Strategic Evaluation of the Faculty of Arts

June 2014
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Chapter 1:

Introduction

History and Overview

The Faculty of Arts in the University of Ottawa this year proudly celebrates the 125th anniversary of its founding in 1889. That the faculty evaluation currently underway coincides with this auspicious anniversary is fortuitous, but it is also appropriate, as it offers us an opportunity to reflect on many challenges the Faculty has surmounted over the years and ambitious goals it has achieved, as well as on opportunities and challenges that lie ahead.

The history of the Faculty of Arts, as the oldest existing (and second-largest) faculty in the University, is in many respects the history of the University as a whole. Many of the University of Ottawa’s other academic units and some faculties (science and business, for example) began their existence as departments or programs in the Faculty of Arts. Consequently, of all the faculties on campus the Faculty of Arts has the largest number and greatest diversity of alumni. Until the mid-twentieth century, the Faculty was, in effect, a mini university, and it was understood to be at the heart of the University of Ottawa’s mission. At the inauguration of Simard Hall on 1 October 1956, the Rector declared, “*Si considérable que soit l’importance des écoles professionnelles au sein des universités, il reste que la Faculté des arts doit y exercer et maintenir une prééminence reconnue et incontestable du fait que, par les matières qui s’y enseignent, elle met en branle toutes les virtualités inscrites dans l’esprit et le cœur de l’homme.*”

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**Faculty of Arts Mission**

*(Strategic Plan: Arts 2015)*

The Faculty of Arts educates undergraduate and graduate students across the wide range of disciplines that comprise the arts (languages and literatures, humanities and fine arts), undertakes fundamental, applied and creative research in the same domains, and engages society in relation to the arts at all scales from the global to the local. Essential to its mission is that the Faculty works in both French and English, creating unique inter-cultural perspectives for researchers and students, and an extended reach for the dissemination of its scholarship. The Faculty is at the core of the instructional and research mandates of the University of Ottawa, supporting all who wish to
The enduring longevity of the Faculty of Arts is due to its position at the heart of the University and its ability to adapt and change while staying true to its roots the better to promote student creativity, critical thinking and communication skills in both of the University’s official languages. Among the many changes that have occurred over the past century-and-a-quarter are the addition of women as students (now the majority) and as regular professors (more than 100), the recognition of new subject areas such as communication, aboriginal studies, and information studies, and its growth from a handful of students to its current size of 6800, including nearly 800 at the graduate level. There are currently 45,000 alumni of the Faculty living around the world, with almost half in the National Capital Region.

Today, the Faculty of Arts at the University of Ottawa is student centred, research intensive, and globally engaged. It is the most diverse faculty in the University, comprising eleven departments, three professional schools, three interdisciplinary institutes, and the Centre for Research in French Canadian Culture—eighteen units in all, grouped into three broad sectors of Humanities, Languages and Literatures, and Fine Arts (see Table 1.1). It is an internationally-recognized leader in research in several areas, offers a broad range of undergraduate and graduate programs in French, English and bilingually, as well as instruction in other languages, and has been heavily involved in experiential learning through service to the community.

Table 1.1: Academic Units in the Faculty of Arts

<table>
<thead>
<tr>
<th>Humanities</th>
<th>Languages and Literatures</th>
<th>Fine Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Department of Classics and Religious Studies</td>
<td>1. Centre de recherche en civilisation canadienne-française (CRCCF)</td>
<td>1. Department of Theatre</td>
</tr>
<tr>
<td>2. Department of Communication</td>
<td>2. Department of English</td>
<td>2. Department of Visual Arts</td>
</tr>
<tr>
<td>3. Department of Geography</td>
<td>3. Département de français</td>
<td>3. School of Music</td>
</tr>
<tr>
<td>4. Department of History</td>
<td>4. Department of Linguistics</td>
<td></td>
</tr>
<tr>
<td>5. Department of Philosophy</td>
<td>5. Department of Modern Languages and Literatures</td>
<td></td>
</tr>
<tr>
<td>6. Institute of Canadian and Aboriginal Studies</td>
<td>6. Official Languages and Bilingualism Institute</td>
<td></td>
</tr>
<tr>
<td>7. Institute for Science, Society and Policy (affiliation under review)</td>
<td>School of Translation and Interpretation</td>
<td></td>
</tr>
<tr>
<td>8. School of Information Studies</td>
<td></td>
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</tr>
</tbody>
</table>
The diversity of the Faculty of Arts reflects the diversity of its central subject matter, which is the ways in which human beings perceive, experience, interpret, and represent one another and the world around them. Unlike the sciences, for example, which share an object of study—the external, physical world—and an agreed-upon methodological approach to that object, human beings understand and express what they experience in ways almost infinitely diverse. For this reason, arts or humanities faculties tend to have a broader range of academic disciplines and programs than other faculties, a reality reflected in the comprehensive range of academic programs offered by the Faculty of Arts at the University of Ottawa. This comprehensiveness is characteristic of arts faculties at comparable research-intensive universities (in Canada the U-15 group of research universities). Adding to this diversity is the fact that the Faculty of Arts offers most of its programs in both French and English, and boasts a professoriate that is almost entirely actively bilingual, reflecting the profile of the community in which it is situated and its location in the heart of Canada’s capital.

Distinctiveness and Notable Accomplishments

The history and the particular character of the Faculty of Arts as summarized above—its diversity, comprehensiveness, and bilingualism—are the sources both of its distinctive achievements and of the challenges that it currently faces. Because of our bilingualism, for example, we have greater strength in the study of language than many other institutions, and our bilingual outlook on the work brings into conversation and debate two rich intellectual traditions. Compared to students at the University of Toronto or at the Université Laval, for example, our students gain access, as a matter of course, to a broader range of scholarship and intellectual perspectives in their studies.

A core strength of the Faculty of Arts is the quality of its professors. They include a SSHRC Gold Medallist, Killam Fellows, winners of medals of the Royal Society of Canada (RSC) and a percentage of the University’s Fellows of the RSC that is well above its expected proportion based on size. The Faculty hosts five Canada Research Chairs (including one in recruitment), five University Research Chairs, five Research Chairs in Canadian Francophonie (including one cross-appointed and one in recruitment), chairs of Metis Research, Celtic Studies and Slovak Studies, Arab Studies, and the Bertram Loeb Chair on Organ and Tissue Donation (in recruitment). In
terms of teaching, members have won numerous university and regional teaching prizes, such as the University of Ottawa Excellence in Teaching Award, Excellence in Education Prizes, Capital Educators’ Awards and a University Teaching Chair.

Among the Faculty’s many achievements, we single out the following examples with pride. Without the diversity, comprehensiveness, and bilingualism that characterize us, many of these accomplishments would have been beyond our reach.

**Academic Quality and Research**

- Four of the faculty’s departments are ranked in the top two hundred in the 2013 QS World University Rankings. Philosophy was the highest ranked individual department at the University of Ottawa, four of the 10 ranked areas at the University as a whole were in the Faculty of Arts, and the Faculty contributed to a fifth ranked area in Environmental Science.
- Though only one of eleven faculties at the University (with about 20% of its regular professors), the Faculty of Arts nonetheless boasts 40% of the Fellows of the Royal Society of Canada associated with the University of Ottawa amongst its current or retired professors. A number of professors in the Faculty, past and present, have played prominent roles in the Royal Society over the years, including Yolande Grisé as President (in 2013-14), Patrick Imbert as President of the Academy of Arts and Humanities (2009-2011), and André Lapierre and Robert Major as Secretary.
- Professors in the Faculty have won numerous other educational and research awards. Our researchers are involved in numerous international networks, serve as editors of national and international scholarly journals, and head national and international learned societies. The CVs of our professors shows the broad, international range of their contributions in this area.
- Arts is the only Faculty on campus ever to have ever led a SSHRC Major Collaborative Research Initiative (MCRI) grant. The total number of such grants held in

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**QS World Rankings**

- Philosophy (51-100 worldwide)
- Linguistics (101-150)
- History (151-200)
- Communication (151-200).

In addition, the Faculty’s physical geographers contributed to the Environmental Science ranking (151-200).
the Faculty alone over the past fifteen to twenty years (6 since 1998) exceeds the number held university-wide at all but three institutions across Canada in the same period. Two MCRI grants will remain active in the period up to 2015, one in the Department of Classics and Religious Studies and the other in the Département de français. The Faculty consistently equals or exceeds national success rates in SSHRC competitions. Members of the departments in the fine arts sector have received numerous awards for the creative arts, including, over the years, more than ten Governor General’s Awards for artists affiliated with the Department of Visual Arts.

- With the approval of the new MA in Bilingualism Studies, offered by the Official Languages and Bilingualism Institute (OLBI), every teaching unit in the Faculty now has a graduate program associated with it, in keeping with the research intensive character of the Faculty. A new doctoral program in Communication is close to final approval, which will bring the number of doctoral programs in the Faculty up to ten. In addition, Arts is a full partner, along with the Faculty of Engineering and the Telfer School of Management, on the recently approved joint PhD in E-Business, particularly for the stream specializing in e-society.

**Student Experience**

- The Faculty plays a key role in teaching students from across campus. In addition to the students registered in the Faculty itself and our role as a first-year service faculty (offering writing and critical thinking courses), students from across campus flock to our programs and courses in fulfillment of their electives, minors, or second majors.
- The innovative *Institut des langues officielles et du bilinguisme* (ILOB) plays a unique role in furthering the University’s mission of bilingualism, instructing and testing students across campus, as well as professors, in the University’s two official languages.
- The Faculty is fully committed to and engaged in the French language immersion scheme, which allows Anglophone students graduating from French immersion secondary education to continue their studies in French at the post-secondary level. With the exception of programs taught unilingually (English literature and lettres françaises) almost every department in the Faculty offers this avenue to its students.
- The Faculty is an important participant as well in student co-op programs, with six departments actively participating at both the undergraduate and Master’s level.
- Since 2009, at least 40 Faculty of Arts courses per year have integrated community service learning as part of their coursework. In 2012-2013, this represented 46% of courses participating in the program throughout the University.
• Contrary to widespread public perception, students graduating from the Faculty of Arts have as high a success rate—and often higher—in finding employment within six months of graduation as do students graduating in other faculties.

Community Partnerships

• The Faculty takes advantage of its strategic location in the National Capital Region through links with numerous embassies (especially through the Department of Modern Languages and the département de français), the National Art Gallery (Department of Visual Arts), and the National Arts Centre (School of Music).

• The Centre de recherche en civilisation canadienne-française (CRCCF) is strongly tied into the Franco-Ontarian community both locally and throughout the province.

• There are agreements for joint bachelors programs with the two community colleges in Ottawa, La Cité collégiale and Algonquin College, in journalism (soon to be renamed digital journalism) and public relations.

• There are well-developed ties to regional institutions such as La Nouvelle Scène (Theatre), the Ottawa Symphony Orchestra (Music) and the Ottawa Art Gallery (Visual Arts), and a significant number of members of the these institutions and governmental departments are also Adjunct Professors in the Faculty.

Current Challenges

The greatest challenge currently confronting the Faculty of Arts is undoubtedly declining enrolments in our programs over the last three years, especially at the undergraduate level (though the overall numbers of students we teach in our courses remains strong). It is worth pausing a moment to place this in context. Declining enrollments in humanities disciplines are an international phenomenon (across North America and in the European Union), and has been much discussed of late in the international press. In this regard the Faculty finds itself in company with such prestigious universities as Harvard and Stanford, who are confronted with
the same reality. For example, in its issue of 5 June 2013, *Harvard Magazine* published an article, “Addressing a Decline in Humanities Enrolment,” detailing the problem at that University. The reasons for this are complex: a climate of economic uncertainty that prompts students to enrol in programs they perceive as safer avenues to employment; demographic changes in our primary student catchment area of Eastern Ontario; effects of rapid technological change; and the ever increasing cost of higher education.

Whatever the reasons, the challenge for the Faculty is two-fold: (1) to find ways of reversing this current decline and (2) to manage the Faculty’s resources in a period of shrinking enrolments and budgetary constraint province-wide. In this context, the following are some of the Faculty’s chief challenges:

- Stabilizing undergraduate student numbers and then reversing this recent decline in program enrolments numbers and its effect on the budget. The goal must be to find ways to diversify revenues, and reduce costs while maintaining the Faculty’s strong performance in its core missions of education and research.
- The Faculty’s diversity, a source of great strength, is challenging to manage in these circumstances, as it makes difficult the necessary sharing of resources and their reallocation from one area to another.
- Related to this is the need to rethink the academic structure of the Faculty: if the Faculty wishes to remain comprehensive, with a full range of programs, what kinds of structures should we have and what kinds of sharing will be required? Making such changes will be challenging, given the long history of many disciplines in the Humanities and the strong allegiance professors feel towards them.
- A changing context of research funding, especially in the national granting agencies, is making access to research funding more difficult for all professors across the University.

**Note on data used**

The data presented in this evaluation come for the most part from the Office of Institutional Research (see Annex 1.1). The Faculty was provided with these data in the fall of 2013 for the five years from 2008 to 2012. The Faculty has updated the data to fall 2013 where it is
important to show new trends in student registrations. Professors’ CVs (see Annex 2.2) have been collected in an electronic database and have updated, in the majority of cases, to early 2014. The data on research grants and on prizes and honours, given in Annexes 5.1 and 5.2, have been gleaned from the electronic database of professors’ CVs. While every effort has been made to ensure accuracy, the information in this database is not entirely complete, so those two annexes should be studied with that in mind.
Chapter 2:

Overview of the Faculty: Challenges, Priorities, and Actions

Outline of chapter:

I. The Faculty in 2014

II. Managing Comprehensiveness and Diversity

III. Faculty Structures and Organization

IV. Differentiation

V. Enrolment Trends and Their Budgetary Consequences

VI. Professoriate and Workload

VII. Physical Resources: Space and Facilities

VIII. Alumni and Development
I. The Faculty in 2014

As indicated in the concluding section of the Introduction, the Faculty of Arts at its 125th anniversary finds itself confronting budgetary challenges. The recent decline in student numbers at the undergraduate level has affected the Faculty budget, resulting in a substantial deficit for 2014-15. This deficit is also partially structural, caused by the net cost of annual progress-through-the-ranks salary increases and by limited numbers of retirements since the 2006 elimination of mandatory retirement in Ontario.

Notwithstanding various current program initiatives (mentioned below), the magnitude of this deficit suggests that it can be eliminated only by a contraction in the full-time professoriate, support staff, and, to a lesser extent, part-time professors. In order to keep the contraction to a reasonable rate and size, the Faculty has concluded that it needs to be compensated for its service teaching by the University administration at a higher level than at present. Providing this occurs, the contraction should be manageable through attrition and retirement and without a complete freeze on hiring, which would cause problems in smaller units and prevent a reallocation of teaching resources according to need. While contraction is not a prospect to be enthusiastically embraced, the Faculty has been smaller in the past and has continued to flourish. With appropriate resources and planning, it fully expects to maintain its place at the centre of the University of Ottawa for the next 125 years.

Initiatives currently underway to address the interlinked problems of enrolments and finances include curricular changes. Two of these currently underway are a reform of the range of basic skills courses that each student in the Faculty must take and the development of a new undergraduate major in World Cinemas. Other actions planned include co-op programs in Aboriginal Studies, and in the History and Theory of Art. At the same time, in response to low enrolments or insufficient professorial resources, the Faculty has recently closed entry to the majors in Ethics and Society and Canadian Studies (although the popular minor remains), as well as to the collaborative undergraduate program in Arts Administration. The Faculty’s web-sites are under redevelopment, with a view to improving recruitment, and greater emphasis is being placed on student retention. Additional sources of revenue, through non-credit teaching by OLBI, for example, and external fund-raising, are being sought. Activities that have net costs and
that are judged to be non-core, such as the Faculty’s responsibility for the Institute for Science, Society and Policy, are being examined for transfer to other parts of the university.

Courses taught by the Faculty of Arts remain extremely popular with students across the University, and in 2012-2013, there were more than 74,000 undergraduate course enrolments, an increase of 3.6% over the previous 4 years. The Faculty taught more students in 2012-13 than at any other time in its history (including the double cohort years). Notwithstanding this positive trend, numbers of students enrolled in programs at the Faculty reached a peak in 2012-13 and have since declined. Addressing the decline in undergraduate enrolment and its consequences is unquestionably the Faculty’s central priority over the next several years.

At the graduate level, enrolment numbers have been relatively stable following a rapid increase in the first decade of the century. In the past five years, new MA programs were created in World Literatures and Cultures, and in Bilingualism Studies, while the Masters in Information Studies has become the first bilingual program in North America to be accredited by the American Library Association. In keeping with the University’s strategic planning, the Faculty’s goal is now to increase the number of doctoral students, an objective that will be assisted by a doctorate in Communication, which is in the final stages of internal approval, and by the recently approved PhD in E-Business (e-society stream), offered in partnership with the Faculty of Engineering and the Telfer School of Management.

The following sections in this chapter describe in more detail the current state of the Faculty, the challenges it faces, and the actions and priorities planned (or undertaken) to address these.

II. Managing Comprehensiveness and Diversity

The Faculty’s defining characteristic is the comprehensiveness of its curriculum and research, with the consequent diversity that flows from this. It is structurally the most complex faculty at the University of Ottawa, with the largest number of academic units. It spans the academic
landscape from the creative arts, through languages, literatures, and the humanities, to elements of the social sciences and even the physical sciences. Virtually all the significant domains in the Arts (sensu largo) are covered. This breadth is a fundamental characteristic that underpins decision-making and strategic planning within the Faculty.

