

FINAL ASSESSMENT REPORT
Evaluation of Graduate Programs
Département de français
Cyclical review period: 2019–2020
Date: April 21, 2021

I. Evaluated Programs

- Maîtrise ès arts (M.A.) en lettres françaises
- Doctorat en philosophie (Ph.D.) en lettres françaises

II. Evaluation Process (outline of the visit)

- This Final Assessment Report on the aforementioned programs is based on the following documents: (a) the self-study brief produced by the academic unit; (b) the report by the two external reviewers following their virtual visit; and (c) comments from the unit and the Faculty.
- During their visit, the external reviewers met with Claire Turenne-Sjolander, Vice-Provost, Graduate and Postdoctoral Studies; Marc Charron, Vice-Dean, Programs; Maxime Prévost, director of the *Département de français*; Nelson Charest, Director, Graduate Studies; Claudia Bouliane, the future Director of Graduate Studies; Rachel Fontaine-Azzi, Administrator, Graduate Studies; and regular professors and students in the program.
- The visit was conducted virtually owing to the SARS-CoV-2 pandemic. The external reviewers had earlier received a complete self-study file that had been approved by the Program Committee in June 2019.
- The meetings that were held on June 16, 17 and 23, and July 8, 2020, were led by François Paré, University of Waterloo, and Joël Castonguay-Bélangier, University of British Columbia.

III. Summary of Reports on the Quality of Programs¹

1. STRENGTHS AND CHALLENGES

Strengths

- Eminence of faculty, as shown by the recruitment of two research chairs; major research grants, awards and distinctions; successful partnerships with university research centres; and program-enriching features that enable students to take part actively in research.
- High-quality programs and teaching, and dedication of faculty members is rated highly by students.
- Students' performance in provincial (Quebec and Ontario) and national scholarship competitions.
- Education objectives are at the core of the University's mission and its mandate towards the Francophonie.
- Bilingualism of program members and students, making it possible to develop alliances and partnerships with the community and employers.

¹ Based on all of the documents produced during the assessment process.

Challenges

- Fragmentation of the *Département* is affecting program vitality.
- Reduction in number of professors in past few years.
- Seminar offerings are too narrow, and need for more innovative teaching methods, especially where career-oriented activities are concerned.
- Lack of internal and external communications strategies to support student advancement and to increase program visibility for recruitment purposes.

2. PROGRAM OBJECTIVES

- Program objectives and learning outcomes are clearly defined and presented. Program officials are sensitive to the need to broaden program objectives in order to ensure that employment prospects include opportunities that go beyond traditional academic careers.
- The external review report notes the importance of the evaluated programs for preserving and developing French culture in Ontario: “As a critical vector in maintaining and developing the active presence of the French language and culture on the University of Ottawa campus, the *Département de français* is able to implement major learning and research projects whose importance is duly highlighted in the University’s strategic plan.”
- The external reviewers note, “[T]he proposals put forward in the self-study brief are perfectly aligned with key objectives in *Transformation 2030*, the University of Ottawa’s new strategic plan, for example “the desire to optimize programs” and the creation of “tools lending themselves to rapid, adaptable, practical and flexible iteration.”

3. CURRICULUM AND STRUCTURE

- Instruction in French-language literature compares favourably with instruction at other universities in Canada. However, creative writing has fallen by the wayside with the departure of three professors. In addition, there are no longer any specialists in Quebec literature as a result of the departure of three professors.
- The creation of a 12-month master’s program is seen as positive by the external reviewers and program officials. Such an initiative does not require developing a curriculum from scratch, and it reflects what is being done in French departments elsewhere in Canada.
- The external review report recommends that the seminar model be rethought so as to “also include the study of issues facing 21st-century students: validity and relevance of social media, political and legal status of bilingualism in the workplace, recognition of minority groups, preparation and presentation of oral and written reports, mobilization of knowledge, co-creation of research ideas and concepts, future of AI in the humanities, status of machine translation, and so on.”
- To meet student demand and societal needs, the external review report endorses the proposal to create a master’s program with a co-op track. Efforts to broaden students’ career prospects beyond teaching and research were also praised. Professors have to be included in these discussions, since the required changes will have repercussions on teaching and assessment practices.
- The external reviewers also welcomed one of the proposals that had a more distant timeline, namely the creation of a “transfaculty and transdisciplinary master’s program in Francophonie studies.” This unifying project could “restore the *Département de français* to its position as a national leader in cutting-edge research on Francophone cultures in Ontario and around the world.”

