

**FINAL ASSESSMENT REPORT**  
**Evaluation of Undergraduate and Graduate Programs**  
**Official Languages and Bilingualism Institute**  
**Cycle: 2022–2023**  
**December 14, 2023**

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**I. Programs Reviewed**

- Majeure en français langue seconde
- Major in English as a Second Language
- Master of Arts in Bilingualism Studies

**II. Review Process (Visit Description)**

- This Final Assessment Report on the aforementioned programs is based on the following documents: (a) the self-study produced by the academic unit; (b) the report by the two external reviewers following their visit; and (c) comments from the unit and Faculty.
- The external visit took place on February 14 and 15, 2023. The review team consisted of Rosa Junghwa Hong, University of Toronto; and Sylvie Roy, University of Calgary.
- During their visit, the external reviewers met with Aline Germain-Rutherford, Vice-Provost, Academic Affairs; André Beauchemin, Interim Associate Vice-Provost, Graduate and Postdoctoral Studies; Kathryn Prince, Dean, Faculty of Arts; Marc Charron, Vice-Dean, Programs; Jérémie Séror, Director, OLBI; Catherine Buchanan, Assistant Director; Marie-Josée Hamel, Director, Graduate Studies; Parvin Movassat, Director, Undergraduate Studies; regular and part-time faculty members; students; and support staff.

**III. Summary of Program Quality Reports<sup>1</sup>**

**Strengths**

“The bilingual campus is one of the University of Ottawa’s strengths, and the OLBI is the hub in that regard. With the ESL and FSL programs, the Faculty of Arts is well positioned to offer courses in English and French for students wanting to become bilingual (English/French) and be part of the University of Ottawa community. The difference in the programs compared to other Canadian universities lies in their promotion of bilingualism.”

One of the University’s objectives is to “continue to promote Franco-Ontarian and Franco-Canadian culture. The OLBI is already the best place to promote and support that objective.”

“Community engagement and immersion are two components of the programs that are very valuable for learning English or French as a second language. Those two aspects make it possible for students to learn the language in context, which is essential when learning a second language.”

“The Canadian Centre for Studies and Research on Bilingualism and Language Planning (CCERBAL), affiliated with the OLBI, engages in innovative research on current trends in language teaching. The MA in Bilingualism Studies is attractive to students and supports the University’s mission with regard to bilingualism. The CCERBAL is involved in the cutting-edge research outlined in *Transformation 2030*.”

“Lastly, it should also be noted that everyone we met, i.e., regular professors, language teachers, lecturers, support staff and students, are dedicated and are proud to be affiliated with the OLBI.”

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<sup>1</sup> Excerpted from the external reviewers’ report

## **Challenges**

“The first major challenge we identified involves staffing. The OLBI would seemingly benefit from a larger and more diverse faculty.”

“The second challenge we noted in the ESL and FSL programs is the placement test. Students are not always placed at the right level, which means that professors have to use the first two weeks to ensure that students are where they should be. However, the placement test is currently being reviewed, which will improve management of that part of the courses.”

“It is possible to emphasize bilingualism and the Francophonie, and recruit a more diverse pool of candidates. Diversity is not apparent among the staff, judging by the individuals we met at least. Students come from diverse backgrounds, unlike the faculty.”

## **IV. Program Enhancements**

The external reviewers’ recommendations are listed in the unit’s response and implementation plan (appended).

The response and implementation plan were drafted in two separate stages, however. The first stage was based on the recommendations (U1, U2, U3, U4 and U5) as reworked by the Director, Program Evaluation to make them more concise. The second stage was devoted to responding to aspects of the external reviewers’ original recommendations (E1, E2, E3 and E4) that were omitted during the reworking process.