This diversity of disciplines and approaches means that professors in different departments at times have the perception that they have relatively little in common with one another. They use varying methodologies to undertake their research, rely on differing modes and avenues to disseminate that research, and employ a wide range of teaching methods. Professorial needs also vary from research laboratories with state-of-the-art equipment (e.g. the Piano Pedagogy Laboratory), to furnished spaces for research groups (e.g. for the Religion and Diversity MCRI project), to library access and research time.

Student needs also vary by program, from teaching laboratories (e.g. in Linguistics, OLBI, Translation, and Geography), one-on-one teaching (e.g. in Music), and designated studio space (e.g. in Visual Arts), to small discussion groups and seminars (e.g. in Philosophy, History and English), access to artefacts (e.g. in Classics), and field trips (e.g. Visual Arts, Theatre and Geography).

The upshot of this diversity is that members of the Faculty (professors, students, alumni, and retirees) generally feel their greatest sense of identification and community with their academic unit or program. From this internal perspective, the Faculty’s role is to support its diversity by distributing resources to meet the needs of every program and discipline equitably. The aim is to give each student a high-quality educational experience, and each faculty member the facilities and time needed to undertake their particular research program. The role of the Faculty, in this view, is to provide administrative support for functions that cannot be undertaken at the departmental level: the Faculty is perceived to be no more than the sum of its constituent parts.

However, from an external perspective the Faculty is viewed in relation to the University’s other ten faculties, the central administration of the University, the Senate and Board of Governors, and external partners and collaborators. These individuals and groups see the Faculty as a single entity. For them the image and reputation of the Faculty, based on a holistic assessment of its
qualities, determine the level of financial or moral support it receives from the broader community. The Faculty-level administration and services must represent the whole in committee meetings, to donors, in international agreements and in many other ways, while being fully cognizant of the range of local values and needs of its students, programs, and professors.

The difference between the internal and external perspectives on the Faculty creates a dynamic tension that has probably existed since it was founded. Individual units prefer decentralized organizational models, while Faculty-level services find centralized arrangements easier to manage. Changes to structures are challenging to justify and to implement. For example, academic assistants have recently been grouped into a single space within the Faculty rather than being dispersed among the departments. Students and faculty members preferred the decentralized model because of the personalized service available from a single academic assistant. From the Faculty perspective, however, it was difficult to provide training and supervision to keep pace with the increasing complexity of programs and regulations; the system was vulnerable to the vagaries of sickness, secondment and resignation; and it was challenging to balance workloads among the staff. The trade-off ultimately was to favour a robust network with continued departmental links, instead of a decentralized, vulnerable structure with individualized service. Budgetary pressures may lead to further changes along these lines in the future.

The fundamental characteristics of comprehensiveness and diversity in the Faculty are not dissimilar to those of its comparators at major research universities across the country (e.g. UBC with 20 academic units, and McGill with 18). But there is one factor that sets Arts at the University of Ottawa entirely apart from its counterparts at other Canadian universities: its bilingualism. No plan is made without considering this characteristic, and none will succeed without responding to this reality. Whatever changes occur to the Faculty of Arts between this evaluation and the next, bilingualism must be preserved.
III. Faculty Structures and Organization

i. Administrative Officers

The Faculty has one dean and four vice-deans responsible respectively for undergraduate studies, graduate studies, research, and governance. The four vice-deans and the dean meet regularly (usually weekly) as the Management Committee. The responsibilities of the dean and the vice-deans are laid out in the by-laws of the Faculty (Annex 2.1) which are in conformity with the University of Ottawa Act. The Dean and two of the Vice-Deans are exclusions from the faculty union, the APUO.

ii. Dean

In essence, the Dean is the CEO of the Faculty, responsible for strategic planning, for the faculty budget, for recommendations regarding the employment and careers of the full-time professoriate, and for representing the Faculty on governing bodies such as Senate, as well as communicating decisions made at Senate to the members of the faculty. Certain responsibilities of the dean are described in five of the collective agreements in place at the University of Ottawa, those of the

- Association of Professors of the University of Ottawa (APUO)
- Association of Part-time Professors of the University of Ottawa (APTPUO)
- Canadian Union of Public Employees (CUPE) which represents student teaching and research assistants
- Support Staff University of Ottawa who are represented by the Ontario Secondary School Teachers Federation (OSSTF)
- Professional Institute of the Public Service of Canada which represents IT staff.
The Dean spends a considerable percentage of time dealing with questions of hiring, tenure and promotion, and union grievances. In addition, the Dean is responsible for external relations with the central administration of the University and alumni and external donors. The Dean also maintains lines of communication and collaboration with student organisations such as the Student Association of the Faculty of Arts (SAFA).

### Vice-Deans

The position of Vice-Dean Undergraduate Studies was created in 2010 as the workload of the former Vice-Dean Academic became untenable owing to strong growth in programs and student numbers. The Vice-Dean Undergraduate Studies is responsible for all aspects of the undergraduate mission, including the introduction of new programs and courses, periodic program reviews under the university’s Institutional Quality Assurance Program (IQAP), and the closure or elimination of programs and courses. The Administrator of Undergraduate Studies and his team of undergraduate academic counsellors and assistants report to the Vice-Dean Undergraduate Studies. Academic fraud investigations have been handled since 2012 by a Director of Individual Student Cases who also works within the office of the Vice-Dean.

The position of Vice-Dean Graduate Studies was created in 2010 to deal with growing numbers of graduate students and programs, as well as the transfer of many administrative responsibilities from the Faculty of Graduate and Postdoctoral Studies (FGPS). The Vice-Dean Graduate Studies is responsible for many aspects of the graduate mission at the Faculty of Arts and works in collaboration with the FGPS. The introduction, running, and review of graduate programs and courses are all the responsibility of the office, as are many aspects of student admissions and scholarship recommendations. The Administrator of Graduate Studies and her team report to the Vice-Dean. The mandate of FGPS is currently being reviewed at the University of Ottawa, and it is possible that further responsibilities equivalent to those already handled at undergraduate studies level will be transferred from the FGPS to the Faculty of Arts. As this would streamline decision-making, such a devolution would be supported by the Faculty of Arts, provided that additional resources are transferred with the increased responsibilities.

In 2005 the position of Associate Dean Research was upgraded to a full vice-deanship. The responsibility of the Vice-Dean Research is to promote and support research carried out in the
Faculty. The Vice-Dean chairs the Research and Publications Committee, which distributes the internal research budget and develops policies for internal research funding. The Vice-Dean is supported by a Research Facilitator who informs faculty members of possible sources of funding and assists them to generate high quality grant applications. The Vice-Dean Research is also responsible for developing nominations of individuals for chairs, prizes and awards, both inside and outside the university.

The Vice-Dean Governance and Secretary is responsible for evaluating and amending governance regulations, recording the actions of the major decisional bodies of the Faculty, including Faculty Council, the Executive Committee, and the Management Committee. The Vice-Dean is also responsible for the Faculty’s Media and Communications team, including the Faculty’s web-site.

iv. **Decision-Making Bodies**

The Executive Committee of the Faculty is composed of the Dean, vice-deans, chairs and directors, with the Chief Administrative Officer and the administrative heads for graduate studies, undergraduate studies, marketing and communications, and alumni relations. It meets monthly, except in the month of July.

The highest decision-making body in the Faculty is Faculty Council which is composed of all the members of the Executive Committee, plus additional departmental representatives from the professoriate (in proportion to unit size), students, and staff members. It meets monthly from September to April and transfers its powers to the Executive Committee over the summer period.

v. **Academic Units**

Each academic unit has a Chair (for a department or school) or a Director (for an Institute or Centre). Chairs and Directors are responsible for their academic units, including their operational budget, the scheduling of courses (in collaboration with the appropriate vice-dean),
and the numerous other duties that come with managing an academic department. The Chair also has certain specific responsibilities arising from the APUO, APTPUO, CUPE and OSSTF Collective Agreements. Chairs and directors remain members of the APUO.

The number of academic units and the overall size of the Faculty mean that Chairs and their departmental administrators take most of the day-to-day decisions in their units. Those problems that cannot be resolved at the departmental level are referred to the Vice-Deans, in the case of student matters, or to the Dean, in the case of budgetary and human resource issues.

Reorganization of the Faculty into a series of larger units has come under discussion during the current budgetary and enrolment challenges. Rationalization would have the merit of reducing the number of Chairs that must be selected annually, and would assist smaller units in particular, where the choice of potential Chairs at suitable points in their careers may be limited. In the absence of alternatives, some professors have become acting chairs of their departments even before they received tenure. Fewer units would also allow for regular meetings between the Dean and individual Chairs, which is not possible at present, given the number of units in the Faculty. In addition, any contraction in programs and among the professoriate is more easily achieved within larger units because of their inherently greater flexibility. The disadvantage is that such a reorganization would lead to the formation of more diffuse academic departments with responsibilities for multiple programs, and a concomitant loss of identity. In general, faculties of arts in the U15 research-intensive universities across Canada have not re-organized into larger units, although this has occurred in some of smaller institutions. While such reorganization may be necessary at some point in the future, it is not actively being considered.

IV. Differentiation

   i. Bilingualism
The Ontario Government has required all universities in the Province to develop promises of service termed *Strategic Mandate Agreements*, which specify performance goals and the differentiated focus of the institution in relation to others. Differentiation is, therefore, a strategically important issue for the Faculty within the University as a whole.

The evolution of the Faculty since 1889 has been towards comprehensiveness: to achieve excellence in all traditional disciplines within the liberal and fine arts, and to do so in both official languages. The foremost element of differentiation is therefore the Faculty’s bilingualism. Programs in the Faculty, with the exception of English, *français*, and other modern languages, are all available to students in either English or French, with the exception of a handful in which students themselves must be bilingual in order to complete the program.

All professors in the Faculty of Arts are required to be actively or passively bilingual at the time of tenure so that they are able to mark student work submitted in either official language. The vast majority have contracts that require active bilingualism, meaning that they must become capable of giving courses in both languages. The exceptional case is professors in the Departments of English or *français*, who teach in one language only are therefore required to be passively bilingual. The latter means that they must be able follow discussion and debate in both languages and read university communications written in the other official language. In fact, however, many are also actually actively bilingual, which enables them to take on significant administrative functions within the Faculty and the University. A small number of professors who will never be required to offer courses in the other language, given the size of their departments, have contracts requiring only passive bilingualism. Bilingualism is assessed at the time of application for tenure; currently, all pre-tenure professors but one will be required to become actively bilingual.

Table 2.1 shows the level of bilingualism for full-time professors by academic unit. For the Faculty as a whole, the level of active bilingualism is a remarkable 86%, which greatly exceeds both the 2011 average of the University as a whole (66%) and its target in Destination 2020 (70%). If the professors whose bilingualism is not yet determined and Departments of English and *Français* are excluded because of their special circumstances, the level of active bilingualism rises to 97%.
Table 2.1. Bilingualism of full-time faculty members in 2013-14

<table>
<thead>
<tr>
<th>Academic unit</th>
<th>Number of professors\textsuperscript{1}</th>
<th>Actively bilingual</th>
<th>Passively bilingual</th>
<th>Not determined\textsuperscript{2}</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classics and Religious Studies</td>
<td>17</td>
<td>17</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Communication</td>
<td>26</td>
<td>22</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>English</td>
<td>30</td>
<td>12</td>
<td>18</td>
<td>-</td>
</tr>
<tr>
<td>Français</td>
<td>16</td>
<td>11</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Geography</td>
<td>19</td>
<td>16</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>History</td>
<td>29</td>
<td>27</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Information Studies</td>
<td>5</td>
<td>5</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Linguistics</td>
<td>13</td>
<td>11</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>Modern Languages and Literatures</td>
<td>16</td>
<td>16</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Music</td>
<td>17</td>
<td>17</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>OLBI</td>
<td>19</td>
<td>19</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Philosophy</td>
<td>23</td>
<td>21</td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td>Theatre</td>
<td>9</td>
<td>9</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Translation and Interpretation</td>
<td>11</td>
<td>11</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>10</td>
<td>9</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>Faculty of Arts</td>
<td>260</td>
<td>223</td>
<td>29</td>
<td>8</td>
</tr>
</tbody>
</table>

\textsuperscript{1}Including Research Chairs, Language teachers in OLBI, limited-term replacement professors, and professors on leave, but not replacement professors

\textsuperscript{2}Pre-tenured professors who were not judged actively bilingual at the time of hire; generally at least passively bilingual
The vast majority of the Faculty’s support staff members (92%) are also actively bilingual. This percentage is slightly lower than the average for the University as a whole (94%). Of those few staff who are not bilingual, most work in units where French (CRCCF) or English (Department of English) only are invariably used for communications with stakeholders.

**ii. Co-op and Experiential Learning**

Co-op programs and experiential learning are a second important element of differentiation in the Faculty. The University as a whole has the second biggest co-op program in Ontario. The Faculty of Arts is a full participant in this program with students in six departments, making 14% of the total number of co-op students at the University (summer 2013). Experiential learning at the University was pioneered by a member of the Faculty of Arts, and 46% of the courses with an experiential component in the University are offered by the Faculty (2012-13 data).

**iii. Research and Curriculum Differentiation**

Notwithstanding the goal of broad-based excellence, the Faculty exhibits several areas of particular strength that align with the University of Ottawa’s mandates in bilingualism and *la francophonie*. The Faculty contributes significantly to the University’s “Strategic Arts of Development in Research” (SADRs), as outlined in the following paragraphs. It has additional strength in the creative arts and in Aboriginal Studies and it plans to develop further expertise in Entrepreneurship. A full description of the Faculty’s research activities is given in Chapter 5 of this report. The six sub-sections that follow (“a” through “f”) outline these key areas of research and curriculum differentiation.

**(a) Canada and the World SADR: Official Languages and Bilingualism**

Bilingualism is an important subject of study and research in the Faculty, a focus that is strategic for the University as a whole. As a subject of study, bilingualism is central to the Official Languages and Bilingualism Institute’s BA programs in English as a Second
Language, *Français langue seconde (FLS)*, and *Didactique des langues secondes*. It is also the reason for the FLS courses taught as part of the University’s unique Immersion Regime, which aims to integrate Anglophone students who have graduated from high school French immersion programs into French-language higher learning. The Faculty of Arts houses 21% of the university’s students enrolled in the Immersion Regime, and in 2013-14 OLBI taught FLS courses for immersion students with total enrolments of almost 7500.

The School of Translation and Interpretation also contributes to the study of bilingualism, offering a BA and MA in Translation, a Master in Conference Interpretation, and the only PhD in Translation Studies in Ontario. In addition, a new and unique MA program in Bilingualism Studies is being launched in the fall of 2014 at OLBI, joining the MA in Information Studies (recently accredited by the American Library Association) and the BA in Environmental Studies as programs in the Faculty of Arts which require students to be bilingual, reinforcing the clear advantage of bilingualism in the marketplace.

Bilingualism is also a major research focus in the Faculty of Arts. There are three research chairs in this area (one cross-appointed) and more are planned for OLBI. Six OLBI researchers focus on second language acquisition, including the study of immersion programs. The Institute houses the Canadian Centre for Studies and Research on Bilingualism and Language Planning (CCERBAL), which includes the University Immersion Research Network. The Department of Linguistics has expertise in second language processing and in the sociolinguistic influence of the two official languages on each other, while the School of Translation and Interpretation has important expertise in French-English machine translation.

*(b) Canada and the World SADR: la Francophonie*

French language and culture are taught in numerous programs across the Faculty of Arts, including in the departments of *français*, history, philosophy, geography, theatre and art theory and history. A key point is that unlike at other institutions in Ontario, where some of this subject matter may be covered, this knowledge is taught systematically in
French. Moreover, programs such as Philosophy, History and *Didactique des langues secondes* engage students with francophone intellectual traditions that differ from those that dominate in anglophone North America.

The Faculty of Arts’ research strength in *La Francophonie*, complemented by expertise in the Faculties of Social Sciences, Education, and Law, is exceptional and unique in Ontario. We have four research chairs focused on the French language and francophone culture, and we are hiring a fifth. Two SSHRC Major Collaborative Research Grants have recently been led in this area. Dozens of prominent researchers work in this broad domain. The CRCCF houses some of the most important archives for Franco-Ontarians as well as encouraging research based on this unique resource. The three-year plans of the Faculty of Arts and the Faculty of Social Sciences include the goal of founding the *Institut du monde francophone*, which will foster further collaboration and enhance the visibility of this great strength.

(c) *E-Society: Digital media and communications*

A significant cluster of researchers in the Department of Communication and the School of Information Studies work in the area of digital media and communications. These include one Canada Research Chair and more than 15 professors, many of whom are early in their careers and are establishing strong reputations in fields from social networking to organizational communication. The Faculty has recently submitted a plan to change the Bachelor of Journalism program, run in collaboration with La Cité Collégiale and Algonquin College, into a Bachelor of Digital Journalism. This program would be unique in Ontario.

(d) *Molecular and Environmental Sciences: Sustainable Environment*

A cluster of professors (including two research chairs and the University’s 2014 Young Researcher of the Year) in the Department of Geography work on climate change and its impact on the physical environment and human populations of the polar regions. This group has links with other prominent researchers on campus in Biology, Earth Sciences
and Human Kinetics, as well as links with the federal government through adjunct appointments. The Faculty is working collaboratively with Inuit Tapiriit Kanatami to develop an endowed Chair of Inuit Studies to further strengthen this cluster.

Teaching in this area of climate change and the polar regions includes courses in the Geography program and the bilingual Environmental Studies BA. Undergraduate field courses to the Yukon and to Antarctica are flagship courses in the Department of Geography. The field experiences, in turn, attract significant numbers of graduate students to the Faculty. Along with their peers at Carleton, the graduate students organize an annual Ottawa-Carleton Student Northern Research Symposium. The two universities together have the largest grouping of northern-focused researchers in Canada.

