

# Queen's University Quality Assurance Processes

## Cyclical Program Review Progress Report

**This form is for use by academic units and Deans to report on the progress made on Cyclical Program Review Implementation Plans.** Progress Reports are important steps in the overall cycle of continuous improvement as they provide opportunity for reflection as well as for planning ahead to the next stage of the Cyclical Program Review (QUQAP 6.9.3.1).

Please complete the table below to report on progress made in the past 18 Months against the implementation plan.

Once the unit completes their section of the form, please return a signed copy to [gugap@queensu.ca](mailto:gugap@queensu.ca). The form will then be sent to the Faculty Dean for their comments and signatures, then to the Vice-Provost, Teaching and Learning for review and signature. It will then be submitted to the Senate Cyclical Program Review Committee (SCPRC) for review and approval, then to Senate for information. **All monitoring reports will be posted on the Provost's Quality Assurance website**, and academic units are strongly encouraged to post the reports on their own websites.

Name of Program(s) under Review
French Studies – BAH, BA (Major, Joint Honours, Minor). Certificate in French for Professionals

Program Contacts			
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## 1. Academic Unit Report

- 1.1 Recommendation 1: The reviewers recommend the department begin work to put in place a cross-appointment with the Faculty of Education in the field of second language acquisition, in order to be in a position to move forward quickly when the hiring freeze is lifted. Such a position would strengthen not only the French Department, but also the Faculty of Education, given that French remains high on the list of disciplines favored by future educators.**

<b>Proposed follow-up:</b>	<p>i. Consider whether a cross appointment or a joint appointment is most appropriate.</p> <p>ii. Establish the cross-appointed position’s place in the curriculum.</p> <p>iii. Develop a preliminary proposal to discuss with the Faculties of Arts and Science and Education.</p>
<b>Responsibility for leading follow-up:</b>	Department Head
<b>Timeline for addressing recommendation:</b>	<p>Preliminary proposal: Summer 2024</p> <p>Cross-Faculty discussions leading to finalized proposal: April 2025</p> <p>2025-2026 academic year: submit hiring proposal if hiring freeze has been lifted.</p>
<b>What is the current status of the follow-up?</b>	Completed
<b>Include a completion percentage:</b>	100%
<b>Please provide a brief description of the current, completed or planned work:</b>	<p>Throughout Fall 2024 and Winter 2025, Dr. Reyes and Dr. Inkel met with senior leadership in FAS to discuss a potential hire in both French Studies and Education in line with this recommendation. This was met with strong support from FAS leadership and a meeting was convened in Summer 2025 to discuss proposed paths forward with senior leadership in French Studies, FAS, and the Faculty of Education. Because of the current budgetary context, the Faculty of Education did not see the position as critically important for their faculty at the time of the discussions. Given that, and with the continued support of FAS leadership, Dr. Reyes completed a permission to hire form which included a proposal to hire a position in French Second Language Acquisition based 100% in French Studies. It was submitted to the Provost’s office in December 2025 by FAS along with the 2026-2027 FAS Budget. We are awaiting a response from the Provost’s office.</p> <p>In addition, and as a necessary redundancy should the position not be approved via the permission to hire process, Dr. Reyes is preparing a Faculty Renewal Request memo in line with the FAS process announced to department heads in December 2025. In French Studies, this memo includes the position in Second Language Acquisition. This process allows department heads to communicate faculty hiring</p>

	<p>needs to FAS leadership to allow for strategic and budgetary planning for critical positions in the years going forward. The memo will be submitted by the end of February 2026.</p> <p>We believe this path forward respects the spirit of Recommendation 1 while recognizing the challenging reality of the current budgetary context.</p>
<b>If the recommendation has not been fully addressed within the proposed timeline, please provide a rationale as well as a plan for moving forward:</b>	We believe that the recommendation has been taken as far as can be taken within the Department's field of agency. Consensus exists among FAS senior leadership regarding the critical need for this position.