- The self-study brief is chock full of realistic resource proposals that are apt to appeal to students and professors. However, for all of these projects to be successful, the academic unit will have to undertake a serious review to rationalize its course offerings. The unit should avoid the temptation to spread itself too thin. That very problem was noted in the assessment conducted in 2012–2013. There could be some very difficult choices to be made, for example as regards the creative programs.

4. TEACHING, LEARNING AND ASSESSMENT

- The program assessment showed that teaching practices, assessment methods and delivery formats are consistent with those found elsewhere in Canada.
- Similarly, students like the quality of teaching, as is shown by the results of the survey on teaching.

5. STUDENT EXPERIENCE

- Students and professors say that access to information is an obstacle to student advancement. The external reviewers made a few suggestions, such as creating a departmental guide and workshops to be offered at key times. They also noted that the website content needs to be maintained on a regular basis.
- Research excellence and the annual symposium were cited as some of the *Département's* main draws.
- Students and professors alike seem to be lacking in “school spirit,” which is affecting the student experience. Several initiatives mentioned in the self-study brief could prove effective in promoting dialogue and closer ties not only between students and professors, but also among professors themselves. Nonetheless, the level of satisfaction with programs is fairly high. However, students say the excellence of the *Département* needs to be recognized more.

6. SPACE AND RESOURCES

- The discussions and available data show that, in the main, the students are satisfied with the *Département's* physical resources.
- The non-renewal of positions has forced the *Département* to make certain choices. For example, expertise in creative writing and Quebec literature has diminished.
- Although the Career Development Centre provides services to the entire student body, the *Département de français* would do well to assess those resources in order to ensure that they are meeting the needs of its students. The *Département* could also ask alumni to give presentations to current students about possible career paths.

IV. Program Improvement²

The evaluated programs meet the standards of the discipline. The following recommendations aim to maintain or increase the level of quality already achieved by the programs.

The numbering of the recommendations follows the numbering used in the external reviewers' report.

Program Objectives, Learning Outcomes, Mandate and University Academic Plan

² Based on the external reviewers' report.

Recommendation 1: The Graduate Program Evaluation Committee (GPEC) recommends that the unit review its course offerings against the *Département's* current expertise to ensure that curricula is suitable for graduate programs.

Recommendation 2: The GPEC recommends that the unit explore the possibility of creating an interdisciplinary master's in Francophonie studies, which would be very much in line with the University's mandate and strengthen the *Département*.

Recommendation 3: The GPEC recommends that the unit include learning outcomes aimed at developing skills that will expand career opportunities beyond teaching and research. That would make the programs more appealing and relevant.

Curriculum and structure

Recommendation 4: The GPEC recommends that the unit create a short-duration master's program (coursework option) to ensure alignment with offerings elsewhere in Canada.

Recommendation 5: The GPEC recommends that the unit modernize the methodology seminar to ensure that its contents better reflect current issues.

Recommendation 6: The GPEC recommends that the unit consider introducing co-op placements to expand student career development opportunities.

Teaching and evaluation

Recommendation 7: The GPEC recommends that the unit give greater consideration to experiential learning options in existing programs.

Recommendation 8: The GPEC recommends that the unit take innovative steps in teaching to support creative writing programs.

Recommendation 9: The GPEC recommends that the unit increase the number of seminars offered annually to ensure alignment with students' interests.

Student experience and governance

Recommendation 10: The GPEC recommends that the unit develop a plan for communications between program officials/the Graduate Studies Office and students, including revamping and updating the website to facilitate access to critical information, reduce frustration among students and professors, and enhance the student experience.