(e) Creative Arts

Members of the three fine arts units; creative writing professors in English, français, and Modern Languages; and literary translators at the School of Translation and Interpretation constitute an important cluster of expertise in the creative arts. The focus of this group is research in the form of artistic creation, and three research chairs as well as more than 20 regular professors, are involved. Artistic works produced by these professors (novels, poetry, theatre productions, art exhibitions, and musical performances) enhance the University’s reputation locally, nationally, and internationally.

The School of Music has important links with the Ottawa Symphony Orchestra, which is led by one of our professors, and it provides mentorship opportunities for students not available anywhere else in Ontario. The Department of Theatre has exceptionally good links with francophone theatre organizations across Canada, which it is planning to leverage to obtain funding to offer a conservatory program in French in the new theatre space in Arts Court for francophone students outside Québec.
Although not strictly in the creative arts, the CFI-funded Piano Pedagogy Laboratory is a multidisciplinary facility, unique in Canada, for studying the way piano-playing is taught and learned.

(f) Aboriginal Studies

The recently renamed Institute of Canadian and Aboriginal Studies is a centre of teaching and scholarship relating to Canada’s indigenous peoples. The Aboriginal Studies BA is growing in student numbers and is being strengthened by hires into departments with specific teaching duties in the program. There is a long-term goal to develop an MA program in Aboriginal Studies.

Research in Aboriginal Studies includes two research chairs and encompasses researchers from the departments of History, Geography, and Classics and Religious Studies working on First Nations, Métis, and Inuit peoples, and covering subjects as diverse as health and religious portrayal. As mentioned above, an endowed Chair of Inuit Studies is in development.

Other universities in Ontario have more visible strength in aboriginal (indigenous) studies, but there is a great deal of potential waiting to be realised at the University of Ottawa. Links need to be enhanced between the Institute of Canadian and Aboriginal Studies and clusters of scholarship elsewhere on campus, such as in the Faculty of Law and the Faculty of Health Sciences.

iv. Entrepreneurship

Many graduates from disciplines in the Faculty of Arts are involved in entrepreneurial activities. This applies to graduates of Translation, Visual Arts, Communication, Music, Philosophy, Theatre, Geography and other disciplines, all of whom may set up successful businesses. The Faculty plans to participate with the Entrepreneurship Hub that is currently being set up on
campus. We wish to make entrepreneurship a significant element of our publicity for programs and our recruitment strategy.

v. Other elements of differentiation

In a Faculty with 18 academic units and characterized by its diversity, it should not come as a surprise that there are numerous other clusters of excellence in programs and research. These include important work on the impact of religion on contemporary society, strength in the study of literature in the departments of English, français and Modern Languages and Literatures, a strong reputation in Canadian history, a Philosophy program that offers both continental and Anglo-American approaches, and many others.

V. Enrolment and Their Budgetary Consequences Trends

This strategic evaluation has coincided with a challenging period for the Faculty of Arts in terms of the budgetary effects of changes in program enrolments. Numbers of students registering as undergraduates at the Faculty of Arts grew from 6384 in 2008 to a peak of 6637 in 2010 and declined by 0.6% to 2011 and a further 2% by fall 2012 to 6464 students. This downward trend, which was first noted in the Arts 2015 strategic plan, continued at a higher rate in fall 2013 (preliminary data). The picture at the graduate level has been more stable. Masters and doctoral student numbers both declined by about 5% in the fall of 2013 (preliminary numbers). Overall, graduate student numbers have changed relatively little after 2009 with a minor contraction in 2013-14. A more detailed analysis of enrolment trends at the undergraduate and graduate levels can be found in chapters 3 and 4 of this brief.

The Faculty budget was virtually balanced for 2013-14 by using Faculty reserves and certain one-time only revenues. The budget for 2014-15, however, will be substantially in deficit in spite of efforts to reduce course offerings by approximately 65 courses, the abolition of six full-time professorial positions, holding vacant of about another 15 positions, and generating additional revenue from OLBI. The projected decline in enrolments, combined with the annual net cost of
PTR and a requirement to contribute for the second year to the university’s pension plan deficit, is expected to lead to a deficit in the range of $4 million for 2014-15.

Simply put, the proportion of revenue generated by government grants and student registration in the Faculty that is returned to it in its base budget by the central administration is insufficient to carry out its instructional functions. More than 50% of the Faculty’s courses are taught by part-time professors and this helps control instructional costs. However, many sections must have relatively small enrolments for pedagogical reasons. Programs in the languages and fine arts sectors of the Faculty generally mount fewer of the large enrolment first- and second-year undergraduate courses that are needed to financially support smaller, more specialised upper year undergraduate and graduate courses. Consequently, these units are generally more costly to run than equivalent-sized units in the humanities sector (Figure 2.1). The Department of English, the Department of Philosophy, and to a lesser extent, the département de français, have lower average costs because they teach the mandatory basic skills courses within the Faculty and therefore offer large numbers of first year sections with substantial enrolments, many of which have been taught by part-time professors for many years. Figure 2.1 shows that the Department of Communication is substantially under-resourced compared to the remainder, which has led to several positions being transferred and two new positions being allocated from the central administration as part of Destination 2020 strategic plan. Figure 2.1 also shows that there is no “low-hanging fruit” in terms of optimizing costs and revenues because all teaching units have made efforts to create service courses to support the smaller enrolment upper-level courses needed for their programs.
Figure 2.1: Comparison of direct costs to revenues generated by academic units and programs in 2012-2013

Points to the right of the solid line have a lower ratio of costs to revenues than the faculty average, while those to the left exceed the average. Note: costs do not include indirect costs, such as benefits, undergraduate student scholarships funded from operating monies, and central services. Salary costs for some interdisciplinary units are tallied in the home department. Revenues shown do not include research and contract revenue.

At present, Faculty revenues are linked 50% to program enrolment and 50% to teaching. This proportion was established during the University’s growth phase, and it encouraged the faculties to take more students into their programs. Given that the goal adopted by the University is a modest growth of 500 students per year through to 2020, it is essential that this proportion be changed to reflect costs more accurately, which are strongly weighted towards instruction. If the proportion were changed to 60% for teaching and 40% for programs, the Faculty’s revenues would increase by an estimated $2 million. This essential first step would halve the current deficit and make it feasible to undertake contractions in the salary mass (through attrition) over the next 2-3 years to achieve a balanced budget.
On the cost side, Faculty disbursements can be reduced significantly only by cutting the numbers of full-time professors through attrition or retirement. Each full-time position abolished generates about $120,000 annually, even after the professor’s teaching has been covered by part-time instruction. This is the equivalent saving to cutting 16 part-time courses, whereas the latter mode of cost-cutting would have a further negative effect on revenue through reduced teaching BIUs.

The biggest challenge for the Faculty is to limit the necessary contraction and to manage it appropriately so that the across-the-board strength is maintained. The elimination of mandatory retirement prevents detailed planning, as it is never known which individual from which unit will retire in a given year. Probability modelling suggests that number of professors who are 65 and older will continue to rise until 2016-17 when it will stabilize at about 30 persons, or roughly 11% of the professoriate. However, this modelling is based on all professors choosing to retire before the age of 71 and if this assumption is incorrect, the prediction will be too low.

It must be clearly stated that there is full support for productive professors continuing to work beyond the former mandatory age of retirement. The issue, rather, is that this change has increased the salary mass of the Faculty because an increasing percentage of active professors reach the top of the salary scale and remain there until they retire. If increasing numbers of professors continue to work beyond the age of 65, the number of full-time positions available for abolition following retirement and attrition will be insufficient to balance the Faculty budget.

VI. Professoriate and Workload

The teaching loads of full-time professors in the Faculty of Arts are calculated using methodologies approved by the Faculty and individual academic units in 2009-2010. The diversity of needs across the Faculty became evident during the development of these workload methodologies so that equity required more than one model to be developed. Individual departments voted to follow either a differentiated model or a uniform model (with two
variants) for workload. The Faculty retreat in fall 2013 recommended that the entire workload model system be re-examined in the fall of 2014, a possibility that had been foreseen when the models were adopted in 2010.

The current models start with a load of 15 credits for a professor who participates in graduate student instruction. The level of teaching reduction depends on the model chosen and the amount of activity. Reductions in formal teaching load are given as recognition for (a) course preparation in the case of new hires, (b) graduate student supervision, (c) external research funding, (d) research chairs, and (e) administrative tasks. Year-to-year carry-over of credits/debts is permitted up to a maximum of 3 credits. This gives individual professors some control over the planning of their teaching load for the upcoming year(s). Professors can also redeem graduate supervision credits accumulated under the previous workload system (prior to 2009) in place of using credits under the new models.

The models adopted by departments are shown in Table 2.2. The majority of units in the Faculty are using a differentiated model, which provides greater teaching load reductions for those who hold external research grants and a recognition of graduate supervision that can reach 3 credits (for 3 students). The uniform model provides a higher recognition for participating in the graduate program and for supervising a single graduate student (2 credits) but no further recognition for additional students, and a lesser recognition for holding an external research grant. The uniform model with collective establishment of credits, attributes workload credit for graduate supervision across the entire department.
<table>
<thead>
<tr>
<th>Differentiated model</th>
<th>Uniform model</th>
<th>Collective establishment of credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Individualized establishment of credits</td>
<td></td>
</tr>
<tr>
<td>Classics and Religious Studies</td>
<td>Français</td>
<td>English²</td>
</tr>
<tr>
<td>Communication</td>
<td>Music¹</td>
<td></td>
</tr>
<tr>
<td>Geography</td>
<td>Philosophy</td>
<td></td>
</tr>
<tr>
<td>Linguistics</td>
<td>Theatre</td>
<td></td>
</tr>
<tr>
<td>Modern Languages and Literatures</td>
<td>Visual Arts</td>
<td></td>
</tr>
<tr>
<td>OLBI</td>
<td></td>
<td></td>
</tr>
<tr>
<td>History</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Translation and Interpretation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Information Studies</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

¹ Changed to differentiated model for 2014-15
² Changed to individualized uniform model for 2014-15

At the time of the workload model discussions in 2009-2010, some faculty members argued for a 12 credit (i.e. 4 course) workload, which appears to be common at faculties of Arts elsewhere in the U15. An analysis showed that a strict 12 credit system would have reduced teaching loads below their previous levels by about 1 credit. The system currently in place was expected to produce average teaching loads of 13 credits per year for a professor engaged in graduate supervision but without external research grants or administrative roles that have associated teaching releases.
The models have proven relatively easy to administer. Only one individual workload grievance has been filed since their introduction. Data for the analysis below was extracted from the individual sheets used to establish workloads for regular full-time professors.

In the chart (Figure 2.2) professors are grouped as to whether they (i) have administrative functions recognized by partial or complete course releases; (ii) are on academic leave; (iii) are on other leave (paid or unpaid, e.g. maternity, parental, medical) or reduced workload; (iv) are replacement professors (including limited-term replacement professors and some who are not full-time); or (v) are none of the above (includes Canada Research Chairs, University Research Chairs, new professors, etc.).

There were a total of 250 professors in 2011-12 and 247 in 2012-13 (not counting those excluded from the analyses mentioned above, namely, language teachers, performance musicians, and the Dean). The general pattern of teaching loads is the same for both years (Figure 2.2). Slightly fewer than half of all regular professors not on leave taught 4 courses in both years. 10-12% of professors not on leave taught more than 4 courses. 42% of regular professors not on leave in both years taught 3 courses or fewer.

In total, 126 (2011-12) and 114 (2012-13) course releases were awarded for administration of programs, academic units and the Faculty as a whole. Most units received 5 course releases: 3 for the Chair, 1 for the chair of undergraduate studies and 1 for the chair of graduate studies. Formal undergraduate and graduate courses taught by APUO members (with exclusions in ILOB and Music) totalled 745 in 2011-12 and 752 in 2012-13. With the same exclusions, the number was 754 courses in 2009-10 before the workload model change.

In summary, the average teaching load for regular professors without compensated administrative responsibilities is fewer than 4 courses (Table 2.3). This indicates that the Faculty of Arts is competitive in terms of teaching load with other members of the U15. If all regular professors not on leave are included, the average teaching load is about 3.3 courses because of the significant administrative load engendered by the large number of academic units.
If the workload system is re-examined in the fall of 2014, among the points that may be discussed is whether an upper limit to the number of course releases that can be obtained for holding external research grants is required, whether supervision of students outside the faculty should continue to be recognized, and whether the uniform model is meeting the needs of the Faculty and the University’s strategic plan, given that it incentivizes the supervision of a single graduate student.
Figure 2.2: Actual teaching loads in 2011-12 and 2012-13 in the Faculty of Arts

Notes: “APUO Members” refers to full-time professors, who are members of the faculty union. Language professors (10 at ranks III and IV in OLBI), performance musicians (7 whose workload is in hours per week) and the Dean (non-APUO) were excluded from the analyses. These graphs show the credits for the courses taught, not the final load which could involve the carrying over of up to 3 credits as debt owed to, or by, the Faculty.
Table 2.3: Average teaching loads (credits) in 2011-12 and 2012-13

<table>
<thead>
<tr>
<th></th>
<th>2011-12 (number of professors in parentheses)</th>
<th>2012-13 (number of professors in parentheses)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular load</td>
<td>11.3 (125)</td>
<td>11.6 (129)</td>
</tr>
<tr>
<td>Additional service recognized</td>
<td>7.6 (70)</td>
<td>7.6 (66)</td>
</tr>
<tr>
<td>Academic leave</td>
<td>2.7 (34)</td>
<td>2.4 (28)</td>
</tr>
<tr>
<td>Other leave / reduced workload</td>
<td>4.1 (11)</td>
<td>3.9 (14)</td>
</tr>
<tr>
<td>Replacement professors (all types)</td>
<td>15.9 (10)</td>
<td>15.3 (10)</td>
</tr>
<tr>
<td>Average (all of the above)</td>
<td>9.0 (250)</td>
<td>9.2 (247)</td>
</tr>
<tr>
<td>Average of regular load and additional service</td>
<td>10.0 (195)</td>
<td>10.2 (195)</td>
</tr>
</tbody>
</table>

VII. Physical Resources: Space and Facilities

The Faculty of Arts is housed in nine buildings situated in the northwest part of the main campus (Figure 2.3). The Faculty’s academic units are grouped together in the three largest buildings: Simard Hall, Arts Hall, and Desmarais Hall.

Arts Hall at 60 Laurier Ave. East (opened in 1996) houses all but one of the academic units teaching languages and literatures: the departments of English, Modern Languages and Literatures and Linguistics, the Institute of Official Languages and Bilingualism, and the School of Translation and Interpretation.

Simard Hall (opened in 1957), which is connected by elevated passageways to the Arts building, houses the Faculty administration offices, the central Faculty office for Undergraduate Studies,
the *département de français*, language teaching laboratories, linguistics laboratories, the Conference Interpretation laboratory, the Department of Geography (including its GIS and Physical Geography teaching laboratories and several research laboratories), some student association offices and the student-run *Café Alternatif*. The Paradigm[e] gallery, a small exhibition space curated by students from Visual Arts, is housed in the corridor adjacent to the Faculty administrative offices.

Four floors (8-11) of Desmarais Hall (opened in 2008) house the main units in the humanities sector: the School of Information Studies, the departments of Communication, Philosophy, History, and Classics and Religious Studies, and the Institute for Science, Society and Policy. The Museum of Classical Antiquities is located on the third floor and student associations of the departments in the building have office spaces on the second floor. The central Faculty office for Graduate Studies is also in the Desmarais building.
Figure 2.3: Map of the northwest part of the main campus, with buildings housing the Faculty of Arts circled in red

The green oval shows the location of the new black box theatre and rehearsal spaces to be constructed as part of the City of Ottawa Arts Court redevelopment while the yellow oval marks the proposed location of a new Visual Arts building, possibly to be combined with a University Art Gallery.
Each of the three Fine Arts departments has its own building: Music is in Perez Hall (opened in 1988); Visual Arts is in 100 Laurier (opened in 1894); and Theatre is in Academic Hall (opened in 1901). The Institute of Canadian and Aboriginal Studies is housed at 55 University in soon-to-be-renamed William Commanda Hall. The other academic units have space allocated in buildings shared with other services. The CRCCF occupies part of the basement level of Morisset Hall, which also includes computer laboratories for the departments of Communication and Visual Arts, as well as media studio facilities for the former. Finally, the Faculty has access to space at 200 Wilbrod, which is currently used as studio spaces for students in Visual Arts and classrooms for OLBI.

The Faculty’s space allocation has greatly improved in quantity and quality in the past five years with the addition of the four floors in Desmarais. This permitted the consolidation of almost all academic units (with the notable exception of those in the Fine Arts) in Simard, Arts and Desmarais. The condition of the space available is generally excellent in the two newer buildings (Arts and Desmarais). In older buildings, such as Simard Hall and 100 Laurier, space is difficult to reorganize to meet current standards or needs, particularly additional laboratory space.

Given the likelihood that the number of faculty members will decrease over the next several years, the pressure for more office space has largely disappeared. However, there remain three major needs for the Faculty over the next 5-10 years. First, the University’s five-year infrastructure plan (2012-2017) includes as its third (though at present unfunded) priority, a new building to house the Department of Visual Arts. This building is needed not only because of the generally poor condition and unsuitability of space in 100 Laurier, but also because the latter is inaccessible to students with physical disabilities that limit mobility. Normally, when such students enrol in courses scheduled in an inaccessible building, their classes will be moved to one of the many fully accessible buildings. However, mobility-challenged students cannot be accommodated in the Department of Visual Arts because visual arts students currently have to use specialized studios and workshops on multiple floors connected by stairs and without any elevator access.

