontario Universities' Council on Quality Assurance. Subsequently, it is publicly accessible on Western's IQAP website. The FAR is the only document resulting from the undergraduate cyclical review process that is made public; all other documents are confidential to the Program/School/Faculty and SUPR-U.

## **Executive Summary**

French courses have traditionally been a significant component of Brescia's course offerings and programs with Honours French courses being introduced in 1922. The program's mission is to promote academic excellence in the knowledge and use of French, and to develop an awareness and appreciation of the people who speak this language.

To inform the self-study for this program review, input was collected from students via dedicated surveys for current students and for students who graduated from a French module between 2016 and 2021. Among the roster of Likert and open-ended questions, students were asked about their learning experiences, class size, course content, and program opportunities. Equally informing the composition of the self-study brief, all full-time faculty members conferred about each of the self-study themes.

The external reviewers shared a positive assessment of Brescia's French Program, noting that the program has "undergone important changes since the last program review in 2013". In addition to four overarching recommendations, they offer constructive considerations for further program enhancement.

### **Strengths and Innovative Features Identified by the Program**

- Enrollment growth across modules.
- Flexibility of the modules – Some students choose literature courses; others choose only language courses, while some students choose to take Applied Linguistics.
- Major in French for Teaching offers experiential learning opportunities such as volunteer work in partner elementary and secondary schools in four local school boards.
- Students consistently praise the:
  - o availability of professors and opportunities for direct interactions;
  - o small class sizes; and
  - o opportunities for volunteering.

### **Concerns and Areas of Improvement Identified by the Program**

- A desire, where possible, for more course options.
- Students indicated that language courses are often quite labour-intensive and, in the opinion of some students, repetitive.

### **Review Process**

The review committee (comprised of the two external reviewers and one internal reviewer) was provided with Volumes I and II in advance of their visit and then (due to pandemic restrictions) met virtually with the following over the course of the two days.

- Interim Academic Dean
- Chair, School of Humanities
- Acting Vice-Provost of Academic Programs
- Director of Academic Quality and Enhancement
- President, Brescia University College
- Writing Coordinator
- Director of Library Services
- Registrar
- Director, Advanced Learning and Teaching (ALT) Centre and Associate Academic Dean
- French Program Faculty
- French Program Students

Following the formal review, the external reviewers submitted a comprehensive report of their findings which was sent to the Program and Academic Dean for review and response. Formative documents, including Volumes I and II of the Self-Study, the External Report, and the Program and Decanal responses form the basis of this final assessment report of Brescia's French program.

### **Summative Assessment – External Reviewers' Report**

Reviewers commented on the dedication and hard work of the full-time faculty members, highlighting the program growth from 49 students registered in French modules to 120 in less than five years (in spite of the challenges incurred by the ongoing pandemic).

#### **Strengths of the Program**

- Curriculum allows for considerable flexibility.
- Small classes highly conducive to effective learning, and ideal for second language learning.
- Women's literature is represented in all of the literature courses taught in the last three years.
- New courses open horizons to culture and literature outside France in the current period such as FR3720G on migrant literature in Quebec since the 1980s, and FR3760G, French-Language Indigenous Literature and Culture in Canada.
- New French 3150A/B French Culture course offers volunteer opportunities in France. Students stay with host families.
- Major in French for Teaching provides students with direct access to Western's Faculty of Education.
- Optional immersion experiences such as a summer program in Trois-Pistoles, Quebec, another at a partner Catholic university in Lille, France, and a full year of study in Tours, France.
- Opportunities for experiential learning such as the Volunteer program through the course FREN 3265B, Bridging University & French 2<sup>nd</sup> Language Classrooms, and Brescia's after school tutoring program (L'Escale).

#### **Areas of Concern or Prospective Improvement**

- Curriculum is missing opportunities to study French-speaking writers from Acadia, Franco-Canadian communities, including the Franco-Ontarians, or French-speaking countries in Africa and the Caribbean.
- Oral component in language courses needs to be augmented.
- Care should be taken to ensure students have adequate transportation (public transit) to travel to schools hosting volunteering opportunities.