**1.2 Recommendation 2: The department has been very innovative in reviewing its program's structure and in creating new courses. We recommend that they consider going even further in moving away from century-driven courses to theme-driven ones, where each faculty could bring a different light to a course, depending on their expertise and century of choice.**

<b>Proposed follow-up:</b>	<ul style="list-style-type: none"> <li>i. Analysis of existing offerings in department and cognate departments.</li> <li>ii. Presentations to Departmental Assembly, discussions and consensus-building.</li> <li>iii. Development of simple conversions.</li> <li>iv. Submission of simple conversions to Faculty of Arts and Science curriculum committee. Removal of obsolete courses from Academic Calendar.</li> <li>v. Continued work on theme courses.</li> </ul>
<b>Responsibility for leading follow-up:</b>	Department Undergraduate Curriculum Committee, Undergraduate Chair and Head.
<b>Timeline for addressing recommendation:</b>	<ul style="list-style-type: none"> <li>i. Fall 2024</li> <li>ii. Winter 2025</li> <li>iii. Summer-Fall 2025</li> <li>iv. Fall 2025</li> <li>v. Winter 2026</li> </ul>
<b>What is the current status of the follow-up?</b>	In process
<b>Include a completion percentage:</b>	50%

<p><b>Please provide a brief description of the current, completed or planned work:</b></p>	<p>Led by the Undergraduate Chair, the Department has begun an audit of all 3<sup>rd</sup> and 4<sup>th</sup> year option courses, with an eye to identifying and removing courses from the course calendar that are obsolete, as well as those that will no longer be taught due to faculty attrition.</p> <p>We have had preliminary conversations in the Departmental Assembly about the need to generate new 3<sup>rd</sup> and 4<sup>th</sup> year courses based around themes that will replace the century-driven courses.</p> <p>During the revision of our plans (undertaken to comply with the FAS Modular Degree Framework), mandatory century-driven courses became optional in the new minor.</p> <p>The Department Head and Undergraduate Chair also met with Nevena Martinovic at the Center for Teaching and Learning to understand these modifications from a curricular perspective. She has sent the unit resources and has agreed to gather and share recommendations learned from the Department of English Literature and Creative Writing, which went through a similar curricular change recently.</p> <p>In the February Departmental Meeting, the Head and the Undergraduate Chair will ask Faculty members to develop 1 new theme-based course each for submission to the Departmental Undergraduate Studies Committee in September 2026. The idea is to create a critical mass of theme-courses to account for the deletions.</p> <p>In Fall 2026, the Undergraduate Studies Committee will vote to formally remove several courses and to approve the new theme-based courses proposed by faculty members. These submissions will be sent for Departmental approval and, following that, to the Curriculum Committee for final approval.</p> <p>Pending approval, new theme-based courses will be offered in 2027-2028.</p> <p>New theme-courses can continue to be developed as necessary and as motivated by faculty research interests.</p>
<p><b>If the recommendation has not been fully addressed within the proposed timeline, please provide a rationale as well as a plan for moving forward:</b></p>	<p>Addressing the recommendation within the proposed timeline was significantly slowed by the departure of our departmental undergraduate assistant in Fall 2025, which led to a notable increase in the administrative demands placed on our undergraduate chair and department head.</p> <p>In mid-January 2026, we were able to hire a new departmental undergraduate assistant and have recovered the administrative capacity to move forward on this again. I believe the adjusted timeline is reasonable.</p>

**1.3 Recommendation 3: The library is very vibrant and the French liaison at the library is willing to give a hand. We recommend that the department considers training sessions taught by the liaison librarian to the students, in order to help them improve their research skills and their ability to exploit all the resources available to them. We would also recommend considering the library as a partner in organizing the FREN498's ultimate student conference. The library might be able to make the event more visible.**