Similarly, the Department of Theatre, housed in Academic Hall, has no elevator access to rehearsal studios, workshops and other facilities. The proposed project to house Visual Arts would be constructed adjacent to and connected with the heritage buildings on Séraphin-Marion (see Figure 2.3) and Academic Hall, thereby making all these heritage buildings
accessible through the new Visual Arts building. The University has an obligation under provincial legislation to make all buildings on campus barrier-free by 2025, and this project would resolve the access needs for both departments. The project is one of the priorities for fund-raising in the university’s major campaign that is due to start in 2015.

In addition to the teaching space for Visual Arts, there is a long-standing need for a professional University of Ottawa Art Gallery. The University is one of the few in Canada not to possess a gallery and may be the only one with a Visual Arts program that has this lack. If a suitable donor can be found, a gallery would be built adjacent to the proposed Visual Arts building and would connect to the new Alumni Hall at the corner of Séraphin-Marion and Cumberland that will open in 2015.

The third project is to develop a black box theatre and four rehearsal rooms as part of the City of Ottawa Arts Court redevelopment, located just to the northwest of Academic Hall on the western side of Waller (see Figure 2.3). This project is the furthest advanced of the three but remains subject to final negotiations between the University and the City. These new spaces would significantly improve teaching and learning innovation in the Department which is currently limited to a traditional performance space with fixed, raked seats. Long-term plans for the new spaces include the possibility of developing a Conservatory program aimed at franco-Ontarians and other francophones from outside Québec.

VIII. Alumni and Development

Given its long history, it is not surprising that the Faculty of Arts has more living alumni than any other faculty in the University, approximately 22% of the total of 190,000. Arts alumni include such well-known individuals as Mary-Lou Finlay (broadcaster), Alex Trebek (TV host), Daniel Lamarre (CEO, Cirque du Soleil), Angela Hewitt (pianist), Janet McDonald (businessperson), Gilles Rivard (Canadian ambassador), Anne-Marie Cadieux (actor), Geneviève Cadieux (artist), Allan Rock (University president), and Hugh Segal and Andrew Scheer (politicians).
Alumni relations have assumed greater importance to the Faculty (and the University) in the past decade, and there are now numerous events organised annually to reach out to alumni in the local region, as well as in key centres, such as Montréal and Toronto. In addition, alumni are invited to attend many academic events (e.g. lectures, symposia) held on campus. The Faculty has a full-time Alumni Relations Officer (co-funded by the university’s Alumni Relations Office), who has helped initiate new strategies designed to create links with future, recent and long-standing alumni. The 125th Anniversary of the Faculty has provided a further opportunity to establish these relationships, which enhance the reputation of the Faculty and create potential for future fund-raising.

Development (i.e. fund-raising) for faculties falling into the category of “liberal arts” is well-known to be far more challenging than for professional faculties (e.g. Medicine, Engineering, Law, Management). Graduates from Arts may have lower life-time earnings and hence a lesser ability to make large donations. Moreover, as mentioned earlier in this report, their sense of belonging is frequently to their programs of study rather than to the Faculty as a whole. External donors tend to favour the fine arts departments. Consequently, there are significant differences in fund-raising potential and success across the Faculty, with, for example, far more scholarships available for students in the School of Music than in any department in the humanities sector.

The break-down of funds raised over the past five years is shown in Table 2.4. The efforts made have borne fruit and total amounts pledged and received have grown from about $650,000 in 2009-2010 to exceed $1 million in each of the past three years. A significant portion of this total is linked to deferred gifts, mainly planned giving. The Faculty shares one Faculty Development Officer with another faculty, who is assisted by other staff in the central office of Alumni and Development.

The Pillars of the Faculty of Arts honour was developed in 2010 to underline long-term and significant contributions to the Faculty by retired professors and administrative staff, including their ongoing support of students through endowed funds in their name. A total of 24 persons have been honoured to date. Bronze plaques bearing the names of the honorees are installed on pillars in the courtyard between the Simard Hall and the Arts Building.

<p>| Table 2.4: Total funds raised for the Faculty of Arts, 2009-10 to 2013-14 |</p>
<table>
<thead>
<tr>
<th>Year</th>
<th>Major, principal and planned giving</th>
<th>Annual gifts</th>
<th>Total received</th>
<th>Deferred(^1)</th>
<th>Total received and deferred</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-10</td>
<td>482,216</td>
<td>173,098</td>
<td>655,314</td>
<td></td>
<td>655,314</td>
</tr>
<tr>
<td>2010-11</td>
<td>475,000</td>
<td>153,056</td>
<td>628,056</td>
<td></td>
<td>628,056</td>
</tr>
<tr>
<td>2011-12</td>
<td>620,195</td>
<td>232,231</td>
<td>852,426</td>
<td>661,000</td>
<td>1,513,426</td>
</tr>
<tr>
<td>2012-13</td>
<td>338,538</td>
<td>332,579</td>
<td>671,117</td>
<td>410,000</td>
<td>1,081,117</td>
</tr>
<tr>
<td>2013-14</td>
<td>131,110</td>
<td>358,369</td>
<td>489,479</td>
<td>719,000</td>
<td>1,208,479</td>
</tr>
<tr>
<td>5-year total</td>
<td>2,047,059</td>
<td>1,249,333</td>
<td>3,296,392</td>
<td>1,790,000</td>
<td>5,086,392</td>
</tr>
</tbody>
</table>

\(^1\) Revocable pledged gifts

The 125\(^{th}\) Anniversary Student Experience Fund is the major fund-raising goal for 2014. The target is for $1.25 million to be raised or pledged by the end of the calendar year. If this level is attained, the endowment will generate almost $44,000 annually to be used to enhance the student experience, allowing for special activities and needs to be financed. Amounts up to $600,000 donated to this new fund in 2014 or pledged up to the end of 2016 will be matched centrally by the Destination 2020 fund.

The University of Ottawa will be launching the public phase of its major fund-raising campaign in spring 2015. Major projects for the Faculty include the Student Experience Fund, *L’institut du monde francophone*, a Chair in Inuit Studies, the Black Box Theatre project and the new building for Visual Arts.
Chapter 3:

Undergraduate Studies

Overview

The Faculty of Arts offers a wide range of undergraduate program, almost all (with obvious exceptions such as English and Lettres françaises) available in both languages. The following table (Table 3.1) summarizes our programs. Where Co-Op or Immersion is offered this has been noted. Periodic reviews of these programs are conducted under the Institutional Quality Assurance Process (IQAP) every eight years. A schedule of upcoming reviews is available in Annex 3.4. The most recent program review documents for all these programs are available in Annex 3.1.

Table 3.1: Faculty of Arts undergraduate programs

<table>
<thead>
<tr>
<th>Program</th>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aboriginal Studies</td>
<td>French Immersion</td>
</tr>
<tr>
<td>Major in Aboriginal Studies</td>
<td></td>
</tr>
<tr>
<td>Minor in Aboriginal Studies</td>
<td></td>
</tr>
<tr>
<td>Applied Ethics</td>
<td></td>
</tr>
<tr>
<td>Minor in Applied Ethics</td>
<td></td>
</tr>
<tr>
<td>Arabic Language and Culture</td>
<td></td>
</tr>
<tr>
<td>Major in Arabic Language and Culture</td>
<td></td>
</tr>
<tr>
<td>Minor in Arabic Language and Culture</td>
<td></td>
</tr>
<tr>
<td>Arts (general)</td>
<td></td>
</tr>
<tr>
<td>Four-year Bachelor of Arts with Major</td>
<td></td>
</tr>
<tr>
<td>Four-year Bachelor of Arts with Two Minors</td>
<td></td>
</tr>
<tr>
<td>Three-year General Bachelor of Arts</td>
<td></td>
</tr>
</tbody>
</table>
### Three-year General Bachelor of Arts with Minor

**Asian Studies**
- Minor in Asian Studies

**Canadian Studies**
- Minor in Canadian Studies

**Celtic Studies**
- Minor in Celtic Studies

### Classical Studies / Classics

<table>
<thead>
<tr>
<th>Program</th>
<th>Co-op Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honours BA with Specialization in Classical Studies</td>
<td>French Immersion</td>
</tr>
<tr>
<td>Honours BA with Specialization in Classics</td>
<td>French Immersion</td>
</tr>
<tr>
<td>Major in Classical Studies</td>
<td>French Immersion</td>
</tr>
<tr>
<td>Minor in Classical Studies</td>
<td></td>
</tr>
</tbody>
</table>

### Communication

- B.A. spécialisé bidisciplinaire en communication et lettres françaises (also listed below under Lettres françaises)
- Co-Op
- Joint Honours BA in Communication and Political Science Co-Op, French Immersion
- Joint Honours BA in Communication and Sociology Co-Op, French Immersion
- Honours BA with Specialization in Communication Co-Op, French Immersion
- Major in Communication Co-Op, French Immersion
- Minor in Communication

### Écriture et style

- Mineure en écriture et style

### English

- Honours BA with Specialization in English Co-Op
- Honours BA with Specialization in Latin and English Studies (The Department of English has voted to close this program.)
- Major in English Co-Op
- Minor in English

### English as a Second Language

- Major in English as a Second Language (ESL)
- Advanced Minor in English as a Second Language (ESL)
- Minor in English as a Second Language (ESL)
<table>
<thead>
<tr>
<th>Environmental Studies (Bilingual Program)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joint Honours BA in Environmental Studies and Geography</td>
</tr>
<tr>
<td>Honours BA with Specialization in Environmental Studies</td>
</tr>
<tr>
<td>Major in Environmental Studies</td>
</tr>
<tr>
<td>Minor in Environmental Studies</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Études des francophonies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mineure en études des francophonies</td>
</tr>
<tr>
<td>Certificat en études des francophonies</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>World Cinemas (Previously Film Studies)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minor in World Cinemas (New program that will admit students in the Fall of 2015)</td>
</tr>
<tr>
<td>Major in World Cinemas</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>French as a Second Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major in French as a Second Language (FLS)</td>
</tr>
<tr>
<td>Advanced Minor in French as a Second Language (FLS)</td>
</tr>
<tr>
<td>Minor in French as a Second Language (FLS)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>French Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honours BA with Specialization in French Studies</td>
</tr>
<tr>
<td>Major in French Studies</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Geography</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joint Honours BA in Environmental Studies and Geography (Bilingual Program, Co-Op, French Immersion)</td>
</tr>
<tr>
<td>Joint Honours BA in Geography and Sociology (The Department of Geography has voted to close this program)</td>
</tr>
<tr>
<td>Honours BA with Specialization in Geography</td>
</tr>
<tr>
<td>Major in Geography</td>
</tr>
<tr>
<td>Minor in Geography</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Geomatics and Spatial Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major in Geomatics and Spatial Analysis (The Department has voted to close this program)</td>
</tr>
<tr>
<td>Minor in Geomatics and Spatial Analysis</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>German Language and Culture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major in German Language and Culture</td>
</tr>
<tr>
<td>Minor in German Language and Culture</td>
</tr>
</tbody>
</table>

<p>| History |</p>
<table>
<thead>
<tr>
<th>Program</th>
<th>Co-Op, French Immersion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joint Honours BA in History and Political Science</td>
<td></td>
</tr>
<tr>
<td>Honours BA with Specialization in History</td>
<td></td>
</tr>
<tr>
<td>Major in History</td>
<td>Co-Op, French Immersion</td>
</tr>
<tr>
<td>Minor in History</td>
<td></td>
</tr>
<tr>
<td>History and Theory of Art</td>
<td></td>
</tr>
<tr>
<td>Major in History and Theory of Art</td>
<td>French Immersion</td>
</tr>
<tr>
<td>Minor in History and Theory of Art</td>
<td>French Immersion</td>
</tr>
<tr>
<td>Italian Language and Culture</td>
<td></td>
</tr>
<tr>
<td>Major in Italian Language and Culture</td>
<td></td>
</tr>
<tr>
<td>Minor in Italian Language and Culture</td>
<td></td>
</tr>
<tr>
<td>Jewish Canadian Studies</td>
<td></td>
</tr>
<tr>
<td>Minor in Jewish Canadian Studies</td>
<td></td>
</tr>
<tr>
<td>Journalism</td>
<td>Honours Bachelor in Journalism (currently being restructured)</td>
</tr>
<tr>
<td>Lettres françaises</td>
<td></td>
</tr>
<tr>
<td>B.A. spécialisé bidisciplinaire en communication et lettres françaises</td>
<td></td>
</tr>
<tr>
<td>Baccalauréat intégré en ligne - Lettres françaises et éducation (currently being restructured)</td>
<td></td>
</tr>
<tr>
<td>B.A. spécialisé approfondi en lettres françaises</td>
<td>Co-Op</td>
</tr>
<tr>
<td>B.A. spécialisé approfondi en lettres françaises et Baccalauréat en éducation (currently being restructured)</td>
<td></td>
</tr>
<tr>
<td>Majeure en lettres françaises</td>
<td></td>
</tr>
<tr>
<td>Mineure en écriture et style</td>
<td></td>
</tr>
<tr>
<td>Mineure en lettres françaises</td>
<td></td>
</tr>
<tr>
<td>Mineure en rédaction professionnelle et édition</td>
<td></td>
</tr>
<tr>
<td>Certificat en rédaction professionnelle et édition</td>
<td></td>
</tr>
<tr>
<td>Linguistics</td>
<td></td>
</tr>
<tr>
<td>Joint Honours BA in Psychology and Linguistics</td>
<td></td>
</tr>
<tr>
<td>Honours BA with Specialization in Linguistics</td>
<td></td>
</tr>
<tr>
<td>Major in Linguistics</td>
<td></td>
</tr>
<tr>
<td>Minor in Linguistics</td>
<td></td>
</tr>
<tr>
<td>Medieval and Renaissance Studies</td>
<td></td>
</tr>
<tr>
<td>Major in Medieval and Renaissance Studies</td>
<td>French Immersion</td>
</tr>
<tr>
<td>-----------------------------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>Minor in Medieval and Renaissance Studies</td>
<td>French Immersion</td>
</tr>
<tr>
<td>Bachelor of Music (BMus)</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Music/Honours Bachelor of Science with Major</td>
<td></td>
</tr>
<tr>
<td>Honours BA with Specialization in Music</td>
<td></td>
</tr>
<tr>
<td>Major in Music Studies</td>
<td></td>
</tr>
<tr>
<td>Minor in Music</td>
<td></td>
</tr>
<tr>
<td>Certificate in Piano Pedagogy</td>
<td></td>
</tr>
<tr>
<td><strong>Music</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Philosophy</strong></td>
<td></td>
</tr>
<tr>
<td>Joint Honours BA in Philosophy and Political Science</td>
<td>French Immersion</td>
</tr>
<tr>
<td>Honours BA with Specialization in Philosophy</td>
<td>French Immersion</td>
</tr>
<tr>
<td>Major in Philosophy</td>
<td>French Immersion</td>
</tr>
<tr>
<td>Minor in Philosophy</td>
<td></td>
</tr>
<tr>
<td><strong>Public Relations</strong></td>
<td></td>
</tr>
<tr>
<td>Honours Bachelor in Public Relations</td>
<td></td>
</tr>
<tr>
<td><strong>Rédaction professionnelle et édition</strong></td>
<td></td>
</tr>
<tr>
<td>Mineure en rédaction professionnelle et édition</td>
<td></td>
</tr>
<tr>
<td>Certificat en rédaction professionnelle et édition</td>
<td></td>
</tr>
<tr>
<td><strong>Religious Studies</strong></td>
<td></td>
</tr>
<tr>
<td>Honours BA with Specialization in Religious Studies</td>
<td>French Immersion</td>
</tr>
<tr>
<td>Major in Religious Studies</td>
<td>French Immersion</td>
</tr>
<tr>
<td>Minor in Religious Studies</td>
<td>French Immersion</td>
</tr>
<tr>
<td><strong>Russian Language and Culture</strong></td>
<td></td>
</tr>
<tr>
<td>Major in Russian Language and Culture</td>
<td></td>
</tr>
<tr>
<td>Minor in Russian Language and Culture</td>
<td></td>
</tr>
<tr>
<td><strong>Second-Language Teaching</strong></td>
<td></td>
</tr>
<tr>
<td>Honours BA with Specialization in Second-Language Teaching - Teaching English as a second language* (French Immersion)</td>
<td></td>
</tr>
<tr>
<td>Honours BA with Specialization in Second-Language Teaching - Teaching French as a second language* (French Immersion)</td>
<td></td>
</tr>
<tr>
<td>Major in Second-Language Teaching - Teaching English as a second language*</td>
<td></td>
</tr>
<tr>
<td>Major in Second-Language Teaching - Teaching French as a second language*</td>
<td></td>
</tr>
</tbody>
</table>
Spanish
Honours BA with Specialization in Spanish
Major in Spanish
Minor in Spanish

Theatre
Honours BA with Specialization in Theatre  French Immersion
Major in Theatre  French Immersion
Minor in Theatre

Translation
Honours BA with Specialization in French-English Translation  Co-Op
Honours BA with Specialization in French-English Translation (two years)
Honours BA with Specialization in French-Spanish-English Translation  Co-Op
Honours BA with Specialization in French-Spanish-English Translation (two years)
Mineure en traduction vers le français
Minor in Translation into English

Visual Arts
Bachelor of Fine Arts (BFA)  French Immersion
Major in Visual Arts  French Immersion

To sum up: the Faculty has 113 undergraduate programs, seven of these being collaborative programs with other faculties. Two joint programs (English and Latin Studies and Geography and Sociology) are likely to be closed, as in each case one of the partner departments has voted for closure. The Faculty is reopening a modified version of its Honours Bachelor of Journalism, focussing on Digital Journalism (*Journalisme numérique*). The Faculty is also bringing forward proposals to reopen modified versions of the three joint programs in *Lettres françaises* and Education.