## **V. Summary and Assessment of Proposed Actions<sup>2</sup>**

The external reviewers’ recommendations were carefully reviewed by the director of the academic unit, and subsequently incorporated into an implementation plan that was examined by the Senate Committee on the Evaluation of Undergraduate Programs (SCEUP) at its meeting on December 6, 2023, and by the Graduate Program Evaluation Committee (GPEC) at its meeting on December 14, 2023.

The director of the academic unit is generally satisfied with the external reviewers’ report and accepts the recommendations, except for E1, E2, E3 and E4. The reasons are provided in Appendix 1. The actions to be taken and the timelines are clearly defined and have been approved by the Dean of the Faculty.

The SCEUP and the GEPC are satisfied with the arguments put forward in the academic unit’s response, both in terms of the recommendations that were accepted and the recommendations that were rejected by the unit.

## **VII. Conclusion**

The assessment exercise confirmed the strength and stability of the programs. Recommendations for their continuous improvement were also identified. The members of the committees would like to thank the external reviewers for their detailed assessment; the programs, for their self-study in compliance with the standards of the Office of Quality Assurance; and all of the stakeholders involved in this periodic academic review process.

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<sup>2</sup> The academic unit’s responses and implementation plan are appended.

## **VIII. Schedule and Timelines**

A progress report detailing completed actions and outcomes will be submitted no later than December 15, 2026.

The next self-assessment cycle will take place in 2029–2030, with the self-study to be submitted no later than June 15, 2029.

## Unit Response to the External Review Report and Implementation Plan Recommendations U1, U2, U3, U4 and U5

### Faculty

- Faculty of Arts

### Department

- Official Languages and Bilingualism Institute

### Programs Reviewed

- Majeure en français langue seconde
- Major in English as a Second Language
- Master of Arts in Bilingualism Studies

### Cyclical Review Period

- 2022–2023

**Date** Thursday, April 27, 2023

### General

The director of the Official Languages and Bilingualism Institute (OLBI), the director of ESL and FSL programs and the director of the Master of Arts in Bilingualism Studies received the external review report on March 26, 2023, as part of a periodic review of the programs.

After reading the report, the evaluation committee is satisfied with the very positive assessment of the OLBI undergraduate and graduate programs in question. As noted in the reviewers' report, the programs are directly aligned with the University of Ottawa's mission to promote the Francophonie and bilingualism in our community. These programs are described as offering a rewarding experience through language education and high-calibre research.

The reviewers stated that the OLBI is ideally positioned to promote those objectives by giving students the opportunity to use and learn Canada's official languages at a bilingual university, and to work with researchers and a research centre dedicated to language education issues. The reviewers further noted that as a result, students can take advantage of innovative learning experiences, including experiential learning and community engagement. They can also work with researchers who are experts in language education, with whom they can conduct cutting-edge research that is directly related to current trends in the field of language education.

We are delighted that the external reviewers found our programs to be of very high quality for our students and a major asset to the University of Ottawa, that student satisfaction is high, and that no major problems were identified with regard to the programs, learning objectives, courses or program management.

The report makes five recommendations, two of which are considered urgent. These recommendations are received with interest and are taken seriously in the planning and review exercise to ensure the success and value of the programs. We firmly believe that by implementing these recommendations, we will be able to enhance the quality of our undergraduate and graduate programs even more. The recommendations and our responses are presented below.

Version: 2022-12-18

**Recommendation U1:** That a requisition for new faculty positions be submitted and support be provided for all OLBI members. With that in mind, priority should be given to hiring in the area of academic research on teaching and learning, taking care especially to promote diversity.

**Unit response:**

We subscribe fully to this recommendation for new OLBI faculty positions to support the unit's activities overall, including program delivery. We also agree that these new positions should strengthen the presence of cutting-edge expertise in research and instruction in language education, and diversify the OLBI's faculty.