<p><b>Proposed follow-up:</b></p>	<p>Research Training Sessions:</p> <ul style="list-style-type: none"> <li>i. Course instructors and librarian discuss and develop list of potential sessions around key required courses.</li> <li>ii. collaborative development of sessions.</li> <li>iii. implementation of sessions.</li> <li>iv. review and further development of sessions.</li> </ul> <p>Student Research Conference:</p> <ul style="list-style-type: none"> <li>i. Course instructors and librarian discuss collaboration and develop action plan for April 2025 conference.</li> <li>ii. Plan implemented for 2025 conference.</li> <li>iii. Instructor and librarian review and plan for 2026 conference.</li> </ul>
<p><b>Responsibility for leading follow-up:</b></p>	<p>Undergraduate committee, FREN 498 course instructors, and liaison librarian.</p>
<p><b>Timeline for addressing recommendation:</b></p>	<p>Research Training Sessions:</p> <ul style="list-style-type: none"> <li>i. by end of 2024-2025 academic year</li> <li>ii. December 2025</li> <li>iii. December 2026</li> <li>iv. 2026-2027 academic year.</li> </ul> <p>Student Research Conference:</p> <ul style="list-style-type: none"> <li>i. December 2024</li> <li>ii. Winter term 2025</li> <li>iii. Fall term 2025</li> </ul>

<b>What is the current status of the follow-up?</b>	In process
<b>Include a completion percentage:</b>	75%
<b>Please provide a brief description of the current, completed or planned work:</b>	<p>The instructors of FREN 498, Dr. Francesca Fiore and Dr. Stéphane Inkel, contacted Hannah Tanna, the librarian responsible for French Studies, in September of 2024 and scheduled a meeting for October 10. Unfortunately, Hannah left Queen's University and was not replaced.</p> <p>In August 2025, Dr. Inkel contacted Sylvia Andrychuk, Head Humanities, Business and Social Sciences Librarian and both met on September 3 to discuss the library involvement in the seminar. A training session was scheduled for September 22, 2025. The class learned about several research tools and how to exploit the library resources.</p>
<b>If the recommendation has not been fully addressed within the proposed timeline, please provide a rationale as well as a plan for moving forward:</b>	<p>Given that organizing the conference is one of the learning outcomes of the course, further consideration is needed regarding the specific role of the library in this event.</p> <p>An appraisal of the seminar will be conducted this spring in order to plan how to follow up on this recommendation.</p>

**1.4 Recommendation 4: We recommend that the department engage in the name change that is already a project they are thinking about.**

<b>Proposed follow-up:</b>	<ul style="list-style-type: none"> <li>i. Departmental EDII committee meets to develop potential French translations of its name and presents a short list to the department for evaluation.</li> <li>ii. EDII Committee studies the process for formal adoption of its name in English at Queen's. Develops a concrete plan for implementation.</li> <li>iii. Implementation, approvals sought for name change.</li> <li>iv. Name changed on all outward-facing media.</li> </ul>
<b>Responsibility for leading follow-up:</b>	Departmental EDII committee
<b>Timeline for addressing recommendation:</b>	<ul style="list-style-type: none"> <li>i. Fall 2024</li> <li>ii. Winter 2025</li> <li>iii. 2025-2026</li> <li>iv. 2026-2027</li> </ul>

<b>What is the current status of the follow-up?</b>	In process
<b>Include a completion percentage:</b>	50%
<b>Please provide a brief description of the current, completed or planned work:</b>	<p>Throughout 2024-2025, the Departmental EDII Committee met to develop a list of potential names for the unit, which they presented at a Department Meeting in Winter 2025. However, no single name garnered sufficient consensus to allow the Department Head to feel sufficiently comfortable to call a vote on the question.</p> <p>The question was to be discussed again at the 2025-2026 Departmental Retreat in August 2025, but it did not make it to the final agenda, given the need to discuss faculty concerns about teaching and research in the current context.</p> <p>The question will be reintroduced in the February 2026 Departmental Meeting for consensus building and will be voted upon at the March 2026 Departmental Meeting. From that point, it will be handed back to the Departmental EDII committee to continue work on the final part of step (ii). In completing this work, the EDII committee has been advised to reach out for guidance to the Department of English Literature and Creative Writing, given their recent name change</p> <p>Steps (iii) and (iv) of the implementation plan can be advanced by the EDII committee under the direction of the department head, and with the support of the Departmental Administrator as budgetary/finance questions come into play.</p>
<b>If the recommendation has not been fully addressed within the proposed timeline, please provide a rationale as well as a plan for moving forward:</b>	The administrative capacity to move forward with this recommendation was largely lost in Fall 2025, following the departure of the Undergraduate Assistant. Now that a new Undergraduate Assistant has been hired, the department has regained the capacity to advance on this recommendation.