Recommendation 11: The GPEC recommends that the unit standardize its administrative procedures, with transparent timelines (e.g., thesis assessment) in order to enhance the student experience.

Recommendation 12: The GPEC recommends that the unit develop activities to increase the sense of belonging and "school spirit" among students and professors alike.

Recommendation 13: The GPEC recommends that the unit come up with initiatives that would help students who want to know more about career opportunities available to them.

SPACE AND RESOURCES

Recommendation 14: The GPEC recommends that the administrative resources available to the *Département* be reviewed to ensure that needs are being met.

Recommendation not acted on

Recommendation # : ...:

V. List of Courses Not Offered for More Than Three Years and Reasons

All of the courses have been offered at least once in the past three years.

or

Recommendation # : ...:

VI. Conclusion

The *Département de français* offers high-quality master's and PhD programs in French literature that meet the standards of the discipline. In the external reviewers' opinion, "The University of Ottawa's *Département de français* continues to play a lead role in teaching and research in the network of French Studies programs in Ontario." The academic unit exhibited a remarkable openness to change throughout the program assessment process. Program strengths include the eminence of the *Département's* professors, as evidenced by the numerous awards and distinctions bestowed on them, and the high quality of teaching.

The evaluation exercise confirmed the strength and stability of the graduate programs offered. It also identified recommendations for their continuous improvement. The committee members would like to thank the external reviewers for their in-depth evaluation; the program officials, for their self-study brief in fulfilment of the requirements of the Office of Quality Assurance; and all of the stakeholders, for their participation in this periodic academic evaluation process.

Schedule and Timelines

A progress report outlining completed actions and results obtained is to be submitted to the evaluation committee by June 15, 2023.

The next self-assessment cycle will take place in 2026–2027, with the self-study brief to be submitted no later than June 2026.

Unit Response to the External Assessment Report and Action Plan

Faculty:

- Faculty of Arts

Department:

- *Département de français*

Programs evaluated:

- Maîtrise ès arts (M.A.) en lettres françaises
- Doctorat en philosophie (Ph.D.) en lettres françaises

Cyclical review period:

- 2019–2020

Date:

- October 7, 2022

Note:

- **The final version of this document will be submitted to the Senate and the Quality Assurance Council, and will be published on the University website.**
- **The document will be drafted in French and then translated into English.**

General comments:

On December 17, 2021, *Lettres françaises* program officials received the external assessment report that was produced as part of the periodic review process. We are pleased with this positive assessment of our graduate program. Since the *Lettres françaises* graduate program is committed to providing an exceptional education and research experience, we are pleased to see external reviewers note our “high-quality offerings,” the “eminence” of our professors and “our students’ performance” in provincial (Quebec and Ontario) and national scholarship competitions. The report makes 13 recommendations, seven of which are considered high priority. We take all of the recommendations seriously, and we are certain that they will make our graduate program even stronger. The recommendations and our responses are presented below.

Recommendation 1: The Graduate Program Evaluation Committee (GPEC) recommends that the unit review its course offerings against the *Département's* current expertise to ensure that curricula is suitable for graduate programs.

Unit's response: The Graduate Studies Committee (GSC) is undertaking a thorough review of the course offerings.

Priority	Actions to be undertaken	Assigned to	Timeline	Program changes?
1	Survey the regular professors in the <i>Département</i> to identify (1) the seminars that should be discontinued; (2) the seminar names and descriptions that need to be modified; and (3) seminars that should be created.	Director, Graduate Studies and <i>Département</i> Chair	August 2022	No
1	Design a new list of seminars (names and descriptions) offered by the <i>Département</i> , and have it approved by regular professors. Our process will focus on the convergence of research interests that make the <i>Département</i> strong (in accordance with item 4.1 Curriculum Coherence). Priority will be given to the teaching of critical methods, theories and tools, and the assessment of transversal skills in order to ensure that our graduate programs lead to wider and even more career opportunities (public service, cultural sector, etc.).	Director, Graduate Studies and <i>Département</i> Chair	October 2022	No
1	Prepare requisitions for major changes (creation and elimination of seminars) and minor changes (changes to seminar names and descriptions).	Director, Graduate Studies and <i>Département</i> Chair Curriculum and Outcome Analyst, Office of the Vice-Provost, Graduate and Postdoctoral Studies	December 2022	Yes