We should mention that the unit's precarious situation is exacerbated by the fact that four professors are expected to retire over the next five years, translating into a 30% decrease in active faculty at the OLBI. Creating new positions therefore takes on added importance. What is more, since the reviewers' visit leading to this recommendation, two more members of our unit have been appointed to management positions within the faculty. Their ability to play an active role in our unit will be considerably diminished. Consequently, it is all the more crucial that personnel be recruited to bridge the gap that was identified by the reviewers and has since widened.

It should also be noted that all of the actions proposed in response to the recommendations in this document will have to be implemented by a full complement of staff.

The unit genuinely hopes that steps will be taken quickly to hire additional staff. We are convinced that the success and continuity of our programs and activities, which are deemed to be important to and of considerable value for the University, hinge on our being able to maintain a sufficient complement of faculty at the OLBI.

We will therefore be working closely with the stakeholders concerned to ensure that appropriate steps are taken and that this recommendation is implemented in its entirety through the actions below.

**Decanal response:** We fully subscribe to this recommendation and will support the OLBI director's efforts in that regard, to the best of our ability.

**Priority:** URGENT – Professor recruitment: Identify specific staffing and skill requirements

Identify specific staffing and skill requirements: Conduct an in-depth assessment of staffing and skill requirements for the new positions, in consultation with program officials and faculty. Produce a plan following the assessment that sets out needs and a timeline for new priority staff hires.

**Assigned to:** Director, OLBI, in cooperation with the committees responsible for undergraduate and graduate programs.

**Timeline:** To be completed within two months of receipt of the recommendation.

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

**Program changes? Yes/no**

No direct or immediate changes. However, an in-depth assessment of staffing and skill requirements will ensure better alignment between competencies of new faculty to be hired and specific needs in ESL/FSL programs and the Master of Arts in Bilingualism Studies. This will help enhance the quality of teaching and research in the programs. Changes could also be made in future to improve programs, provided there are enough professors at the OLBI to make the adjustments a reality and offer the related courses. For example, linkages between ESL/FSL courses and sociocultural environments (pluses of the National Capital Region) could be strengthened, or more master's courses could be offered, as the external reviewers recommended.

**Priority: URGENT – Work with Human Resources and the Faculty of Arts to develop a recruitment strategy for the OLBI, focussing on diversity and the capacity to attract experts who will contribute to enhancing our programs.**

In response to the recommendations citing the need for diversity among faculty, we propose to develop a recruitment strategy that will identify and attract candidates from a variety of backgrounds, taking into account the skills identified in Action 1. It is important that we work with Human Resources to clarify the principles for hiring to support inclusion and diversity within the unit, while taking best practices in recruitment into account to attract and select the most qualified candidates for the positions to be staffed.

**Assigned to:** The University's Department of Human Resources, in cooperation with the director of the OLBI, undergraduate and graduate program officials, and the Office of the Dean in the Faculty of Arts.

**Timeline:** Begin implementing in September 2023 so that the recruitment strategy is ready by December 2023 and a staffing requisition can be put through in spring 2024.

**Program changes?**

Implementation of new pedagogical perspectives and approaches could result in program changes. This priority could also have a positive impact on diversity and inclusion in the unit, and enrich the student educational experience.

**Priority: URGENT – Identify and quickly recruit highly qualified candidates for replacement positions.**

**Actions to be taken:** Identify and quickly recruit highly qualified candidates for replacement positions in September 2023, focussing on expertise in teaching and on research, and promoting diversity. This recruitment is essential to ensure that the OLBI has enough faculty members to perform administrative functions and to see to the day-to-day management of the unit.

**Assigned to:** Director and undergraduate/graduate program officials, in cooperation with the Office of the Dean, the Office of the Provost and the University's Development Office.

**Timeline:** Aim to find replacement professors who can start in the fall 2023 term or the winter 2024 term at the latest.

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

**Program changes?**

Those actions, if implemented quickly, will restore an optimum balance between the number of courses taught by full-time professors and courses taught by part-time faculty. We would then be certain to have fully invested faculty who have the time and resources needed for careful course preparation, continuous professional development and tailored student support. These measures must be taken to enhance teaching and consolidate the quality of the programs covered by this assessment.