**1.5 Recommendation 5: Recognizing that suspension of admissions is a temporary measure, the Department should:**

- a) take the next steps regarding the MA and PhD in French Studies and, as laid out in the [Senate Procedures Concerning the Temporary Suspension of Admissions to Academic Programs](#)**
- b) work with the offices of the Provost and the Registrar to ensure that the central University records accurately reflect the programs offered. For example, the Medial (Joint Honours) in French Linguistics.**

<b>Proposed follow-up:</b>	Department to liaise with quality assurance team in Provost's Office.
<b>Responsibility for leading follow-up:</b>	Department Head/administrative staff

<b>Timeline for addressing recommendation:</b>	December 2024
<b>What is the current status of the follow-up?</b>	In process
<b>Include a completion percentage:</b>	25%
<b>Please provide a brief description of the current, completed or planned work:</b>	<p>In October 2025, the Department officially voted to approve the closure of the MA and PhD programs in French Studies, and to approve the Temporary Suspension of the Medial (Joint Honors) in French Linguistics. This vote authorized the Department Head to begin all Senate processes needed to do so.</p> <p>Following the vote, the department head reached out to the Quality Assurance Team for guidance on the relevant senate procedures.</p> <p>5a) The MA and PhD in French Studies</p> <p>The department head will begin preliminary consultations and the draft proposal for Program closure. He will also leave a brief memo outlining outstanding procedures yet to be undertaken for the next head, who begins his headship on July 1, 2026.</p> <p>5b) The Medial (Joint Honors in French Linguistics)</p> <p>In January 2026, the Department Head reached out for guidance on the status of the Medial (Joint Honors) and to determine whether the Medial should have been temporarily suspended along with the omnibus program suspensions of medials that were approved by Senate in March 2025 as part of the changes in the Modular Degree Framework. This is largely since the program has been de facto suspended for several years.</p> <p>Following some guidance from QUQAP and Senate, the issue was sent by the Department Head to the Undergraduate Chair, who has been working with Bill Nelson, Associate Dean, Teaching and Learning, to resolve the question and to determine the program’s status and applicable next steps.</p>
<b>If the recommendation has not been fully addressed within the proposed timeline, please provide a rationale as well as a plan for moving forward:</b>	<p>Given the null impact of the closure and suspension of these programs on students, the processes involved should be relatively straightforward.</p> <p>The Head, with the support of the Undergraduate Chair and administrative staff as necessary, will work his way through the necessary processes outlined in the “Policy and Procedures for the Closure of Academic Programs.”</p>

	<p>For the MA and PhD closure, preliminary consultations and a draft proposal for Program Closure will be prepared by July 1, 2026.</p> <p>Working with the FAS Faculty Office, the head can ensure that the Dean’s office submits the approved proposal for program closure for information and discussion at Faculty Board and Senate meetings in Fall 2026. The head will be present to answer any questions that may arise at these meetings.</p>
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**1.6 Provide 2-3 examples of how the program(s) under review have improved as a result of the cyclical program review process.**

**1. Faculty Renewal**

The Cyclical Program Review process has underscored the unit’s request for a faculty member in the field of French Second Language Acquisition to better support the many students in our programs who are pursuing a career as French Teachers. The CPR process has allowed us, and FAS, to better advocate for our unit within the constraints of a hiring freeze by formalizing the strengths that a position in Second Language Acquisition would bring to our unit, and by recognizing the validity and legitimacy of our request.