**Summary of the Reviewers' Key Recommendations and Program/Faculty Responses**

<p><b>Reviewers' Recommendations</b>                      Recommendations requiring implementation have been marked with an asterisk (*).</p>	<p><b>Program / Faculty Response</b></p>
<p><b>1.</b> In addition to the tenure-track hire in 2022-23, to which Brescia's administration is already committed, a third full-time faculty position is necessary to support the current needs of French and allow for continued growth. This would allow for a more equitable distribution of administrative tasks among faculty members, greater diversity of course offerings, and it would ensure that courses are taught by appropriately qualified faculty. Should another tenure-track hire not be possible in the near future, a three-year limited-term appointment, would provide a temporary solution.*</p>	<p><b>Program:</b> Budget permitting, we will hire a literature tenure-track professor in 2022-23, and a third full-time faculty position to support the current needs of French and allow for continued growth.</p> <p><b>Faculty:</b> In agreement.</p>
<p><b>2.</b> Augmented opportunities for the practice of oral French are essential, both in the context of the courses themselves, and through extracurricular activities. The first required language course, FR2900, should be structured in such a manner as to allow for at least one hour a week of spontaneous conversation practice as a way of reinforcing grammatical structures and facilitating the acquisition of</p>	<p><b>Program:</b> Even though the language courses (1910, 2900, 3900, 4900A, 4901B) are designed to provide oral practice, not all language instructors "allow for at least one hour a week of spontaneous conversation practice".</p> <p>The French Department wishes to highlight that language courses at other campuses provide only 3 hours of weekly instruction whereas our language courses offer 4 hours per week of class time. The French Department proposes to earmark the fourth hour of class time to create an oral/aural laboratory taught by a separate language instructor for all sections of 1002, 2900, and 3900. All courses are already designed to have at least one hour a week of oral practice on various cultural and vocabulary topics. This demarcation between the language class and the laboratory component would put a greater emphasis on oral production. If it is not possible to hire a French laboratory instructor, all</p>

<p>new vocabulary. An Oral French course should be offered in second year (not only in fourth year), and the pronunciation course should be a required .5 credit for all Majors. The department is encouraged to revive its newly created French Club which was abandoned during the pandemic and to organize as many activities as possible on campus en français, such as weekly Café-conversation sessions (these could be animated by francophone students on campus and/or former students studying at the Faculty of Education), and French language movie nights.*</p>	<p>instructors will be required to include at least one hour/week of active oral/aural practice in their language classes.</p> <p>We intend to adopt the Oral French course offered at Main Campus “FR2104A/B Oral French IV”, which has not been offered at Main Campus since 2014. According to Western’s Academic Calendar, FR2104A/B is “[b]ased on a multimedia and communicative approach, [and] the course aims to provide students with the means of improving their listening and speaking abilities.”</p> <p>We intend to change the requirements in the Major in French Studies and the Major in French for Teaching to include FR2104A/B Oral French and FR3894A/B French Pronunciation.</p> <p>We intend to revive the recently created French Club. Students who choose to join the French Club will have the opportunity to participate in conversation circles, to attend movie nights, and to participate in Francophone cultural activities.</p> <p><b>Faculty:</b> Brescia’s time allowed for practice of oral French is actually greater than that at other campuses. There are, however, plans to adapt courses to include use of further pronunciation and speaking and listening practice. The French Club for students is also a setting which provides opportunity to practice language skills.</p>
<p><b>3.</b> The current curriculum is heavily focused on France. In order to broaden the perspective offered to students, more course content is needed on French Canada and Quebec, as well as the literature and culture of other regions of the Francophone world. French majors should be required to take at least one course on Francophone history/culture/ literature in Canada, even if it means taking this course elsewhere on Western’s campus. The compulsory literature and culture courses, FR2600E and FR2404A/B, should be tailored to</p>	<p><b>Program:</b> Going forward, the literature professor intends to include Francophone Literature from the Global South thereby including more world literatures in FR2600E Introduction to French Literature. She thanks the reviewers for their suggestion to include more North American literatures and Acadian/Franco-Ontarian authors in our upper-year literature courses, specifically FR3570F/G France in the Seventeenth Century and FR3270 French Canadian Literature.</p> <p>For the culture courses, a viable solution would be for DAP and offer the “2407A/B French and Francophone Cultures: La Francophonie” course in alternating years, offering students the choice between FR2404A/B and FR2407A/B.</p> <p>When Brescia adopted its French-Canada literature course, three codes were created: FR3720F/G, FR3721F/G, and FR3722F/G “Culture and Literature in Society: Quebec and French-Canada”. We already offer 3720F/G which concentrates on history and literature of Quebec. Should our proposed module changes be accepted, we will offer FR3721F/G, which would concentrate on Franco-Ontarian and/or Acadian literature. We can offer FR3720F/G and FR3721F/G in alternating years, offering students the choice between two French-Canadian literary fields.</p>