**Recommendation U2:** That OLBI-specific processes be identified to communicate more effectively, revitalize the community dynamic (neglected during the pandemic), involve more contract members in OLBI operations and allocate duties more equitably in order to lighten the teaching and administrative burden across the board.

**Unit response:**

This recommendation is at the centre of the OLBI’s concerns. Since the pandemic, our concern has been to communicate more effectively with our community, i.e., APTPUO/APUO members, administrative staff and students. This past year in 2022–2023, we witnessed the growing importance and abundance of our in-person contacts, which will only increase over time as we become more confident again in the face-to-face environment.

Successful implementation of this recommendation will depend on the number and goodwill of our members. APUO members will need to be engaged over the long term for revitalization of the community dynamic to be successful. Furthermore, APUO numbers have been plummeting for the past 10 years or so. For example, four colleagues have transferred out of our unit for 2023–2024. Those departures have increased the administrative burden for many APUO members. This situation is common in many departments.

In addition, the duties of APUO and APTPUO members are governed by two separate collective agreements. Where APTPUO members are concerned, paid hours are devoted solely to preparing and delivering courses, since administrative work is not part of these part-time members’ duties, hence the excessive administrative burden for some APUO members.

Despite that dichotomy, since its creation, the OLBI has wanted for APTPUO members to have a presence and voice through the representation of APTPUO professors on our committees and in the Assembly. That representation is determined by the Union each year according to the provisions of the APTPUO collective agreement. The representatives’ participation is offset by seniority points, ensuring the involvement of APTPUO members in the unit’s decision-making processes.

However, the OLBI could encourage better inclusion and participation through the following actions:

**Decanal response:** All efforts by the OLBI to promote the inclusion and participation of all of its members are welcome. We will gladly support this as resources allow.

**Priority:** Advised

**Actions to be taken: Action 1: New school year letter and presentation**

A letter will be sent to all APTPUO and APUO members. It will explain the activities planned for the upcoming academic year (brown bag sessions, video on ChatGPT, etc.) and services available to them. The new school year letter and presentation will also be posted on the Credit Course Guide space on the OLBI’s Brightspace platform for the benefit of all faculty (APUO and APTPUO). The space will be the equivalent of a faculty lounge, where everyone used to get together and chat over coffee.

This will keep faculty abreast of new practices for use in the classroom, and OLBI activities (in person, online, synchronous and asynchronous). Faculty will have the opportunity to reflect on issues facing the unit (e.g., impact of the emergence of AI in the classroom).

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

<b>Assigned to:</b> Director, Undergraduate Studies
<b>Timeline:</b> Start of 2023 fall term
<b>Program changes?</b> Yes/no
<b>Priority:</b> Important
<p><b>Actions to be taken: Action 2: Continuous education accessible to the OLBI community</b></p> <p>This action is connected with the previous one, as it is part of continuing efforts to examine educational issues in the 21st-century classroom. Those issues are driven by societal and technological change. Continuing education will be developed and posted under a dedicated Continuing Education tab in the Credit Course Guide space. It will be made available through the following vectors: brown bag sessions, videos, research fora and other play-based activities offered by the Julien Couture Resource Centre.</p>
<b>Assigned to:</b> Undergraduate Studies committees and Julien Couture Resource Centre.
<b>Timeline:</b> This action will take place during the 2023–2024 academic year and beyond, according to the unit’s specific needs.
<b>Program changes?</b> No
<b>Priority:</b> Advised

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

**Recommendation U3:** That more attention be drawn to innovative learning methods and underlying research, and transversal skills (e.g., digital) promoted in undergraduate courses in order to make them more visible and explicit across the syllabi.