**Enrolments**
The enrolment numbers in tabs 1.1 and 1.2 of the data set provided by Institutional Research (see Annex 1.1) show relatively stable undergraduate enrolments between 2008 and 2012.

*Table 3.2 Undergraduate enrolments*
<table>
<thead>
<tr>
<th>Program Language</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4519</td>
<td>4626</td>
<td>4595</td>
<td>4546</td>
<td>4435</td>
</tr>
<tr>
<td>French</td>
<td>1691</td>
<td>1751</td>
<td>1769</td>
<td>1760</td>
<td>1698</td>
</tr>
<tr>
<td>Immersion</td>
<td>174</td>
<td>247</td>
<td>273</td>
<td>289</td>
<td>331</td>
</tr>
<tr>
<td>Total</td>
<td>6384</td>
<td>6624</td>
<td>6637</td>
<td>6595</td>
<td>6464</td>
</tr>
</tbody>
</table>

Enrolments peaked at 6637 in fall 2010 and declined slightly to 6464 in fall 2012. More recently, however, there has been a sharper decrease, as shown by a further set of data, also provided by Institutional Research, for total registrations (Annex 1.1). In 2011/12 there were 6,190 undergraduate students in the Faculty: in 2012-13 there were 6,005, and in 2013-14 there were 5,551, a drop of 454 students or roughly 7.6% from the previous year. The decline is sharpening: initial enrolment figures for new registrations in the fall of 2014 suggest an overall decline in the order of 20%.1

The trends for both graduate and undergraduate programs, and their implications for flow-through, can be seen in the following table:

---

1 The apparent discrepancy between the two data sets reflects different stages in the annual cycle of registration. The data in tabs 1 and 2 (Annex 1.1) is for enrolments in the Fall session as of November 1st, 2013. The data in Annex 1.2, is for the Winter session, with an effective date of March 10, 2014. Typically registrations for the Winter session are lower than for the Fall session.
Table 3.3. Fall registrations in Faculty of Arts programs, entering vs. returning students

<table>
<thead>
<tr>
<th></th>
<th>Enter vs Returning</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013²</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Undergrad</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Entering</td>
<td></td>
<td>1852</td>
<td>1961</td>
<td>1907</td>
<td>1715</td>
<td>1816</td>
<td>1563</td>
</tr>
<tr>
<td>Returning</td>
<td></td>
<td>4532</td>
<td>4663</td>
<td>4730</td>
<td>4880</td>
<td>4648</td>
<td>4400</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>6384</td>
<td>6624</td>
<td>6637</td>
<td>6595</td>
<td>6464</td>
<td>5963</td>
</tr>
<tr>
<td><strong>Masters</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Entering</td>
<td></td>
<td>195</td>
<td>241</td>
<td>219</td>
<td>224</td>
<td>238</td>
<td>206</td>
</tr>
<tr>
<td>Returning</td>
<td></td>
<td>253</td>
<td>283</td>
<td>335</td>
<td>343</td>
<td>302</td>
<td>308</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>448</td>
<td>524</td>
<td>554</td>
<td>567</td>
<td>540</td>
<td>514</td>
</tr>
<tr>
<td><strong>Other Graduate²</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Entering</td>
<td></td>
<td>31</td>
<td>45</td>
<td>36</td>
<td>34</td>
<td>29</td>
<td></td>
</tr>
<tr>
<td>Returning</td>
<td></td>
<td>2</td>
<td>4</td>
<td>4</td>
<td>5</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>33</td>
<td>49</td>
<td>40</td>
<td>39</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td><strong>PhD</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Entering</td>
<td></td>
<td>33</td>
<td>33</td>
<td>37</td>
<td>42</td>
<td>41</td>
<td>34</td>
</tr>
<tr>
<td>Returning</td>
<td></td>
<td>231</td>
<td>220</td>
<td>220</td>
<td>220</td>
<td>221</td>
<td>212</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>264</td>
<td>253</td>
<td>257</td>
<td>262</td>
<td>262</td>
<td>246</td>
</tr>
<tr>
<td><strong>Total - Faculty of Arts</strong></td>
<td></td>
<td>2111</td>
<td>2280</td>
<td>2199</td>
<td>2015</td>
<td>2124</td>
<td></td>
</tr>
<tr>
<td>Entering</td>
<td></td>
<td>5018</td>
<td>5170</td>
<td>5289</td>
<td>5448</td>
<td>5172</td>
<td></td>
</tr>
<tr>
<td>Returning</td>
<td></td>
<td>7129</td>
<td>7450</td>
<td>7488</td>
<td>7463</td>
<td>7296</td>
<td></td>
</tr>
</tbody>
</table>

Source: Registration as of 1st of November, Official Declaration to the Ministry of Training, Colleges and Universities

¹Preliminary statistics to September 30, 2013

²Includes certificates, special students, and qualifying masters
It is important to stress that these figures refer only to students who are enrolled in the Faculty’s programs. The number of students taught by the Faculty remained more stable, peaking in 2012-13, as shown in the following table:

Table 3.4 Total number of students taught by the Faculty of Arts

<table>
<thead>
<tr>
<th>ACADEMIC YEAR</th>
<th>EXTERNAL</th>
<th>INTERNAL</th>
<th>GRAND TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-2009</td>
<td>28,743</td>
<td>42,818</td>
<td>71,561</td>
</tr>
<tr>
<td>2009-2010</td>
<td>28,573</td>
<td>44,640</td>
<td>73,213</td>
</tr>
<tr>
<td>2010-2011</td>
<td>29,222</td>
<td>44,160</td>
<td>73,382</td>
</tr>
<tr>
<td>2011-2012</td>
<td>30,657</td>
<td>42,469</td>
<td>73,126</td>
</tr>
<tr>
<td>2012-2013</td>
<td>32,332</td>
<td>41,829</td>
<td>74,161</td>
</tr>
<tr>
<td>2013-2014</td>
<td>31,496</td>
<td>37,626</td>
<td>69,122</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>181,023</strong></td>
<td><strong>253,542</strong></td>
<td><strong>434,565</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ACADEMIC YEAR</th>
<th>EXTERNAL</th>
<th>INTERNAL</th>
<th>GRAND TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-2009</td>
<td>40%</td>
<td>60%</td>
<td>100%</td>
</tr>
<tr>
<td>2009-2010</td>
<td>39%</td>
<td>61%</td>
<td>100%</td>
</tr>
<tr>
<td>2010-2011</td>
<td>40%</td>
<td>60%</td>
<td>100%</td>
</tr>
<tr>
<td>2011-2012</td>
<td>42%</td>
<td>58%</td>
<td>100%</td>
</tr>
<tr>
<td>2012-2013</td>
<td>44%</td>
<td>56%</td>
<td>100%</td>
</tr>
<tr>
<td>2013-2014</td>
<td>46%</td>
<td>54%</td>
<td>100%</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>42%</strong></td>
<td><strong>58%</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
The percentage of students from other faculties taking courses in Arts has increased by roughly 2% each year since 2010-11. The increase in external students, however, is not sufficient to compensate for the loss of internal students. Thus the total number of students taught dropped by 5039 students or nearly 7% in 2013-14.

We believe that these trends result from changes in interest in the humanities that are taking place across North America, combined with the particular situation for Arts graduates in Ontario who plan teaching careers. News that there are significant numbers of unemployed education graduates in the province who cannot even get supply teaching position must have had a chilling effect on potential students who considered this career path. The announcement in 2013 that the B.Ed. will take two years starting in 2015 may have an additional impact on our entering student numbers in 2014.

Long-term demographic predictions indicate the problem will not be easily addressed. The population of those between 18 and 20 is predicted to continue declining slightly in Eastern Ontario, and it is only in the greater Toronto area (GTA) that it is predicted to grow significantly. Furthermore, this growth will largely be through immigration, and recent immigrants are inclined to favour pragmatic educational choices for their children. It seems likely that making the case for a degree in the Arts will continue to be a challenge and that the competition between institutions to attract students will intensify.

**Student End-of-Program Surveys**

The student survey provided in Annex 3.3 was conducted in 2013. The Faculty scores well on questions dealing with students’ experiences of their professors (see Table 3.5). In this area the Faculty consistently outscore the combined result for all faculties across campus. The undergraduate survey does not offer comparisons with other similar research-intensive universities across Canada. On overall student satisfaction with their programs of study (see Table 3.6), the Faculty ranks with the overall average for the University of Ottawa as a whole.
Table 3.5: Percentage of “Very Satisfied” and “Satisfied” Responses to Survey on “Professors’ Contribution” to Academic Programs in Arts (questions 10 & 11 of survey)

(2013 End of Program Survey: see Annex 3.3)

<table>
<thead>
<tr>
<th>Topic (Responses 10 &amp; 11 in Survey)</th>
<th>Very Satisfied (% Arts)</th>
<th>Satisfied (% Arts)</th>
<th>Combined (% Arts)</th>
<th>Combined for All Faculties</th>
</tr>
</thead>
<tbody>
<tr>
<td>How satisfied or dissatisfied are you with the quality of teaching in your Arts program (overall scores)</td>
<td>27</td>
<td>63</td>
<td>90</td>
<td>84</td>
</tr>
<tr>
<td>1. I think professors conveyed the subject matter effectively</td>
<td>25</td>
<td>68</td>
<td>93</td>
<td>89</td>
</tr>
<tr>
<td>2. Professors’ teaching was stimulating</td>
<td>19</td>
<td>58</td>
<td>77</td>
<td>70</td>
</tr>
<tr>
<td>3. Professors showed a positive attitude toward students</td>
<td>31</td>
<td>63</td>
<td>94</td>
<td>88</td>
</tr>
<tr>
<td>4. Professors made an effort to check that students understood the material taught</td>
<td>24</td>
<td>54</td>
<td>78</td>
<td>68</td>
</tr>
<tr>
<td>5. Class participation was actively encouraged</td>
<td>29</td>
<td>53</td>
<td>82</td>
<td>77</td>
</tr>
<tr>
<td>6. Professors provided helpful feedback on my academic performance</td>
<td>17</td>
<td>54</td>
<td>71</td>
<td>55</td>
</tr>
<tr>
<td>7. Professors were available to address my questions outside of class</td>
<td>38</td>
<td>57</td>
<td>95</td>
<td>94</td>
</tr>
<tr>
<td>8. Professors took an active interest in my learning</td>
<td>22</td>
<td>45</td>
<td>77</td>
<td>58</td>
</tr>
<tr>
<td>9. Assignments and exams reflected what was covered in the course</td>
<td>26</td>
<td>66</td>
<td>92</td>
<td>86</td>
</tr>
<tr>
<td>10. Marking of assignments and exams was fair</td>
<td>24</td>
<td>68</td>
<td>92</td>
<td>84</td>
</tr>
<tr>
<td>11. Teaching assistants helped me</td>
<td>15</td>
<td>39</td>
<td>54</td>
<td>57</td>
</tr>
</tbody>
</table>
understand the material taught

Table 3.6: Percentage of “Very Satisfied” and “Satisfied” Responses to Survey on “Satisfaction with Program of Studies” (questions 5 & 6 of survey) (2013 End of Program Survey: see Annex 3.3)

<table>
<thead>
<tr>
<th>Topic</th>
<th>Very Satisfied (% Arts)</th>
<th>Satisfied (% Arts)</th>
<th>Combined (% Arts)</th>
<th>Combined for All Faculties</th>
</tr>
</thead>
<tbody>
<tr>
<td>How satisfied or dissatisfied are you with your experience in your Arts program?</td>
<td>29</td>
<td>57</td>
<td>86</td>
<td>86</td>
</tr>
<tr>
<td>1. I believe this program offers high-quality training in my field of studies</td>
<td>25</td>
<td>54</td>
<td>79</td>
<td>81</td>
</tr>
<tr>
<td>2. The courses offered cover a broad range of topics</td>
<td>31</td>
<td>49</td>
<td>80</td>
<td>86</td>
</tr>
<tr>
<td>3. The courses offered allow for a good balance between theory and practice</td>
<td>14</td>
<td>46</td>
<td>60</td>
<td>56</td>
</tr>
<tr>
<td>4. The courses offered allow me to gain an international perspective on my field of studies</td>
<td>19</td>
<td>55</td>
<td>74</td>
<td>73</td>
</tr>
<tr>
<td>5. Program objectives are clearly conveyed to students</td>
<td>24</td>
<td>59</td>
<td>83</td>
<td>81</td>
</tr>
<tr>
<td>6. Program requirements are clearly conveyed to students</td>
<td>22</td>
<td>56</td>
<td>78</td>
<td>81</td>
</tr>
<tr>
<td>7. The suggested sequence of courses appears well structured to me</td>
<td>20</td>
<td>63</td>
<td>83</td>
<td>77</td>
</tr>
<tr>
<td>8. Course timetables are generally reasonable</td>
<td>15</td>
<td>44</td>
<td>59</td>
<td>57</td>
</tr>
<tr>
<td>9. No topic 9 under question 6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Initiatives are undertaken to foster a sense of belonging to the program (i.e.)</td>
<td>15</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
make people feel that they are part of a group sharing common interests, goals, values and experiences

Nevertheless, a persistent phenomenon in many areas of the survey is that although we score comparably overall in the aggregate score for the positive categories (“very satisfied” and “satisfied”), we tend to score lower in the top, “very satisfied” category than in the second, “satisfied” category. This phenomenon can be perceived in all student satisfaction surveys at the University of Ottawa, graduate and undergraduate, and a goal for the future would be to work on improving student experience in the Faculty to reflect a greater satisfaction, not only overall but in the top category of future surveys.

One area where the Faculty faces a challenge, according to the survey, is with students’ complaints that they experience a “run-around” in their encounters with the university bureaucracy. Responses to question 4, topic 3, in the survey (I feel I get the run-around when I am searching for information at this university, i.e. being sent from office to office without my problem being solved) show only 46% of respondents disagreeing with this statement. This is in line with the overall University average of 47%. The Faculty is in the process of centralizing its student academic services, in hopes of countering this, but it should be pointed out that the dissatisfaction levels are almost identical in faculties, such as Social Sciences, where such centralization has already been done (45%). It would appear that this aspect of student experience is a challenge for the University as a whole. Another area for the Faculty to keep an eye on is with the provision of compulsory courses, where there is room for improvement (satisfaction about access to elective course is generally high).

**STRENGTHS**

**High Quality Teaching in a Wide Range of Disciplines:** The end-of-program surveys indicate that students are overall highly satisfied with the teaching they receive in the Faculty.
**Instruction in Writing throughout all Four Years**: Most of the programs in the Humanities sector and in the literatures require considerable writing, and while this limits their size it provides crucial training for the students at the second-, third-, and fourth-year levels. Such programs are well geared to prepare students for the job market.

**Bilingualism and French Immersion**: The Faculty of Arts offers unparalleled opportunities for Anglophone students who have some French and want to get more. These offerings include programs in French literature specifically targeted towards Anglophones (French Studies), the immersion option, and the possibility of taking a course in French but writing one's essays and exams in English (or the reverse). The Official Languages and Bilingualism Institute (OLBI) provides excellent instruction in both official languages and has the capacity to offer even more if appropriate funding arrangements can be negotiated, thus significantly enhancing the university's international outreach. The Faculty's contribution in these areas is vital to the university as a whole.

**Co-Op**: Students with an 80% average have the opportunity, through Co-Op, of gaining experience in the working world while helping defray the costs of their education (earning $7,000 to $8,000 for each of three to four semesters). The placement rate is over 90%. The program is popular and students are mostly pleased with how it works. It attracts students who have a sensible, realistic sense of what the working world is like and has a sobering effect on those who do not. The program helps show that there are many things one can do with an Arts degree besides just teach and that being able to write well is actually an important professional skill, just as professors claim. The following 13 programs offer the Co-Op option for Specialists and Majors: Communication, Communication et Lettres françaises, Communication and Political Science, Communication and Sociology, English, Environmental Studies, Geography and Environmental Studies, Geography and Sociology, History, History and Political Science, Lettres françaises, and Translation. The Department of Philosophy is currently working to create a Co-Op program as well. Other possibilities that are under consideration include Aboriginal Studies and Visual Arts.

**EXTERNAL CHALLENGES**

Arguably, the fundamental weakness of the undergraduate program is our difficulty convincing enough students of the value of what we do. In that sense, our weakness is that of faculties of
arts across the continent and beyond. In a period of sustained economic insecurity, when it becomes harder and harder to break into the middle class, students and their parents turn to degrees which seem to offer the best possibilities of employment. A summary of a meeting with francophone guidance counsellors from Eastern Ontario in April of 2012, offers a particularly blunt assessment of widespread views on the value of degrees in the Arts: “Les élèves croient qu’un Bac es arts mène nulle part. Les parents demandent ce que ça donne. Ils craignent que leur enfant se retrouve devant rien ou peu. Les études coûtent assez cher pour ne pas prendre le risque de se retrouver devant peu… Les jeunes vont étudier au collège en arts plutôt car c’est plus pointu.” The conclusion of the counsellors was that we must show more clearly which jobs are linked to programs in the Arts.

**INTERNAL CHALLENGES**

As with graduate studies, the Faculty already faces a major challenge in offering an adequate range of undergraduate course offerings in both English and French, and in small programs. This situation will be exacerbated by unpredictable patterns of retirement and the limitations that our financial situation will impose on our hiring. In many departments it will be difficult to cover key areas with full-time faculty, while qualified part-timers may not always be available. Increasing student demand for on-line materials means that teaching a course can easily become rather like writing a textbook, and professors who are teaching outside their area of expertise and post weak material are at risk. Financial pressures may require the cancellation of courses with low enrolments, further reducing the selection of courses. The implication is clear: many departments will need to streamline their programs. The recent fusion of Classics (Lettres classiques, the more linguistically demanding program) and Classical Studies (Études anciennes) is one example of how this can be achieved. Major program modifications, however, often take at least two years, since they require extensive consultation within a department and must then go through various levels of approval.