* Priority level: 1. URGENT — IMMEDIATE ACTION REQUIRED 2. IMPORTANT — ACTION REQUIRED WITHIN 18 MONTHS (MAXIMUM) 3. SUGGESTED: ACTIONS TO BE DEVELOPED AND DISCUSSED, AND IMPLEMENTED BY MID-CYCLE (WITHIN FOUR YEARS).

Recommendation 2: The GPEC recommends that the unit explore the possibility of creating an interdisciplinary master's in Francophonie studies, which would be very much in line with the University's mandate and strengthen the <i>Département</i> .				
Unit's response: The GSC intends to explore the possibility of creating an interdisciplinary master's program in Francophonie studies, in partnership with other departments in the Faculty of Arts.				
Priority	Actions to be undertaken	Assigned to	Timeline	Program changes?
2	Have the GSC begin a discussion on the creation of an interdisciplinary master's program.	Director, Graduate Studies	December 2022	
2	Begin a discussion with Joël Beddows, Special Advisor – Francophonie.	Director, Graduate Studies and <i>Département</i> Chair	December 2022	
2	Identify seminars in French from among the Faculty of Arts offerings that could be included in an interdisciplinary master's program in Francophonie studies.	Director, Graduate Studies and <i>Département</i> Chair	December 2022	
2	Begin a discussion with the directors of graduate studies of departments in the Faculty of Arts offering seminars in French that could be included in an interdisciplinary master's program in Francophonie studies.	Director, Graduate Studies; <i>Département</i> Chair; directors of graduate studies of Faculty of Arts departments	April 2023	
3	Prepare a major change requisition to create an interdisciplinary master's program in Francophonie studies.	Director, Graduate Studies; <i>Département</i> Chair; directors of graduate studies of Faculty of Arts departments	September 2024	

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Recommendation 3: The GPEC recommends that the unit include learning outcomes aimed at developing skills that will expand career opportunities beyond teaching and research. That would make the programs more appealing and relevant.

Unit's response: The GSC intends to include career-oriented learning goals in its graduate studies programs.

Note: This recommendation was taken into account in the unit's response to Recommendation 1 (updated course offerings).

Priority	Actions to be undertaken	Assigned to	Timeline	Program changes?
1	Have the GSC begin a discussion on this issue.	Director, Graduate Studies	April 2023	No
1	Prepare a major change requisition for the creation of a modular and interdisciplinary methodology workshop on professionalization (see Recommendation 5).	Director, Graduate Studies and <i>Département</i> Chair Curriculum and Outcome Analyst, Office of the Vice-Provost, Graduate and Postdoctoral Studies	October 2022	Yes
2	Incorporate community engagement-based learning assessment options into most of the seminars offered by the <i>Département</i> .	<i>Département</i> Chair	Pilot project beginning in September 2022	No

* Priority level: 1. URGENT — IMMEDIATE ACTION REQUIRED 2. IMPORTANT — ACTION REQUIRED WITHIN 18 MONTHS (MAXIMUM) 3. SUGGESTED: ACTIONS TO BE DEVELOPED AND DISCUSSED, AND IMPLEMENTED BY MID-CYCLE (WITHIN FOUR YEARS).

Recommendation 4: The GPEC recommends that the unit create a short-duration master’s program (coursework option) to ensure alignment with offerings elsewhere in Canada.

Unit’s response: The GSC has already begun the process to create a short-duration master’s program (coursework option).