**Unit response:** As can be seen from the reviewers' report, the OLBI's teaching and learning methods are already based on innovative approaches to second-language instruction (e.g., action-oriented approach): *"The OLBI is already innovative. It has specific and distinctive components related to technology, experiential learning and the action-oriented approach. Moreover, a number of aspects are enhancing the intellectual quality of the student experience. They include the symposium, lectures and professional skill development workshops."* (p. 8)

Each course outline template contains a bibliography of high-quality educational materials that have been carefully curated based on the content and level of each course. These bibliographies are also updated continuously. The design of those materials is based on the action-oriented approach, whereby students are educated to become full-fledged citizens or "societal actors" who are engaged in their environment. From that novel perspective, many of our courses can include the "community engagement" component, giving students the opportunity to volunteer with various organizations in the community in order to put their (socio-)linguistic knowledge into practice, along with other transversal skills, in their second language. We also see that the reviewers' report describes that option as very worthwhile for second-language learning in context: *"Community engagement and immersion are two program components that are very valuable for learning English or French as a second language. Those two aspects make it possible for students to learn the language in context, an essential part of second-language learning."* (P. 5)

Nonetheless, we propose the following actions to draw more attention to innovative learning methods and underlying research, as well as transversal skills (e.g., digital) promoted in undergraduate courses:

**Decanal response:** Community engagement and innovative learning methods are values and principles that we staunchly defend and will continue to defend in the future. In our opinion, the template review measures described below are an important first step.

**Priority:** 2

**Actions to be taken: Action 1**

Review the course outline templates to highlight innovative learning methods and underlying research with a view to making them more explicit, so that these methods and the transversal skills promoted in our undergraduate courses are more visible and easier to identify across all of our course outlines. The importance of highlighting those aspects to students will be impressed upon APUO and APTPUO faculty members.

**Assigned to:** Director, Undergraduate Studies, in cooperation with the Council on Undergraduate Studies.

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

<b>Timeline:</b> By the end of 2023.
<b>Program changes?</b> No
<b>Priority:</b>
<p><b>Actions to be taken: Action 2</b></p> <p>The linkage between educational activities in our courses and underlying research could be made more explicit by having the Julien Couture Resource Centre (JCRC) create a compendium for students and faculty. The compendium would contain lists of resources for proposed courses in the program. Even though the initiative already exists, the purpose of this action would be to make the information more visible to the general public. This resource would also serve to highlight and strengthen the digital and transversal skills developed in each course in the program.</p> <p>In addition, a course could be physically showcased each month at the JCRC, with a dedicated shelf or corner where students could consult educational and learning resources, links to relevant articles and publications, videos, audio recordings, interactive exercises, tests and quizzes, and information on the course in question.</p> <p>By setting up such a physical space, the OLBI could improve access to, and the visibility of, innovative learning methods and underlying research, as well as transversal skills (e.g., digital) promoted in the courses.</p>
<b>Assigned to:</b> Council on Undergraduate Studies and Julien Couture Resource Centre
<b>Timeline:</b> Ongoing
<b>Program changes?</b> No.
<b>Priority:</b> Advised

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

**Recommendation U4:** That options be explored to provide students enrolled in the master’s program with more opportunities to expand their knowledge in specific fields, in line with the diverse areas of expertise of OLBI members.

**Unit response:**

The reviewers note, “A variety of BIL courses are offered in both official languages. They are also aligned with the professors’ specialities.” However, the reviewers also caution, “They are few in number, such that students have few opportunities to take several courses on a subject that would allow them to broaden their knowledge.” The reviewers also question the variety of possible options for master’s students. In response, we would say that it is not so much the choice of options that limits the course offerings (seven courses annually, including BIL5001 – Practicum), but rather the number of students enrolled. However, their number is increasing (21 enrolled in fall 2021 and 23 in fall 2022).