**OPPORTUNITIES**

**Entrepreneurship Hub:** The Faculty is planning to become one of the “Spokes” (or core partners) linked to the new University of Ottawa Entrepreneurship Hub. The goal is to help train and support the many Arts students who become entrepreneurs and to make visible these
important activities to prospective students and their parents. The strong showing of Arts students in the competition Entrepreneurship in the Arts in November 2013, and the presentations by entrepreneurs with degrees in History, Modern Languages, and General Arts provided an initial indication of the strong potential interest.

**New or Revised Programs:** The new undergraduate interdisciplinary program in World Cinemas has the potential to attract significant numbers of students. So do the revised program in Digital Journalism, and the three joint programs between the Faculty of Education and Français, which have been modified to incorporate the new two-year degree program in Education and will be re-launched in 2015. The interdisciplinary program in Aboriginal Studies has significant growth potential.

**Interdepartmental Collaboration:** There are some possibilities for inter-departmental cooperation in course offerings. The new Major in World Cinemas will draw on professors from no fewer than six units (Aboriginal Studies, Communications, English, Français, Modern Literatures and Languages, and Music). The program in Digital Journalism will draw on two courses each from English and Français. Theatre and English are exploring the possibility of sharing some courses.

**Interdisciplinary Courses:** Currently, students in almost all the Faculty’s programs are required to take two introductory courses in composition and two introductory courses in Philosophy. In 2015-16 the Faculty will offer approximately ten inter-disciplinary introductory courses, which will be taught by teams of two or three professors from different departments and students will have the option of taking these interdisciplinary courses in lieu of the current second requirement in either composition or Philosophy. Initial responses from focus groups of counsellors from local high schools and university ambassadors (undergraduates who work with the high schools and CGEPS), suggest that these courses should prove attractive. They will also provide an opportunity for inter-departmental collaboration.

**Inter-Faculty Collaboration:** The University of Ottawa has often found it difficult to maintain inter-faculty programs. Without a determined champion these programs can founder in the face of the various administrative hurdles, leaving the students feeling they have no clear academic home. The benefits of broad trans-faculty inter-disciplinarity, however, are widely recognized.
As the media consultant Don Tapscott remarked in response to the increasingly technological focus in the Ministry of Education of British Columbia, “Yes, we need “STEM” (science, technology, engineering and math) graduates. But what we really need is ‘STEAM,’ adding in an A for arts. Perhaps web developers and programmers should have some English, psychology, ethics and business courses. Perhaps every English or history student should know how to program a computer, build a website or understand biology” (Toronto Star, 14 May 2014). The Faculty of Arts collaborates with Social Sciences in such joint double majors as Psychology and Linguistics and History and Political Science, and has also has received several overtures from Engineering, Science, and Law to explore ways of steering students into appropriate courses outside their own faculty. The new program in Digital Journalism also opens possibilities for collaboration with other faculties, especially Law.

Better Direction for Students and Better Co-Ordination with High School Counsellors and Career Services: Consultations with the university’s recruitment and secondary school liaison specialists have drawn attention to how bewildered students are by the range of possibilities and how difficult they find it to make informed choices that will steer them towards the right career. One liaison officer quoted the director of the career services at an American university: “Students enter college with little understanding of the curricular content in a major let alone the vast opportunities available to them no matter what they major in. They do their best with the limited knowledge they have to choose a major that will serve them well in their career…. Addressing declining enrolment in the humanities involves neither gutting the curriculum to cater to industry nor turning a cold shoulder to a very real and lasting reality that our students are interested in career preparation” (Elizabeth Krishnan “Preparing Liberal Arts Majors for Their Careers,” Career Center, Santa Clara University). The problem demands at least a two-fold approach: we need to show students more clearly where the degrees can take them, and we need to open up further partnerships or programs that can help connect students to the workplace.

A third possibility is offered by the recent development of projects for “Destination réussite,” the Ministry of Education’s initiative to improve the performance of francophone high school students. Despite the extremely tight schedule, seven departments responded to the most recent call with a total of twenty-five proposals. These projects provide possible models for more extensive co-ordination of our programs in both French and English with those of the secondary schools.
More Extensive Collaboration with the Community Colleges: The current program in Public Relations provides exactly what many students are seeking: a broad liberal education followed by training that is specifically geared to the market place. A clear indication of the popularity of the program, which admits only 25 students a year into the stream headed towards Algonquin College, is that it has the highest admissions average in the Faculty. The recent partnership agreement between St. Lawrence College’s program in Digital Media and the School of Music is an example of how such a partnership can work in the other direction, bringing in students once they have completed their college diploma.

Programs that can offer a student a college diploma and a university degree in four and a half years are potentially immensely popular and fill a significant social need. The students in such programs can find themselves lost between two institutions, but this problem can be addressed by providing supplementary guidance, which can be factored into the program costs. Thus the modified program in Digital Journalism will rely on a part-time co-coordinator with experience as a journalist, half of whose salary will be covered by the Faculty and the other half by the two partners. We are currently exploring the possibility of further partnerships with Algonquin and La Cité.

Blended Courses: Blended courses, in which half the teaching is done on-line, have both pedagogical and practical advantages, as they can enhance learning and promoting digital literacy, provide some flexibility in students’ schedules, and free much needed classroom space. Drawing on the support offered by the Centre for E-Learning, the Faculty is encouraging professors to explore this option. In 2012, James Brooke-Smith participated in the pilot study in the design of a blended version of ENG 2135, Science Fiction and Media Theory. Professor Brooke-Smith and members of the Centre for E-Learning made a general presentation in the Fall of 2013, which was well attended, and later that term four professors from the Faculty made successful proposals to E-learning to develop blended versions of their courses. As the E-learning group notes, “It is important to understand that a blended approach to teaching and learning is more than simply a vague combination of on-line and face to face instruction. Rather, done properly, it entails a fundamental re-design” of the approach to teaching and learning. Interest in developing blended courses remains high, but the time commitment remains an impediment--as a rule of thumb, it takes as much time to transform a course into a blended format as it does to teach it.
Combining Innovative and Traditional Teaching: Calls to transform undergraduate teaching are coming thick and fast. Responding to tighter budgets, the advent of MOOCs, and the expectations of the born-digital generation—to mention some of the recent pressures—universities are exploring a range of new approaches that may engage students more fully. The Faculty of Arts is well positioned to promote such initiatives through the work of its University of Ottawa Chair of University Teaching held by Professor Jenepher Lennox Terrion and its expertise in the study and use of social media and digital technology. The development of electronic portfolios at the graduate level in the School of Information Studies and the extensive use of Twitter by Professors Luc Dupont and Patrick McCurdy are but two examples. At the same time, recent criticism of more traditional pedagogical approaches, especially traditional lectures, strikes many of the faculty as a total misrepresentation of what they do in the classroom. Those professors who have fought hard to keep classes small enough that they can learn their students’ names will scarcely accept that all they do in a lecture is stand and pontificate while their students passively copy. The Faculty must ensure that it promotes both innovative and traditional teaching and that it encourages its professors to make well-considered pedagogical choices.

Pruning of Courses: As with the graduate programs, to avoid disappointing students or creating the impression of false advertising, it is important to remove from the course bank those courses that are seldom or never offered and to ensure a proper rotation of course, especially in French. Significant progress has been made in this direction in the last two years (with Theatre pruning 28 courses, Linguistics 10, and Modern Literatures and Languages 11, and Philosophy re-structuring its program to ensure a three-year rotation of its French courses). There remains considerable work to do.

Conclusion
As suggested in chapter 2, addressing the decline in undergraduate enrolment will be the Faculty’s central priority for the next few years. No single solution will be sufficient. Instead, a range of initiatives will be required, and a balanced approach that maintains and celebrates disciplinary traditions and existing programs while exploring new possibilities.
Chapter 4:

Graduate Studies

Overview

The Faculty of Arts boasts a comprehensive and diverse array of graduate programs. Currently all of the Faculty’s eighteen academic units have Master’s programs, and ten of them have doctoral programs as well. As is indicated in Table 4.2, which summarizes the periodic evaluations our graduate programs have received over the last seven years, all of our programs have been and are rated as being of “good quality” overall (the highest rating), with reports required in a few instances to address specific issues. The following table (Table 4.1) summarizes our programs with brief descriptions of each. Full program review documents for all these programs are available in Annex 4.1.

Table 4.1: Faculty of Arts Graduate Programs

<table>
<thead>
<tr>
<th>Academic Unit</th>
<th>Graduate programs, with brief descriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts visuels (ARV)</td>
<td>• MFA: two-year program in artistic practice, leading to production of a thesis (artistic production and written “Support Paper”)</td>
</tr>
<tr>
<td>Langues officielles &amp; Bilinguisme (BIL)</td>
<td>• MA: Bilingualism Studies, issues in applied linguistics (research paper and thesis options)</td>
</tr>
<tr>
<td>Études canadiennes (CDN)</td>
<td>• Collaborative PhD: in Canadian Studies, with participation of 15 academic units in 4 faculties</td>
</tr>
<tr>
<td>Études classiques</td>
<td>• MA: with focus on late antiquity (A.D. 200-700); (research paper and thesis)</td>
</tr>
<tr>
<td>Subject</td>
<td>Program Options</td>
</tr>
<tr>
<td>-----------------</td>
<td>---------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Communication   | • **MA:** specializations in media studies & organizational communication (research paper and thesis options)  
• **MC:** (course-based)  
• **Graduate Diplomas:** in organizational communication & governmental communication  
• New doctoral program approved by Senate (awaiting provincial funding approval) |
| English         | • **MA:** theoretical, critical, and historical study of English-language literature (course-based and thesis options)  
• **PhD:** theoretical, critical, and historical study of English-language literature |
| Sciences de l’information | • **MIS:** Bilingual program. Accredited by the American Library Association. (Course-based, co-op, and thesis options).  
• **Graduate Diploma:** in Information Studies |
| Espagnol        | • **MA:** literature, culture, linguistics (Hispanic & Latin American)  
• **PhD:** literature, culture, linguistics (Hispanic & Latin American) |
| Français        | • **MA:** champs : littérature française, littérature québécoise, & création littéraire (options mémoire ou thèse)  
• **PhD:** champs : littérature française, littérature québécoise, & création littéraire |
| Géographie      | • **MA:** focus on human geography, thesis program  
• **MGeG:** course based degree, with access to courses in both human and physical geography (no thesis)  
• **MSc:** focus on physical geography, thesis program  
• **PhD:** focus on human or physical geography |
| Histoire        | • **MA:** course based or thesis based options  
• **PhD:** areas of strength: Canada & North America; Europe; Women, Gender & Family; Empire, Colonization & Decolonization; War, Conflict & Diplomacy |
| Linguistique    | • **MA:** areas of research: theoretical linguistics, first and second language acquisition, psycholinguistics, neurolinguistics and sociolinguistics  
• **PhD:** areas of research: theoretical linguistics, first and second language acquisition, psycholinguistics, neurolinguistics and sociolinguistics |
<p>| Littératures     | • <strong>MA:</strong> cultures of the world studied in the context of literature, film, media, sociolinguistics, gender, diasporas and minorities (research paper and thesis options) |</p>
<table>
<thead>
<tr>
<th>Program</th>
<th>Participating Academic Units (in Arts)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canadian Studies (PhD)</td>
<td>English, Geography, History, Lettres françaises, Linguistics, Philosophy, Religious Studies, Spanish, Translation</td>
</tr>
<tr>
<td>Environmental Sustainability (MA/MSc)</td>
<td>Geography (MA &amp; MSc)</td>
</tr>
<tr>
<td>Medieval &amp; Renaissance</td>
<td>English, Classical Studies, Français, History, Music, Spanish,</td>
</tr>
</tbody>
</table>
To sum up: the Faculty has 37 graduate programs, 27 at the MA level, 10 at the doctoral level, and 4 of these being collaborative programs. A new doctoral program in Communication is currently at an advanced stage of development.

Enrolments

The enrolment numbers in tabs 1.1 through 1.4 of the data set provided by Institutional Research (see Annex 1.1) show a growth in graduate student enrolments over the last six years, following on previous growth in the earlier years of the last decade. Part of that growth is attributable to the creation of new graduate programs during that period. Entering Masters-level students increased by almost 20% in a step change from 195 in 2008 to an average of 230 for the next four years and total numbers averaged 546. Doctoral students entering programs grew slightly from 2008 through to 2012 and total numbers peaked at 262 in 2011 and 2012. Masters and doctoral student numbers both declined by about 5% in the fall of 2013 (preliminary numbers). Overall, therefore, graduate student numbers have changed relatively little after 2009 with a minor contraction in 2013-14. Admissions into programs, some of which are quite small, fluctuate significantly from year to year, but they have tended to be fairly stable over time (see Table 4.3 below).
Table 4.3: Fall graduate registrations in Faculty of Arts programs: entering vs. returning students

<table>
<thead>
<tr>
<th></th>
<th>Entering vs Returning</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013¹</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masters</td>
<td>Entering</td>
<td>195</td>
<td>241</td>
<td>219</td>
<td>224</td>
<td>238</td>
<td>206</td>
</tr>
<tr>
<td></td>
<td>Returning</td>
<td>253</td>
<td>283</td>
<td>335</td>
<td>343</td>
<td>302</td>
<td>308</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>448</td>
<td>524</td>
<td>554</td>
<td>567</td>
<td>540</td>
<td>514</td>
</tr>
<tr>
<td>Other Graduate²</td>
<td>Entering</td>
<td>31</td>
<td>45</td>
<td>36</td>
<td>34</td>
<td>29</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Returning</td>
<td>2</td>
<td>4</td>
<td>4</td>
<td>5</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>33</td>
<td>49</td>
<td>40</td>
<td>39</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>PhD</td>
<td>Entering</td>
<td>33</td>
<td>33</td>
<td>37</td>
<td>42</td>
<td>41</td>
<td>34</td>
</tr>
<tr>
<td></td>
<td>Returning</td>
<td>231</td>
<td>220</td>
<td>220</td>
<td>220</td>
<td>221</td>
<td>212</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>264</td>
<td>253</td>
<td>257</td>
<td>262</td>
<td>262</td>
<td>246</td>
</tr>
</tbody>
</table>

What is not shown in Table 4.3 is the enormous growth in graduate students that occurred in the years immediately prior to 2009. This was linked in part to new master’s programs developed in the departments of Theatre, Visual Arts, Modern Languages and Literatures, and Communication, in the School of Information Studies, and in the interdisciplinary area of Medieval Studies. While almost half of the academic units in the Faculty did not have graduate programs in 2000, every unit with primary appointments now has one, with the MA in Bilingualism Studies at OLBI admitting its first students in the fall of 2014.

The Faculty is planning some further changes in graduate programs. A doctorate in Communication has just been approved by the University of Ottawa Senate. A new interdisciplinary doctorate in the area of cultural exchange in an era of globalization is in the
Student End-of-Program Surveys

The student surveys provided in Annexes 4.2, 4.3, and 4.4 were conducted in 2010. New surveys have been done in 2013, which will provide a more up-to-date picture. We are looking forward to making comparisons between 2010 and 2013, as a number of issues highlighted in the earlier data have since been addressed by the Faculty, and we are naturally interested to see how our initiatives have borne fruit.

The Faculty scores well on key questions dealing with students’ levels of satisfaction with their programs, their courses, and the quality of their interactions with instructors. These scores also compare well (with some exceptions) in relation to our comparators, the G13 group (now G15) of research intensive universities. If we look at the data in section 7 of the doctoral survey (Table 4.4 below, on quality of thesis supervision), for example, the Faculty of Arts as a whole consistently outscores the G13 in the top, “Strongly Agree” category—this despite the fact that the data includes anomalously low responses to these questions in a couple of the Faculty’s doctoral programs. These scores also significantly outperform those recorded for most of the other faculties (except for Law).
Table 4.4: Percentage of “Strongly Agree” Responses to Survey on Doctoral Thesis Supervision

(2010 CGPSS Survey: see Annex 4.2)

<table>
<thead>
<tr>
<th>Topic</th>
<th>Faculty of Arts Response (%)</th>
<th>Overall U of O Response (%)</th>
<th>G13 Response (%)</th>
<th>Difference from G13</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Was knowledgeable about formal degree requirements</td>
<td>60.9</td>
<td>51.9</td>
<td>59.1</td>
<td>+1.8</td>
</tr>
<tr>
<td>2. Served as my advocate when necessary</td>
<td>66.3</td>
<td>58.6</td>
<td>61.6</td>
<td>+4.7</td>
</tr>
<tr>
<td>3. Gave me constructive feedback on my work</td>
<td>63.1</td>
<td>57.2</td>
<td>61.6</td>
<td>+1.5</td>
</tr>
<tr>
<td>4. Returned my work promptly</td>
<td>58.9</td>
<td>49.8</td>
<td>53.9</td>
<td>+5</td>
</tr>
<tr>
<td>5. Promoted my professional development</td>
<td>61.9</td>
<td>54.4</td>
<td>53.8</td>
<td>+8.1</td>
</tr>
<tr>
<td>6. Overall, performed the role well</td>
<td>63.3</td>
<td>56.7</td>
<td>59.6</td>
<td>+3.7</td>
</tr>
<tr>
<td>7. Was available for regular meetings</td>
<td>60.4</td>
<td>54.9</td>
<td>56.2</td>
<td>+4.2</td>
</tr>
<tr>
<td>8. Was very helpful to me in preparing for written qualifying exams</td>
<td>61.2</td>
<td>40.7</td>
<td>45</td>
<td>+16.2</td>
</tr>
<tr>
<td>9. Was very helpful to me in preparing for the oral qualifying exam</td>
<td>58.5</td>
<td>44.6</td>
<td>44.1</td>
<td>+14.4</td>
</tr>
<tr>
<td>10. Was very helpful to me in selecting a dissertation topic</td>
<td>46.9</td>
<td>44.1</td>
<td>43.8</td>
<td>+3.1</td>
</tr>
<tr>
<td>11. Was very helpful to me in writing a dissertation prospectus or proposal</td>
<td>48.4</td>
<td>42.8</td>
<td>43.7</td>
<td>+4.7</td>
</tr>
<tr>
<td>12. Was very helpful to me in writing the dissertation</td>
<td>51.4</td>
<td>47.5</td>
<td>48.8</td>
<td>+1.6</td>
</tr>
<tr>
<td>13. Was very helpful to me in selecting the</td>
<td>49.2</td>
<td>49.0</td>
<td>51.3</td>
<td>-2.1</td>
</tr>
</tbody>
</table>
Nevertheless, a persistent phenomenon in most areas of the surveys is that although we score comparably overall in the aggregate score for the positive categories (“excellent,” “very good,” and “good”), we tend to lag our comparator institutions in the top, “excellent” category. This phenomenon can be perceived in all student satisfaction surveys at the University of Ottawa, graduate and undergraduate. Table 4.4 below, which tracks doctoral student satisfaction with their courses, programs, and interactions with staff and professors, exhibits this phenomenon, though it must be emphasized that the Faculty of Arts compares very favourably with the G13 on the aggregates of these scores (“excellent” plus “very good”) and it greatly exceeds the overall average for the University of Ottawa as a whole. Table 4.5 indicates that one area where the Faculty lags behind comparator schools is in furnishing opportunities for interdisciplinary or cross-departmental learning.