Priority	Actions to be undertaken	Assigned to	Timeline	Program changes?
1	Prepare a major change requisition to create a short-duration master’s program (coursework option).	Director, Graduate Studies and <i>Département</i> Chair Curriculum and Outcome Analyst, Office of the Vice-Provost, Graduate and Postdoctoral Studies	October 2022	Yes

* Priority level: 1. URGENT — IMMEDIATE ACTION REQUIRED 2. IMPORTANT — ACTION REQUIRED WITHIN 18 MONTHS (MAXIMUM) 3. SUGGESTED: ACTIONS TO BE DEVELOPED AND DISCUSSED, AND IMPLEMENTED BY MID-CYCLE (WITHIN FOUR YEARS).

Recommendation 5: The GPEC recommends that the unit modernize the methodology seminar to ensure that its contents better reflect current issues.

Unit's response: The GSC has already begun the process to restructure the methodology workshop.

Priority	Actions to be undertaken	Assigned to	Timeline	Program changes?
1	Prepare a major change requisition for the creation of a modular and interdisciplinary methodology workshop on professionalization.	Director, Graduate Studies and <i>Département</i> Chair Curriculum and Outcome Analyst, Office of the Vice-Provost, Graduate and Postdoctoral Studies	October 2022	Yes
2	Continue consultations with the directors of graduate studies in the other Faculty of Arts department: present the project to them and obtain their buy-in, if it makes sense in their respective graduate studies programs.	Director, Graduate Studies and <i>Département</i> Chair	April 2023	No

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Recommendation 6: The GPEC recommends that the unit consider introducing co-op placements to expand student career development opportunities.

Unit's response: The GSC intends to introduce co-op placements for graduate students.

Note: In September 2022, the GSC will be starting a pilot project to incorporate a community engagement-based learning assessment activity into an initial seminar. Potential co-op placements for graduate students will be identified with the help of the Community Service Learning team.

Priority	Actions to be undertaken	Assigned to	Timeline	Program changes?
2	Incorporate community engagement-based learning assessment options into most of the seminars offered by the <i>Département</i> .	<i>Département</i> Chair	Pilot project beginning in September 2022	No
3	Consult the team in charge to identify co-op placements that could be offered to graduate students.	Director, Graduate Studies and <i>Département</i> Chair	April 2023	No
3	Begin a discussion with potential partners for developing co-op placements.	Director, Graduate Studies and <i>Département</i> Chair	December 2023	No
3	Introduce co-op placements for graduate students beginning in 2024–2025.	Director, Graduate Studies and <i>Département</i> Chair	April 2024	No

* Priority level: 1. URGENT — IMMEDIATE ACTION REQUIRED 2. IMPORTANT — ACTION REQUIRED WITHIN 18 MONTHS (MAXIMUM) 3. SUGGESTED: ACTIONS TO BE DEVELOPED AND DISCUSSED, AND IMPLEMENTED BY MID-CYCLE (WITHIN FOUR YEARS).

Recommendation 7: The GPEC recommends that the unit give greater consideration to experiential learning options in existing programs.

Unit's response: This recommendation is reflected in the proposed actions for Recommendation 6.

Priority	Actions to be undertaken	Assigned to	Timeline	Program changes?

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Recommendation 8: The GPEC recommends that the unit take innovative steps in teaching to support creative writing programs.

Unit's response: The GSC intends to renew its requisition for a regular professor position to enhance the Writer-in-Residence program.

Priority	Actions to be undertaken	Assigned to	Timeline	Program changes?
1	Our department no longer has any professors who can supervise research/creation theses, even though they are one of the most attractive study and research areas in literature studies at the moment. Our priority is of course to prepare a requisition for a regular professor position in creative writing that would highlight the key nature of this expertise for the development of successful research initiatives, both within the discipline of French literature and for interdisciplinary partnerships at the Faculty of Arts. Not having an APUO professor in this area of expertise is hindering both maintenance and development.	<i>Département Chair</i>	April 2022/to be renewed in 2023	No
2	Enhance the existing Writer-in-Residence program (despite not being systematically renewed due to lack of guaranteed funding) by checking donor interest. Consultations with colleagues/directors who have previously been involved in such a process in their respective units could increase our chances of success.	Director, Graduate Studies and <i>Département Chair</i>	April 2023	No

* Priority level: 1. URGENT — IMMEDIATE ACTION REQUIRED 2. IMPORTANT — ACTION REQUIRED WITHIN 18 MONTHS (MAXIMUM) 3. SUGGESTED: ACTIONS TO BE DEVELOPED AND DISCUSSED, AND IMPLEMENTED BY MID-CYCLE (WITHIN FOUR YEARS).