<p>include non-European authors and realities outside of France. Guest speakers' lectures and colloquia organized in collaboration with other departments in an interdisciplinary approach might be considered as well.*</p>	<p>We intend to change the module requirements so that French modules require students to take at least one French-Canadian literature course among FR3720F/G and FR3721F/G.</p> <p>Budget permitting, we will "invite Guest speakers' lectures and colloquia organized in collaboration with other departments in an interdisciplinary approach," especially if other campuses are interested.</p> <p><b>Faculty:</b> There are plans to broaden the Francophone perspectives offered, per the reviewers' recommendations. As noted in the program response, there are already plans to address this issue by inclusion of more varied Francophone literature in courses. There will also be inclusion of a variety of Francophone cultural perspectives in the proposed courses for an updating of the modules.</p>
<p><b>4.</b> Course offerings at the fourth-year level should include a mandatory course on grammar and stylistics for those students pursuing a specialization in French.*</p>	<p><b>Program:</b> We intend to propose and offer a new fourth-year course to meet the student demand for an advanced grammar course: FR4908A/B will be a course on grammar and stylistics. This course would be an option in the Majors (1.0 course from 4900A, 4901B, 4903A/B, 4908A/B) and would be a mandatory course for those students pursuing a Specialization or Honours Specialization in French.</p> <p><b>Faculty:</b> In response to student demand, it is planned to offer a new course, FR4908A/B, which will specifically address grammar and stylistics in French. This course will be offered as an option to students in Major programmes, and required of those taking the Specialization or Honours Specialization in French.</p>

## Implementation Plan

The Implementation Plan provides a summary of the recommendations that require action and/or follow-up. The Program Coordinator, in consultation with the Dean of the Faculty/Affiliated University College will be responsible for monitoring the Implementation Plan.

Reviewers' recommendations related to hiring are not typically prioritized in the implementation plan as they are outside the scope of the IQAP driven review. As such, the recommendation and responses related to "budget permitting" hiring have not been added to the table below.

Recommendation	Proposed Action and Follow-up	Responsibility	Timeline
<p><b>Recommendation #1:</b> Ensure appropriate faculty resources to support the current needs and continued growth of the French Program.</p>	<ul style="list-style-type: none"> <li>- Hiring of a tenure-track faculty position in the area of French literature and future consideration of an additional three-year limited term appointment as determined by resources and program enrollment.</li> </ul>	Academic Dean	By September 2023
<p><b>Recommendation #2:</b> 2a) FR2900 should be structured in such a manner as to incorporate the practice of oral French, for example, to include at least one hour a week of spontaneous conversation practice. 2b) An Oral French course should be offered in second year (not only in fourth year), and the pronunciation course should be a required .5 credit for all Majors.</p>	<p>2a)</p> <ul style="list-style-type: none"> <li>- Encourage instructors of language classes to include at least one hour/week of active oral/aural practice.</li> <li>- Adopt FR2104A/B Oral French IV and offer it for students who need oral practice.</li> </ul> <p>2b)</p> <ul style="list-style-type: none"> <li>- Change the requirements in the Major in French Studies and the Major in French for Teaching to include FR2104A/B Oral French and FR3894/B French Pronunciation.</li> </ul> <p>2c)</p> <ul style="list-style-type: none"> <li>- Offer opportunities to participate in conversation circles and in Francophone cultural activities.</li> </ul>	Program Coordinator Course instructors	2a) By September 2022 2b) By December 2022 2c) By September 2022



<p>2c) Revive the French Club to organize as many activities as possible on campus <i>en français</i>.</p>	
<p><b>Recommendation #3</b></p> <p>3a) French majors should be required to take at least one course on Francophone history/ culture/ literature in Canada.</p> <p>3b) The compulsory literature and culture courses, FR2600E and FR2404A/B, should be tailored to include non-European authors and realities outside of France.</p>	<p>3a)</p> <ul style="list-style-type: none"> <li>- Change the module requirements so that French modules require students to take at least one French-Canadian literature course among FR3720F/G and FR3721F/G. Offer the course FR3721F/G in alternating years with FR3720F/G.</li> <li>- Inclusion of more North American literatures and Acadian/Franco-Ontarian authors in FR3570F/G France in the Seventeenth Century and FR3270 French Canadian Literature.</li> </ul> <p>3b)</p> <ul style="list-style-type: none"> <li>- Inclusion of Francophone Literature from the Global South (and world literatures) in FR2600E Introduction to French Literature.</li> </ul>
<p><b>Recommendations #4:</b></p> <p>Course offerings at the fourth-year level should include a mandatory course on grammar and stylistics for those students pursuing a specialization in French.</p>	<ul style="list-style-type: none"> <li>- Propose and offer FR4908A/B will be a course on grammar and stylistics.</li> <li>- Make the course an option in the Majors (1.0 course from 4900A, 4901B, 4903A/B, 4908A/B) and a mandatory course for in the Specialization and Honours Specialization.</li> </ul>
	<p>3a) By December 2023</p> <p>3b) By September 2023</p>
<p>Program Coordinator</p> <p>Course instructors</p>	<p>Program Coordinator</p>
<p>Program Coordinator</p>	<p>By December 2022</p>