### Table 4.5: Percentage of “Excellent” and “Very Good” Responses on Student Responses to Satisfaction with Program, Quality of Interactions, and Coursework at Doctoral Level

(2010 CGPSS Survey: see Annex 4.2)

<table>
<thead>
<tr>
<th>Topic</th>
<th>Faculty of Arts Response (%)</th>
<th>G13 Arts Response (%)</th>
<th>Overall U of O Response (%)</th>
<th>Difference from G13 Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The intellectual quality of the faculty</td>
<td>86.2</td>
<td>86.8</td>
<td>74.5</td>
<td>-0.6</td>
</tr>
<tr>
<td>2. The intellectual quality of my fellow students</td>
<td>64.8</td>
<td>69.5</td>
<td>58.0</td>
<td>-4.7</td>
</tr>
<tr>
<td>3. The relationship between faculty and graduate students</td>
<td>56.1</td>
<td>55.1</td>
<td>51.3</td>
<td>+1.0</td>
</tr>
<tr>
<td>4. Overall quality of graduate level teaching by faculty</td>
<td>72.3</td>
<td>64.7</td>
<td>53</td>
<td>+8.5</td>
</tr>
<tr>
<td>5. Advice on the availability of financial</td>
<td>33.4</td>
<td>39.1</td>
<td>31.9</td>
<td>-5.7</td>
</tr>
<tr>
<td>Support</td>
<td>Percentage</td>
<td>Percentage</td>
<td>Percentage</td>
<td>Change</td>
</tr>
<tr>
<td>---------</td>
<td>------------</td>
<td>------------</td>
<td>------------</td>
<td>--------</td>
</tr>
<tr>
<td>6. Quality of academic advising and guidance</td>
<td>47.1</td>
<td>48.9</td>
<td>40.5</td>
<td>-1.8</td>
</tr>
<tr>
<td>7. Helpfulness of staff members in my program</td>
<td>64.2</td>
<td>68.6</td>
<td>56.9</td>
<td>-4.4</td>
</tr>
<tr>
<td>8. Availability of area courses I needed to complete my program</td>
<td>45.5</td>
<td>45.4</td>
<td>39.2</td>
<td>+0.1</td>
</tr>
<tr>
<td>9. Quality of instruction in my courses</td>
<td>72.3</td>
<td>64.8</td>
<td>53.6</td>
<td>+7.5</td>
</tr>
<tr>
<td>10. Relationship of program content to my research/professional goals</td>
<td>49.6</td>
<td>51.4</td>
<td>44.4</td>
<td>-1.8</td>
</tr>
<tr>
<td>11. Opportunities for student collaboration or teamwork</td>
<td>27.0</td>
<td>31.8</td>
<td>33.6</td>
<td>-3.8</td>
</tr>
<tr>
<td>12. Opportunities to take coursework outside my own department</td>
<td>24.5</td>
<td>45.7</td>
<td>31.3</td>
<td>-21.2</td>
</tr>
<tr>
<td>13. Opportunities to engage in interdisciplinary work</td>
<td>30.0</td>
<td>41.4</td>
<td>30.3</td>
<td>-11.4</td>
</tr>
<tr>
<td>14. Amount of coursework</td>
<td>49.2</td>
<td>50.7</td>
<td>42.0</td>
<td>-1.5</td>
</tr>
</tbody>
</table>

A comparison of the student response data at the doctoral and Master’s level suggests that we perform somewhat better with our students at the doctoral level than at the Master’s, though at the Master’s level too we compare favourably with the G13 average for Arts programs, and we again significantly outperform the University of Ottawa’s overall average. As for individual programs, it is difficult to draw conclusions on the basis of the small numbers of students sampled, but when the 2013 data become available, they will be used to track trends within programs over time (the data samples will be that much larger with two surveys to work with).

Some observations on specific issues that the data appear to identify:

- Some student concern about the breadth of courses available to them: little opportunity for course work outside the program or for interdisciplinary coursework;
- Career advice and professional development: though we compare favourably to our peers in the G13, the responses suggest that we need to do more in this area;
• Lack of space and inadequate quality of facilities identified as a problem in certain programs (such as Communication), but these problems have been addressed through the move to Desmarais and the provision of graduate student space in the Arts Building;
• Concerns about the financing of graduate education.

Strengths

The fundamental strength of graduate studies in the Faculty of Arts is the overall high quality of the professoriate and the level of the interaction between professors and students (instruction and supervision), particularly at the doctoral level. This is borne out in the consistent “Good Quality” ratings received by the Faculty’s programs after periodic program reviews (see Table 4.6 below). The reports of external evaluators also attest to this fact. Even in cases where reports are critical of particular programs or aspects of programs, they single out academic and research quality, as well as the professor/student instructional relationship, for praise. Recent external review reports (for Classics, English, Lettres françaises, Linguistics, Religious Studies, and Translation) all make note of these strengths. The student exit surveys equally reflect this fact: the Faculty scores reasonably well (with some exception) in relation to our comparators, the G13 group of research intensive universities, on key questions dealing with students’ levels of satisfaction with their programs, their courses, and the quality of their interactions with instructors.

Table 4.6: Graduate Periodic Program Reviews

<table>
<thead>
<tr>
<th>Program(s)</th>
<th>Date of last/current review</th>
<th>Date of next review</th>
<th>Self-Evaluation Report</th>
<th>Outcome of Evaluation</th>
<th>Final Report of OCGS or GPEC</th>
<th>Executive Summary of Final Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARV</td>
<td>2012-13 (MFA) 2006-07</td>
<td>2020-21</td>
<td>Yes</td>
<td>2012-13 result pending</td>
<td>2012-13 rpt pending</td>
<td>2012-13 rpt pending</td>
</tr>
<tr>
<td>BIL (ILOB)</td>
<td>2011: New program (MA)</td>
<td>To be determined</td>
<td>Yes</td>
<td>New program approval, 2012</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Program</td>
<td>Start-End</td>
<td>Previous Start-End</td>
<td>Current Start-End</td>
<td>Approval Status</td>
<td>Quality Status</td>
<td>Accreditation Status</td>
</tr>
<tr>
<td>---------</td>
<td>-----------</td>
<td>--------------------</td>
<td>-------------------</td>
<td>----------------</td>
<td>---------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>CDN</td>
<td>2012-13 (PhD Collab.) prev. 2004-05</td>
<td>2019-20</td>
<td>Yes</td>
<td>Good quality with report by Dec 2015</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>CLA</td>
<td>2011-2012 (MA) prev. 2004-05</td>
<td>2019-20</td>
<td>Yes</td>
<td>Good quality</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>CMN (MA)</td>
<td>2008-09 (MA, MComm)</td>
<td>2016-17</td>
<td>Yes</td>
<td>Good quality with report by Nov. 2011 (OCGS)</td>
<td>Yes</td>
<td>N/A</td>
</tr>
<tr>
<td>CMN (PhD)</td>
<td>2013: New Program</td>
<td>To be determined</td>
<td>Yes</td>
<td>Pending</td>
<td>Pending</td>
<td>N/A</td>
</tr>
<tr>
<td>ENG</td>
<td>2009-10</td>
<td>2017-18</td>
<td>Yes</td>
<td>Good quality</td>
<td>Yes (OCGS)</td>
<td>N/A</td>
</tr>
<tr>
<td>ESI</td>
<td>2009 (New) ALA accreditation in progress</td>
<td>2015-16</td>
<td>Yes (ALA brief)</td>
<td>ALA accreditation 2014</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>ESP</td>
<td>2012-13 (MA/PhD) prev. 2004-05</td>
<td>2020-21</td>
<td>Yes</td>
<td>2012-13 result pending</td>
<td>2012-13 rpt pending</td>
<td>2012-13 rpt pending</td>
</tr>
<tr>
<td>FRA</td>
<td>2012-13 (MA/PhD) prev. 2004-05</td>
<td>2020-21</td>
<td>Yes</td>
<td>Bonne qualité</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>GEG</td>
<td>2007-08</td>
<td>2015-16</td>
<td>Yes</td>
<td>Good quality</td>
<td>Yes (OCGS)</td>
<td>N/A</td>
</tr>
<tr>
<td>HIS</td>
<td>2006-07</td>
<td>2014-15</td>
<td>Yes</td>
<td>Good quality</td>
<td>Yes (OCGS)</td>
<td>N/A</td>
</tr>
<tr>
<td>LCM</td>
<td>2012 (New)</td>
<td></td>
<td></td>
<td>New program approval 2011</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LIN</td>
<td>2012-13 (MA/PhD) prev. 2004-05</td>
<td>2020-21</td>
<td>Yes</td>
<td>Good quality with report by Jan. 2016</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
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<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>MDV</td>
<td>2008 (New)</td>
<td>2016-17</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>MUS</td>
<td>2006-07</td>
<td>2014-15</td>
<td>Yes</td>
<td>Good quality</td>
<td>Yes (OCGS)</td>
<td>N/A</td>
</tr>
<tr>
<td>PHI</td>
<td>2009-10</td>
<td>2017-18</td>
<td>Yes</td>
<td>Good quality</td>
<td>Yes</td>
<td>N/A</td>
</tr>
<tr>
<td>SRS</td>
<td>2011-12 (MA/PhD) prev. 2003-04</td>
<td>2019-20</td>
<td>Yes</td>
<td>Good quality with report by Dec. 2014</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>THE</td>
<td></td>
<td>2015-16</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>TRA</td>
<td>2011-12 (MA/PhD &amp; MCI) prev. 2004-05</td>
<td>2019-20</td>
<td>Yes</td>
<td>2011-12 result pending</td>
<td>2011-12 rpt pending</td>
<td>2011-12 rpt pending</td>
</tr>
</tbody>
</table>

Two of our other key strengths, bilingualism and the diversity of our programs, are also challenges in certain respects, so they will be discussed both here and in the next section of this report. A good illustration of the value of bilingualism is the report of the latest external review of Linguistics, which extols the value of a bilingual environment for both anglophone and francophone students. Bilingualism is what differentiates the Faculty of Arts at the University of Ottawa from other such faculties across Canada, indeed, across North America. When one reflects on the sheer audacity of running a large research university in two languages, it is a source of great pride to see we have built (and are continuing to build) and the uniqueness of what we experience daily. Added to this is the diversity of our program offerings, which means that students have access to a rich array of research opportunities and options for higher study, with a concomitant wealth and diversity of research expertise amongst the professoriate (though student exit surveys suggest that the Faculty can do more to capitalize on this strength).

**External Challenges**
Some of the biggest challenges faced by the Faculty of Arts at the graduate level are external ones and will be difficult to counter. Among these are,

(1) The negative public perception of the value of an education in the humanities and fine arts;
(2) The limitations of the academic job market, which makes doctoral programs less attractive; more generally, continuing economic uncertainty, which causes students to weigh more carefully the cost and utility of a graduate education;
(3) The prospect of continued budgetary belt-tightening at the provincial level for the foreseeable future; and
(4) Shifting academic interests and disciplinary popularity or fashion—notably, the growth in social sciences, and international student interest primarily in programs with a concrete professional profile (engineering, business).

Internal Challenges

Bilingualism and diversity are weakness as well as strengths for our faculty. Bilingualism is expensive: it requires duplication, or at any rate doubling, in courses, programs, and professors. There are economies of scale possible at other universities of comparable size that we cannot achieve. When one adds to this the diversity and variety of our programs, a number of persistent problems result, especially the challenge of offering an adequate range of course offerings and supervisory expertise in both English and French, and in small programs. We score below our comparator universities in the student satisfaction surveys on the availability of courses and the variety of courses on offer. Administratively, we are confronted each fall and winter with the prospect of having to cancel under-enrolled courses or run them as directed readings—a situation that is aggravating for students, professors, and support staff alike, and that enhances neither the academic quality of our programs nor the satisfaction of our students.

The burden of administering a large number of complicated programs (processing applications and admitting students, tracking students from admission to graduation, dealing with theses and thesis defences, evaluating exception requests, etc.) is considerably more labour intensive than at the undergraduate level. A significant part of this burden falls on the departments, particularly their graduate directors and program committees. The unavoidable reality is a
decentralized administrative system that presents occasions for delays in important decisions or for important matters to fall between the cracks. A constant vigilance and amelioration of our administrative practices is required to counteract this. Add to this the larger bureaucratic culture of the University, which is slow in its administrative and decision-making culture, and we end up with a less than nimble, innovative, and risk-taking communal/corporate atmosphere. We are currently reorganizing and centralizing graduate academic services to students in the Faculty of Arts in order to address these problems and improve service to students at the graduate level.

Some specific problems are identified in the external evaluations and the student satisfaction surveys. To summarize, the external program evaluations identify,

1. problems in some programs with doctoral comprehensive examination structures;
2. some reported problems with student supervision (thesis supervision, in particular, and student progress reports);
3. workload issues related to supervision;
4. the number of declared fields in some of our programs; and
5. time taken to complete degrees.

Both the external reports and the student surveys identify the professional development of students and preparing them for careers after graduate study as areas that need improvement. Our exiting students also identify fewer opportunities than at our comparator institutions to engage in interdisciplinary work or to take courses outside their department.

Two other areas of developing concern are the growth in the population of international students and the decline this year in the number of incoming students and of overall student numbers. International students represents a potential area of growth for the Faculty at the graduate level, and international students offers an enriching presence amongst us. But the challenges of integrating these students and, in some instances, instructing them, can be formidable and will require attention and resources at levels beyond those we are currently devoting in this area. At the same time, the fact that we are a faculty that focuses primarily on language, humanities, culture, and the fine arts means that we appeal less immediately and obviously to international students who come from linguistic and cultural traditions distant from ours than do programs in the sciences, engineering and business. So, capitalizing on the opportunity represented by the growth in numbers of international students is an ongoing challenge for us.
Opportunities

Many of the challenges identified in the previous section also present opportunities for us. The small size of many of our programs, especially in those departments that offer parallel programs in French and English, and the challenge of mounting adequate course offerings can be addressed in a number of different ways. The Faculty could, for example, consider alternative ways of delivering a quality graduate program to the prevailing method of course-based seminars.

• Adopting a tutorial model in programs and areas where small numbers are the norm could obviate the issue of under-enrolled courses and scantiness of course offerings.
• Reducing the number of declared fields in programs, now that fields are no longer required by the Ontario Government, would give greater flexibility in setting up annual course offerings, and it would make the inevitable attrition of professors the Faculty will be faced with in the near future less of a threat to the viability of its programs.
• Reducing course-banks, especially specifically defined courses that are seldom or never offered, would address one aspect of student dissatisfaction, namely, that the programs as delivered do not measure up to what is claimed in the calendar (adherence, in short, to a principle of truth in advertising).
• Fostering cross-departmental co-operation in course offerings by offering courses that could be taken by students elsewhere in the Faculty (such as a literature student taking a seminar, say, in history) and encouraging our students to do so.
• Finally, a significantly higher level of collaboration with our counterparts at Carleton University is another way to strengthen small programs and promote variety. Such joint programs have been the norm for years in the sciences and engineering.

We can take immediate and concrete steps to improve the supervision of our students and tracking their progress effectively by agreeing at both departmental and faculty levels to adopt recommended practices for supervision and by adopting policies regarding the distribution of thesis supervision amongst professors and limiting the numbers of students who can be supervised by a professor at any given time.
We need to pursue aggressively the improvement of our website: at the graduate level, this is probably the most effective measure we can take to recruit new students and promote our programs. Another way to counter the prospect of declining enrolments is to work, as we are planning to do this fall, to speed up the admission process. This will require improved collaboration between departments and the faculty graduate office. We need to redouble our efforts at recruitment overall. For programs that have doctorates and important focus of recruiting should be that of PhD students. Recruiting doctoral students presents different challenges from recruitment at the Master’s level.