**2. Program Renewal: Theme-based courses**

While informal discussions about the nature of our 3<sup>rd</sup> and 4<sup>th</sup> year literature courses are common in the unit—the extent to which the literary canon can or cannot be covered, the extent to which it should be covered, what it would mean if it were not—these conversations have not recently been the subject of departmental-level reflections or strategic planning outside of course- and program-level outcomes. The Cyclical Program Review process has created a mechanism for reflecting on these questions in a more systematic and strategic way. By collectively moving to theme-based courses, and away from century-based courses, the unit frees instructors to design high-interest courses around topics of research interest that are less beholden to anxieties of canon coverage. The move will also allow the unit to adapt course offerings to the realities of faculty attrition.

**3. Housekeeping**

Lastly, the CPR process has brought to light several important administrative procedures that are in stasis or that need to be undertaken to align the department with Quality Assurance Processes. This monitoring helps us to ensure compliance, especially in cases, like the Medial in French Linguistics, where the Department had no institutional knowledge that action needed to be taken.

## 2. Decanal Response

### 2.1 Include any general comments on the Progress Report:

The department has done excellent work in addressing all five of the recommendations from the previous report, despite changes in staffing and administrative support over the past 18 months. The department has identified several ways in which the recommendations have allowed the unit to position itself more nimbly in this challenging period.

On Recommendation #1, the department consulted with the Faculty of Education on the potential for a joint appointment, but has instead moved ahead with plans for a proposal for a position in French Language Acquisition based 100% in French Studies, as well as a Faculty Renewal Request within FAS. This additional step demonstrates curricular and staffing resourcefulness and a commitment to development despite the fiscal context.

### 2.2 Comment on any recommendations that have not been addressed within the proposed timeline:

Recommendation #2 focused on curricular renewal, specifically the recommendation to move towards topics/issue/problem-centered courses rather than those based on historical periods. This shift has begun at the 300-level of the degree plan, in consultation with the CTL, and new course submissions (and subsequent deletions) will move through the various levels of curricular approval at the Faculty and University levels in the coming year (2026-7). The slow timeline on this item was owing to the reduction in administrative support over the past several years, but as the Department notes, these curricular changes will allow the Department to adapt more flexibly to the realities of faculty attrition.

Recommendation #3 was focused on integrating library supports into courses for the purpose of increasing research skills support and teaching for students. Staffing changes at the library have slowed the progress on this, but conversations are ongoing. The CTL would also be an excellent resource for faculty members who teach at all levels to integrate research skills into their courses.

Recommendation #4 around changing the department name has been complicated by a lack of consensus on how to move forward. If the name change is indeed an I-EDIAA matter, consultations with the Equity office, as well as an environmental scan of other departments' processes with similar issues within Ontario, and indeed across Canada, is recommended. We understand that questions of research and teaching focus will interface with this conversation, and encourage the unit to be in contact with the Faculty Office if we can provide support.

The additional recommendation added by SCPRC around managing the progression of program closures and suspensions will be supported by the Associate Dean, Teaching and Learning in Spring 2026.

### 2.3 Comment on any recommendations that require the Dean's action, such as recommendations that involve budgetary considerations.

We appreciate the inherent value of a faculty member in the field of French Second Language Acquisition to better support the many students in our programs who are pursuing a career as French

teachers. The proposals for a position in French Language Acquisition based 100% in French Studies, as well as a Faculty Renewal Request for French Studies, remain under consideration within FAS.

**Authorizations**



February 18, 2026

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*Signature of Unit Head, Michael C. Reyes*

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*Date*



April 15, 2026

*Bill Nelson, PhD*

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*Signature of Faculty Interim Dean*

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*Date*



April 29, 2026

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*Signature of Vice-Provost, Teaching and Learning*

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*Date*

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May 21, 2026

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*Date of Review and Approval by the Senate Cyclical Program Review Committee*