Recommendation 9: The GPEC recommends that the unit increase the number of seminars offered annually to ensure alignment with students' interests.

Unit's response: An increase in the number of seminars offered annually depends especially on the hiring of more regular professors (see Recommendation 8). In the meantime, seminar offerings will be reviewed (see Recommendation 1).

Priority	Actions to be undertaken	Assigned to	Timeline	Program changes?
1	With the help of cross-appointed professors, the <i>Département</i> can begin to engage in interdepartmental cooperation where possible without impacting students' expected level of specialization. We recently offered double-listed seminars with the Department of Theatre, and we allowed students to take part in seminars offered by the Institute of Feminist and Gender Studies. We are considering other partnerships, for example with the following departments: English, once students are fully bilingual; Modern Languages and Literatures; Philosophy; and Translation. This would give our students access to a greater variety of seminars.	Council on Undergraduate Studies, Graduate Studies, <i>Département</i> Chair	As annual course offerings are prepared, beginning in December 2022, and then every year.	No

* Priority level: 1. URGENT — IMMEDIATE ACTION REQUIRED 2. IMPORTANT — ACTION REQUIRED WITHIN 18 MONTHS (MAXIMUM) 3. SUGGESTED: ACTIONS TO BE DEVELOPED AND DISCUSSED, AND IMPLEMENTED BY MID-CYCLE (WITHIN FOUR YEARS).

Recommendation 10: The GPEC recommends that the unit develop a plan for communications between program officials/the Graduate Studies Office and students, including revamping and updating the website to facilitate access to critical information, reduce frustration among students and professors, and enhance the student experience.

Unit's response: The GSC has already begun the process to update the website.

Priority	Actions to be undertaken	Assigned to	Timeline	Program changes?
1	Update the information on the <i>Département's</i> website and, in particular, mitigate the many problems stemming from the recent redesign, which—far from improving the situation—highlighted our challenges in communicating with students even more.	<i>Département</i> Chair and <i>Département</i> Communications/Promotion Officer	December 2022	No
1	Create a dedicated space on Brightspace for storing information documents (sample pathways, writing and reference protocols, etc.) and syllabi forms.	Director, Graduate Studies	December 2022	No
1	Draft a graduate students' guide, whose main components will also be included in our vibrant and revamped website and our dedicated space on Brightspace.	Director, Graduate Studies and <i>Département</i> Chair	December 2022	No

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Recommendation 11: The GPEC recommends that the unit standardize its administrative procedures, with transparent timelines (e.g., thesis assessment) in order to enhance the student experience.

Unit's response: The GSC intends to standardize administrative procedures.

Priority	Actions to be undertaken	Assigned to	Timeline	Program changes?
1	Clarify administrative procedures and include them in ad hoc information documents in the dedicated space on Brightspace for the <i>Département's</i> graduate studies programs.	Director, Graduate Studies and <i>Département</i> Chair	December 2022	No
1	Include this information in the methodology workshop.	Director, Graduate Studies; <i>Département</i> Chair; professor responsible for methodology workshop	December 2022	No
1	Review student pathway forms to make sure they are clear and efficient from an administrative standpoint.	Director, Graduate Studies and <i>Département</i> Chair	June 2023	No

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Recommendation 12: The GPEC recommends that the unit develop activities to increase the sense of belonging and “school spirit” among students and professors alike.

Unit response: The GSC will use every opportunity to hold activities aimed at fostering a sense of community among members of the *Département*.