As stated in our report, the Master of Arts in Bilingualism Studies is a one-of-a-kind program in Canada, tackling bilingualism from a number of practical and research perspectives. The program proposes a range of possible pathways (thesis, research paper, dual degree, course) to suit different needs and interests. It gives students opportunities to develop teaching and research skills through assistantships, and to take part in events organized by the OLBI, the CCERBAL and its research groups. Lastly, it promotes bilingualism—a central mission of the OLBI and the University of Ottawa.

We would also like to stress the inter-/transdisciplinary aspect as a central focus of the master's program, which we feel constitutes added value. Students broaden their knowledge in a transdisciplinary manner by exploring areas of interest that are covered in seminar topics and assignments. Our objective in our teaching and assessment methods is therefore to give students the opportunity to enhance their knowledge and skills in subdisciplines related to bilingualism studies.

Given that, we propose four substantive actions to implement this fourth recommendation.

**Decanal response:** We support all of the actions set out and described below, insofar as we can ensure their financial viability over the medium term.

**Priority\*:** 1

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

**Actions to be taken: ACTION 1 – INCREASE THE NUMBER OF COURSES OFFERED**

Offer more courses so students have more options and can explore bilingualism-related topics in greater depth.

Offer eight to 10 BIL (including BIL5001) courses annually: Four in the fall, four in the winter, and one or two in the spring (BIL5001). To that end, add:

- An optional BIL seminar showcasing the expertise of newly hired faculty and ensuring continuity in the subject areas in the program.
- A seminar from another program featuring bilingualism-related topics and ensuring continuity in the subject areas in the program. Make dual code agreement with Modern Languages (master’s in Spanish) official.
- Make our BIL seminars available to other graduate programs to ensure that our courses attract a sufficient number of students in order to remain viable. Make dual code agreement with Modern Languages (master’s in Spanish) official.

**Assigned to:** Director and Master of Arts in Bilingualism Studies program committee, in cooperation with stakeholders concerned (Department of Modern Languages, Office of Graduate Studies, Office of the Vice-Dean, Programs).

**Timeline:** Three to four months, with implementation slated for the start of the 2023–2024 academic year.

**Program changes?** Yes: Minor program change request.

**Priority:** 2

**Actions to be taken: ACTION 2 – AFFIRM THE CONTINUITY OF SUBJECT AREAS IN THE INTER-/TRANSDISCIPLINARY APPROACH IN THE PROGRAM**

Review course sequences to make them even more visible, coherent and substantive, thereby enhancing the explicit continuity between courses.

In the program description and in particular in Seminar BIL5101 – Introduction to Bilingualism Studies, affirm the inter-/transdisciplinary approach in the program, whereby students can be and are encouraged to broaden their areas of interest through courses in the program. In addition, the seminar can assist students in exploring topics in a transdisciplinary manner in their readings and assignments in the seminars that they choose.

With eight to 10 courses offered annually, highlight micro-pathway options in the program description and in the program syllabi through the “language policy” sequence via the following seminars: BIL5107, BIL5508 and BIL5509, or the “language teaching-learning sequence” via seminars BIL5103, BIL5503 and BIL5105.

**Assigned to:** Director and the Master of Arts in Bilingualism Studies program committee, in cooperation with the Office of Graduate Studies (descriptions to be reworded for the calendar/Registrar’s Office).

**Timeline:** Twelve months, with implementation slated for the start of the 2024–2025 academic year.

**Program changes?** No.

**Priority:** 2

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

**Actions to be taken: ACTION 3 – ADD A COURSE TO THE THESIS OPTION**

Offer more courses so students can specialize in a specific area.

We propose to add a seminar to the master’s program (with thesis option) to enable students to specialize further by giving them more opportunities to explore areas of interest and broaden their knowledge and transferable skills in the thesis project.

Add courses to the core line-up in the thesis option:

4 → 5 courses: Two compulsory courses and three optional courses

**Assigned to:** Person(s) responsible for Action 3.

Director and the Master of Arts in Bilingualism Studies program committee, in cooperation with the Office of Graduate Studies and the Office of the Vice-Dean, Programs.

**Timeline:** Timeline for Action 3: Twelve months, with implementation slated for the start of the 2024–2025 academic year.

**Program changes?** Yes. Major change request.

**Priority:** 3

**Actions to be taken: ACTION 4 – EXPLORE THE POSSIBILITY OF DEVELOPING A PhD PROGRAM**

Explore the possibility of establishing a PhD program to give students more opportunities and to enhance their learning experience.

Such a program would enable students in the Master of Arts in Bilingualism Studies program to explore topics further and broaden their expertise. It would continue to be interdisciplinary in nature and could be offered in conjunction with other units in the Faculty of Arts, such as Modern Languages.

As proposed in the conclusion to our self-study:

Demand for a PhD program at the OLBI in bilingualism studies and, more broadly, in applied linguistics, is strong. We receive requests on a weekly basis from students wishing to undertake doctoral (and post-doctoral) studies at the OLBI, given our expertise in a variety of disciplines. Such a program would confer more prestige on our unit, would enable us to recruit even better-calibre candidates, would facilitate the master’s-to-PhD transition and would be a unique way to study in a bilingual and interdisciplinary fashion.

**Assigned to:** Person(s) responsible for Action 4.

Director and the Master of Arts in Bilingualism Studies program committee, in cooperation with faculty, university and provincial stakeholders (Office of the Vice-Dean, Programs; Office of Graduate Studies, directors of other departments; etc.).

**Timeline:** Timeline for Action 4

Considered for the start of the 2027–2028 academic year.

**Program changes?** Yes: Three to five years will be needed to establish a new PhD program.

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

**Recommendation U5:** That expertise in distance teaching acquired during the pandemic be turned to good account in exploring opportunities for utilizing innovative teaching strategies and educational technologies in ESL and FSL courses.

**Unit response:** We fully agree with the central premise of the recommendation to capitalize on expertise in distance and hybrid teaching acquired before and during the COVID-19 pandemic. We recognize that our unit has extensive expertise in that area and that it must continue to be developed and utilized to ensure the unit's future and strengthen its and the University's capacity to offer more flexible, interactive and dynamic courses and programs by taking advantage of opportunities associated with the quick pace of technological change (e.g., use of mobile applications to support language learning and use of AI systems).

We propose three actions to support and implement this fifth recommendation:

- ACTION 1: Continue and disseminate our research projects to be on the cutting edge of the latest technological advances in order to enrich our educational practices.
- ACTION 2: Plan and deliver continuous education sessions on the use of (emerging) technologies for language teaching/learning.
- ACTION 3: Explore the possibility of offering 100% online minors/micro-programs.

**Decanal response:** We could not be more supportive of the actions proposed below by the OLBI. It should also be noted that the OLBI was an absolutely key player in the area of techno-pedagogical innovation over the extended period of the pandemic (2020–2022). We are certain that the OLBI will continue to be a source of inspiration in the area of non-traditional teaching approaches.

**Priority:** Level 2

**Actions to be taken:** Action 1:

- Continue research into the affordances of the latest technological advances in order to strengthen and disseminate our knowledge of technology-mediated teaching methods, such as hybrid and virtual teaching. It is important to consider the continuous evolution of learning combinations (classroom, distance, synchronous and asynchronous) and emerging technologies that make them possible (e.g., classes equipped for bimodal teaching).

**Assigned to:** Persons in charge of OLBI (CCERBAL) research groups and persons in charge of undergraduate and graduate programs.

**Timeline:** (ongoing)

**Program changes?** No

**Priority:** Level 1

**Actions to be taken:** Action 2: It should be noted that since the hybrid initiative in 2012–2013 and our transition to online teaching as a result of the pandemic, we regularly provide teachers and assistants with training sessions on the use of technology to support teaching approaches. We therefore intend to keep on offering continuing education in person and/or online for OLBI faculty, with an emphasis on educational technologies liable to support the work of our program instructors. This will ensure that our faculty members have up-to-date knowledge on the use of digital tools and innovative teaching methods (e.g., webinar on the use of AI to support language learning). It will also foster the development and exchange of best practices among teachers, and help to improve the overall quality of our programs.