Priority	Actions to be undertaken	Assigned to	Timeline	Program changes?
1	Create a departmental life/recruitment position to have a student develop a program of activities and help organize them.	<i>Département</i> Chair	Summer 2022	No
1	Compile a calendar of sessions and lectures for 2022–2023. The calendar would serve as a basis for developing calendars for future years. Some of these activities would be held online on social media, thereby strengthening students’ sense of belonging and enhancing the visibility of the <i>Département’s</i> dynamic nature even more.	Director, Graduate Studies and <i>Département</i> Chair	Fall 2022	No
1	Restart the annual student symposium and organize a team of undergraduate and graduate student volunteers.	Director, Graduate Studies	October 2022	No
1	Hold the <i>Département’s</i> reading club for a third consecutive year, in partnership with the French-language organization Les Rendez-vous du premier roman .	Director, Graduate Studies	September 2022	No

* Priority level: 1. URGENT — IMMEDIATE ACTION REQUIRED 2. IMPORTANT — ACTION REQUIRED WITHIN 18 MONTHS (MAXIMUM) 3. SUGGESTED: ACTIONS TO BE DEVELOPED AND DISCUSSED, AND IMPLEMENTED BY MID-CYCLE (WITHIN FOUR YEARS).

Recommendation 13: The GPEC recommends that the unit come up with initiatives that would help students who want to know more about career opportunities available to them.

Unit response: The GSC intends to step up career-oriented initiatives for graduate students (see Recommendation 6).

Priority	Actions to be undertaken	Assigned to	Timeline	Program changes?
1	The GSC and the <i>Département</i> Chair have launched a major review of the structure of the methodology workshop—the main venue for introducing students to career opportunities through the program. The proposed new format (see appendix) will consist of four separate units, with one to be devoted exclusively to academic and non-academic career opportunities.	Director, Graduate Studies and <i>Département</i> Chair Curriculum and Outcome Analyst, Office of the Vice-Provost, Graduate and Postdoctoral Studies	Summer 2022	Yes

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Recommendation 14: The GPEC recommends that the administrative resources available to the *Département* be reviewed to ensure that needs are being met.

Unit's response: The *Département* Chair has regular meetings with the Faculty of Arts Administrative Director to brief her on the *Département's* specific needs and to assess the efficiency of the new administrative structure.

Priority	Actions to be undertaken	Assigned to	Timeline	Program changes?
1	Inform the Senior Administrative Officer about the performance of the new members of the administrative team, from a broad, cross-department perspective: students from all three levels, and regular/part-time professors.	<i>Département</i> Chair	Continuous	No
1	Assess the administrative support needs of <i>Département</i> members and come up with innovative solutions of direct benefit to students and regular/part-time professors (e.g., through the Community Learning Service program).	<i>Département</i> Chair	Continuous	No

Courses not offered in more than three years

Following consultations with regular professors in the *Département* in August 2022, it was determined that, of the 26 seminars currently listed,

- (a) two should be eliminated, as they have not been offered in three years due to a shortage of professors. They are *FRA 5508 Approches philologiques des textes* (three credits) and *FRA 5760 Textologie et critique génétique* (three credits);
- (b) six seminars covering historical periods (division suited for undergraduate courses, but less so for graduate courses, which are more geared to critical and theoretical approaches based on literary genres), four of which have not been offered in the past three years, would be replaced by “special topic” seminars to make it easier to put together a varied set of offerings in line with colleagues’ research areas: *FRA 6701 Littérature du moyen âge* (three credits); *FRA 6702 Littérature de la Renaissance* (three credits); *FRA 6703 Littérature du XVIIe siècle* (three credits); *FRA 6704 Littérature du XVIIIe siècle* (three credits); *FRA 6741 Littérature du XIX siècle I* (three credits); and *FRA 6742 Littérature du XX siècle* (three credits). This proposal still has to be discussed by the Graduate Studies Committee and then presented to the Departmental Assembly.
- (c) new seminars (number to be determined) will be added to the current list to improve alignment with the research interests of professors in the *Département* and students’ needs. The August 2022 survey will be used by the Graduate Studies Committee to enhance its seminar offerings. Proposals for the creation of initial seminars will be submitted in the fall of 2023.

The December 2023 progress report will spell out the actions completed between now and the fall, in addition to those to be included in a requisition for minor program changes.

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