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

<p><b>Assigned to:</b> OLBI internal experts and our key CCERBAL partners who may be asked to lead these workshops.</p>
<p><b>Timeline:</b> Ongoing. However, a roster of CCERBAL fora and workshops/brown bag sessions for the 2023–2024 academic year is expected to be compiled in the fall of 2023.</p>
<p><b>Program changes?</b> Yes/no</p> <p>Implementing continuous education sessions on educational technologies for OLBI faculty would help to improve program quality. Teachers could keep their skills current, experiment with new teaching methods and provide students with upgraded learning experiences. The sessions would also be conducive to sharing best practices among teachers, leading to improved quality of teaching overall and greater consistency in pedagogic approaches. In addition, familiarity with educational technologies would make it possible to offer more flexible and accessible courses by tailoring instruction to different scenarios and student constraints. Lastly, technology would facilitate student assessment and progress monitoring, enabling teachers to adjust their pedagogical approaches to suit the specific needs of individual students, thereby supporting their success.</p>
<p><b>Priority:</b> Level 3</p>
<p><b>Actions to be taken:</b> Action 3: To reach off-campus clientele and to give students the opportunity to improve their language skills by adding a minor or micro-program to their program of studies, we should explore the possibility of offering 100% online language courses. This initiative could support recruitment and make it possible for students to progress in their studies by taking online courses with greater flexibility. It will be essential to develop strategies taking into account the specific realities of different clientele enrolled in language courses (ESL vs. FSL).</p>
<p><b>Assigned to:</b> Director, Undergraduate Programs, in cooperation with the Council on Undergraduate Studies, together with OLBI technology experts.</p>
<p><b>Timeline:</b> (ongoing)</p>
<p><b>Program changes?</b> Yes/no</p> <p>By exploring this possibility, the University could consider creating 100% online micro-programs for students who cannot come to campus. This initiative would allow the University to reach a wider audience and offer more flexible and accessible language programs.</p>

## Unit Response to the External Review Report and Implementation Plan (November 2023 supplement) – Recommendations E1, E2, E3 and E4

### Faculty

- Faculty of Arts

### Department

- Official Languages and Bilingualism Institute

### Programs Reviewed

- Major in French as a Second Language
- Major in English as a Second Language
- Master of Arts in Bilingualism Studies

### Cyclical Review Period

- 2022–2023

### Date

- November 29, 2023

**Recommendation E1:** That the status of at least two lecturers be converted into long-term appointments to ensure greater stability in language courses, administrative duties and services.

**Unit response:** This recommendation is not appealing, because the employee category in question is neither viable nor desirable for the OLBI. Given their salary (\$65,000), these employees have few administrative responsibilities and are not invested in community service.

**Decanal response:** The Dean agrees with the unit's response.

**Recommendation E2:** That more teaching releases be granted for professors performing administrative and research functions.

**Unit response:** The Office of the Dean, not the OLBI, is responsible for granting teaching releases. We have no decision-making authority in that regard.

**Decanal response:** Teaching releases are standardized at the Faculty of Arts, and releases in this unit are within Faculty standards.

**Recommendation E3:** That succession plans be proposed in every OLBI area.

**Unit response:** Proposing succession plans is desirable, although not a priority at present.

**Decanal response:** The Dean agrees with the unit's response.

**Recommendation E4:** That ESL and FSL service courses be revised so as to include current research on language instruction.

**Unit response:** We reject this recommendation, as the self-study describes all of the program-delivery actions taken over the past seven years (e.g., assessment-based teaching), contributing to the student experience.

**Decanal response:** The Dean agrees with the unit's response.