We should consider seriously the proposal already mooted of an interdisciplinary doctorate. The reception of this idea amongst the members of the Executive Committee has been mixed, but it offers possibilities for involving more of our professors in graduate teaching and supervision, and it can be instrumental in forging links amongst our graduate programs, with greater sharing of expertise.
Chapitre 5

La recherche à la Faculté des arts

Domaines d'excellence en recherche

Avec ses 18 unités académiques, la Faculté des arts est sans conteste la faculté la plus diversifiée de l'Université d'Ottawa. Il n'est dès lors pas étonnant que les domaines d'excellence en recherche soient nombreux et variés. Nous avons d'éminents spécialistes dans plusieurs domaines. Par exemple, nous comptons plusieurs chercheurs réputés s'intéressant au XVIIIe siècle, que ce soit dans une perspective littéraire ou sociohistorique. Parmi ceux-ci mentionnons, au Département de français, Geneviève Boucher et, à la retraite, Marie-Laure Girou-Swiderski et Pierre Berthiaume qui ont joué un rôle majeur dans l’avancement des connaissances sur la littérature française de cette époque; au Département d’English : Frans de Bruyn, Ina Ferris, Sara Landreth, April London, Nicholas von Maltzahn; au Département d’histoire : Lofti Ben Rejeb, Richard Connors, Jan Grabowski, Sylvie Perrier, Nicole St-Onge; et même au Département de Géographie avec les travaux de Brenda Macdougall sur les Métis du Canada. Il en est de même dans plusieurs autres domaines de recherche tels que les études médiévales, la science de la religion, le cinéma ou l’apprentissage des langues étrangères, pour ne nommer que ceux-là. Nous pourrions donc très facilement remplir de nombreuses pages pour énumérer tous ces domaines. Nous avons donc plutôt opté, afin d’alléger ce document, de présenter les domaines qui sont en lien avec les priorités stratégiques en recherche de l’université ainsi qu’avec les domaines spécifiques à notre faculté, en fonction des trois secteurs (soit les sciences humaines, les langues et littératures ainsi que les beaux-arts). Il est important de noter que ces regroupements ne sont pas exhaustifs et qu’ils n’ont pas un caractère officiel, ils sont faits ici exclusivement pour donner une idée de l’ampleur et de l’excellence de nos recherches (pour avoir une meilleure idée de la diversité des recherches des professeurs voir leur CV à l’annexe 5.1).

Le Canada et le monde

Les chercheurs de la Faculté des arts dont les recherches portent sur des problématiques variées, mais dans une perspective canadienne ou comparative. Voici un tableau qui liste la majorité d’entre eux en fonction de leur département d’attache:
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Dans le secteur des sciences humaines, les travaux de nombreux professeurs s’inscrivent dans trois domaines de recherche pluridisciplinaires :

**Le Nord, les changements climatiques et l’environnement** :

Plusieurs professeurs du Département de géographie comptent parmi les plus grands spécialistes du Nord (Arctique et Antarctique) au monde. Il s’agit de

- **Luke Copland** : Glaciologie; dynamique de la glace; changement climatique – titulaire de la Chaire de recherche universitaire en glaciologie
- **Jackie Dawson** : développement économique de l’Arctique; dimensions humaines des changements environnementaux; systèmes socio-écologiques – titulaire d’une chaire de recherche du Canada, niveau II
- **Konrad Gajewski** : Climatologie; paléoclimatologie; changements globaux
- **Denis Lacelle** : Hydrologie pergiglaire; origine, stabilité et habitabilité du pergélisol et des glaces souterraines; reconstruction paléoclimatique; études du pergélisol et des glaces
extraterrestres – récipiendaire du Prix du jeune chercheur de l’Université d’Ottawa en sciences naturelles et génie 2014

- Bernard Lauriol : Glaces souterraines; géomorphologie
- Antoni Lewkowicz : Géomorphologie et hydrologie des régions à pergélisol; effets de réchauffement du climat sur les régions arctiques; pergélisol alpin
- André Viau : Climatologie; les climats nordiques; impacts, adaptation et vulnérabilité aux changements climatiques

Des professeurs d’autres départements s’intéressent également à ces questions :

- Denis Dumas (Philosophie) : Philosophie de l’environnement
- Lorraine Gilbert (Arts visuels) : la photographie de la nature comme commentaire sur l’environnement
- Anne Raine (English) : écocritique en littérature
- Andrew Wright (Arts visuels) : la photographie de la nature – notamment du nord – comme commentaire sur l’environnement
- Celina Jeffery (Arts visuels) : expressions artistiques relatives aux effets du changement climatique sur les zones côtières

Cybersociété :

- Rukhsana Ahmed (Communication) : médias multiculturels, communication et santé
- Inge Alberts (Sciences de l’information) : Gestion et préservation de l’information numérique
- Marc-François Bernier (Communication) : Journalisme
- Geneviève Bonin (Communication) : Radiodiffusion et industries des médias
- Luc Bonneville (Communication) : Technologie, communication et organisation; dépendance au TIC
- Lynne Bowker (Sciences de l’information) : Traduction automatique et traduction assistée par ordinateur
- Huhua Cao (Géographie) : Analyse statistique et spatiale
- Mary Cavanagh (Sciences de l’information) : Gestion de l’information
- Claire Dormann (Sciences de l’information) : Différences culturelles et nouvelles technologie; jeux informatiques
• Mahmoud Eid (Communication) : communication internationale, notamment la gestion de crise
• Sylvie Grosjean (Communication) : communication organisationnelle
• Marie-Josée Hamel (ILOB) : apprentissage assisté par ordinateur
• Martine Lagacé (Communication) : vieillesse et nouvelles technologies
• Pierre Lévy (Communication) : cyberculture
• Rocci Luppicini (Communication) : Éthique et les nouvelles technologies (La Technoéthique); Identité et technologie (Études Technoself)
• Elizabeth Marshman (Traduction et interprétation) : traductique et terminotique
• Patrick McCurdy (Communication) : les médias dans la société
• Heather Morrison (Sciences de l’information) : revues en libre accès; politiques de l’information
• Daniel Paré (Communication) : TIC et développement international
• Philippe Ross (Communication) : Aspects sociaux des nouveaux médias et innovation technique
• Marc Saner (Géographie) : Gouvernance et éthique des nouvelles technologies
• Michael Sawada (Géographie) : Systèmes d’information géographique
• André Vellino (Sciences de l’information) : Système de recommandation pour bibliothèque numérique
• Leslie Weir (Sciences de l’information, bibliothécaire en chef) : bibliothèques à l’ére du numérique

**Les études autochtones**: ce domaine de recherche interdisciplinaire compte des chercheurs dans plusieurs départements

• Eric Crighton (Géographie) : Environnement et santé; géographie de la santé, la santé des Premières Nations et des Métis
• Jackie Dawson (Géographie) : développement économique de l’Arctique; dimensions humaines des changements environnementaux; systèmes socio-écologiques – titulaire d’une chaire de recherche du Canada, niveau II
• Brenda Macdougall (Géographie) : Histoire et culture des Métis; processus de formation identitaire chez les peuples autochtones en lien avec les politiques fédérales – titulaire de la Chaire de recherche sur les Métis
• Sonia Wesche (Géographie) : Santé autochtone; dimensions humaines des changements environnementaux; écosanté
• Nicole St-Onge (Histoire) : Histoire des Métis 1780-1880; commerce des fourrures 1780-1880 – directrice de l’Institut d’études canadiennes et autochtones
Le secteur des Langues et littératures est lui-même un secteur diversifié puisqu’il regroupe des unités qui s’intéressent à l’apprentissage des langues (ILOB, Langues et littératures modernes) ou des littératures (Français, English, Langues et littératures modernes) mais aussi à la linguistique, à la traduction ou à l’interprétation. Deux domaines de recherche stratégique de l’Université touchent ces disciplines :

**La Francophonie** : Ce domaine de recherche compte cinq chaires de recherche de l’Université soit une chaire de recherche du Canada, une chaire universitaire et trois chaires de recherche sur la francophonie canadienne (une quatrième est en processus de dotation):

- Shana Poplack (Linguistique) : Chaire de recherche du Canada en linguistique (niveau 1) – s’intéresse aux contacts linguistiques entre les langues officielles au Canada
- France Martineau (Français) : Chaire de recherche de l’Université sur la langue et la migration en Amérique française
- Joël Beddows (Théâtre) : Chaire de recherche sur les pratiques culturelles de la francophonie canadienne
- Michel Bock (Histoire) : Chaire de recherche sur l’histoire de la francophonie canadienne
- Lucie Hotte (Français) : Chaire de recherche sur les cultures et les littératures francophones du Canada

D’autres éminents chercheurs s’intéressent aussi à la francophonie canadienne :

- Denis Bachand (Communication) : cinéma québécois
- Marc-François Bernier (Communication) : éthique du journalisme
- Yves Frenette (Histoire) : histoire des francophonies non-américaines
- Anne Gilbert (Géographie) : géographie de la francophonie canadienne
- Lucie Joubert (Français) : écriture des femmes au Québec
- Marcel Olscamp (Français) : littérature québécoise
- Patrick Imbert (Français) : littérature québécoise
Marie-Hélène Côté (Linguistique) a quitté l’Université d’Ottawa en juillet 2013, mais a pendant son séjour ici contribué à l’étude des variétés de français, notamment au Canada.

**Le bilinguisme** : L’étude du bilinguisme est au cœur de la mission de l’ILOB.

Tous les membres de son corps professoral régulier (excluant les professeurs de langue) poursuivent des travaux de recherche sur cette question dans différentes optiques : apprentissage assisté par ordinateur ou les multimédias (Marie-Josée Hamel, Hélène Knoerr, Alysse Weinberg); plurilinguisme (Monika Jezak); aménagement linguistique (Sylvie Lamoureux, Monika Jezak); didactique des langues secondes (Jérémie Séror); langues minoritaires (Sylvie Lamoureux, Nicolay Slavkov); immersion (Alysse Weinberg).

**Les beaux-arts** :

Dans le secteur des Beaux-arts, nous avons acquis une solide réputation en beaux-arts grâce à nos professeurs-artistes qui jouissent d’une grande renommée tant au Canada qu’à l’étranger.

- **En musique**, par exemple, le pianiste Stéphane Lemelin est reconnu mondialement pour la qualité de ses interprétations de Schubert, Schumann, Fauré et Ravel. Son jeune collègue David Jalbert est en voie de se tailler une place de choix parmi les pianistes de la jeune génération. Du côté de la recherche, le Laboratoire en pédagogie du piano, le premier à s’intéresser à la pédagogie du piano dans une perspective interdisciplinaire, a fondé un nouveau champ de recherche.
- **En théâtre**, le travail de metteur en scène de Joël Beddows et de Kevin Orr a été reconnu à maintes reprises par de nombreux prix.
- **En arts visuels**, les travaux de Catherine Richards, Jinny Yu et Andrew Wright, pour ne nommer que ceux-là, encensés par la critique et récipiendaies de nombreux prix attestent de notre expertise en arts médiatiques, en photographie et en peinture.

**Activités savantes**

À chaque année, la Faculté des arts organise une Célébration de la recherche et des publications. À l’occasion de cet événement, nous pouvons apprécié la quantité, la diversité et
la qualité des publications qui émanent de notre faculté. Il faut noter qu’ici aussi les activités savantes adoptent des formes extrêmement variées. Aux Départements de théâtre et d’arts visuels, comme à l’École de musique, nous avons des professeurs qui sont des théoriciens de l’art, du théâtre ou de la musique, mais nous comptons aussi d’importants artistes qui œuvrent dans ces trois domaines. Dans leur cas la diffusion de leurs travaux se fait par la mise en scène de pièces de théâtre, la pratique d’une discipline artistique (le chant, le piano, la sculpture, la peinture et combien d’autres!). Comme vous le verrez à la consultation des Curriculum Vitae de ces collègues, le modèle de CV imposé par l’exercice ne leur rend pas justice puisque toutes les manifestations artistiques apparaissent sous les rubriques « Performances artistiques » ou « Autres contributions ». Du côté des formes plus traditionnelles de publications, le nombre de publications recensées dans les CV électroniques est impressionnant (voir le tableau ci-dessous et l’annexe 5.2 qui donne les détails par département)! On note également une hausse considérable dans les publications parues en 2013 : 43 livres sous la direction de nos professeurs, 212 articles dans des revues avec comité de lecture!

<table>
<thead>
<tr>
<th>Bilan par type de publication</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>livres sous la direction de l'auteur</td>
<td>27</td>
<td>25</td>
<td>29</td>
<td>23</td>
<td>26</td>
<td>29</td>
<td>43</td>
<td>202</td>
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<tr>
<td>livres rédigés par l'auteur</td>
<td>18</td>
<td>23</td>
<td>21</td>
<td>24</td>
<td>31</td>
<td>25</td>
<td>38</td>
<td>180</td>
</tr>
<tr>
<td>chapitres de livres avec comité de lecture</td>
<td>101</td>
<td>106</td>
<td>125</td>
<td>128</td>
<td>122</td>
<td>125</td>
<td>161</td>
<td>868</td>
</tr>
<tr>
<td>chapitres de livres sans comité de lecture</td>
<td>13</td>
<td>10</td>
<td>11</td>
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<td>80</td>
</tr>
<tr>
<td>articles avec comité de lecture</td>
<td>180</td>
<td>176</td>
<td>160</td>
<td>171</td>
<td>154</td>
<td>175</td>
<td>212</td>
<td>1228</td>
</tr>
<tr>
<td>articles sans comité de lecture</td>
<td>13</td>
<td>7</td>
<td>5</td>
<td>7</td>
<td>6</td>
<td>8</td>
<td>4</td>
<td>50</td>
</tr>
</tbody>
</table>

TOTAL  352  347  351  370  345  371  472  2608

2 Ces statistiques sont tirées des CV électroniques des professeurs et ne comprennent donc que les publications des professeurs qui sont toujours à l’emploi de la Faculté des arts.

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Par ailleurs, nos professeurs donnent un nombre impressionnant de communications et confidentes à chaque année : 1596 en total entre 2007 et 2013, soit une moyenne de 228 communications par an.

En outre, de nombreuses activités savantes se déroulent à chaque année sur le campus. Ainsi, la Faculté des arts a financé 70 colloques sur le campus entre 2007 et 2014, soit une dizaine par année! Ce chiffre n’inclut pas les autres colloques, dont les colloques étudiants qui sont nombreux, les journées d’études, les ateliers ou tables rondes qui sont organisés par les groupes et les laboratoires de recherche ou par des professeurs sans soutien financier de la faculté. Plusieurs activités pour le grand public sont aussi tenues annuellement. Parmi celles-ci nous comptons des cinéclubs, des festivals, des rencontres littéraires, des causeries, des tables ronds, des expositions et des concerts. Il est difficile de connaître le nombre exact de ces activités. En voici cependant quelques-unes parmi les plus importantes :

• **Rendez-vous du Centre de recherche en civilisation canadienne-française** : à chaque année le CRCCF organise 5 à 7 rencontres avec des chercheurs qui présentent au grand public leurs travaux. Ces causeries sont fort populaires et une cinquantaine de personnes y assistent religieusement. Voir [http://www.crccf.uottawa.ca/nouvelles/rdv.html](http://www.crccf.uottawa.ca/nouvelles/rdv.html)

• **Critical Thinkers in Religion, Law and Social Theory Series** : cette série de conférences a été mise sur pied en 2009 par Lori Beaman dans le cadre de son projet « Religion et diversité ». La série met en vedette d’éminents chercheurs de partout dans le monde, mais aussi de réputés chercheurs de l'Université d’Ottawa. Voir [http://religionanddiversity.ca/fr/assister-aux-evenements/](http://religionanddiversity.ca/fr/assister-aux-evenements/)

• **Musique à Tabaret** : L’École de musique présente, à chaque années, plusieurs concerts qui sont très prisés de la communauté, des étudiants et des membres du personnel. Voir : [http://www.musique.uottawa.ca/calendrier/concerts.html](http://www.musique.uottawa.ca/calendrier/concerts.html)

• **Saison théâtrale** : Le Département de théâtre présente, pour sa part, une saison théâtrale annuelle : [http://www.theatre.uottawa.ca/fra/](http://www.theatre.uottawa.ca/fra/)

**Subventions internes et externes**

Subventions internes (voir annexe 5.3) :
Le Comité de la recherche et des publications, composé de 5 membres (2 du secteur des sciences humaines, 2 du secteur des langues et littératures et 1 du secteur des Beaux-arts) et présidé par la vice-doyenne à la recherche est responsable d'évaluer les demandes de subvention interne financées en tout ou en partie par la Faculté des arts et d'allouer les fonds. Il est aussi responsable de l'élaboration et de la révision des politiques internes. Le comité a alloué entre 176 000 $ et 110 000 $ par année au cours des sept dernières années (voir le tableau ci-bas). Selon une étude effectuée par le vice-rectorat à la recherche, les programmes de financement interne de la Faculté des arts sont les plus généreux (voir annexe 5.3, page 3sq). Ces programmes permettent aux professeurs de développer des projets de recherche (aide à la recherche), de diffuser leur recherche (participation à des colloques, aide à la publication), de faire du réseautage par la diffusion (aide à l'organisation de colloques sur le campus, appui aux groupes de recherche interdisciplinaire). De nombreux professeurs en bénéficient chaque année. Voici les cinq programmes de financement internes de la recherche, financé en tout ou en partie par la Faculté des arts :

1- **Subventions à la recherche** :

Ce programme conjoint de la Faculté des arts et du Service de la recherche offre des fonds pour amorcer un projet de recherche. Il est possible d'obtenir du financement (jusqu'à concurrence de 10 000 $, soit 5 000 $ pour chacun des fonds) pour l’élaboration de nouveaux projets de recherche compétitifs devant être soumis aux programmes du Conseil de recherche en sciences humaines (CRSH), du Conseil de recherches en sciences naturelles et en génie (CRSNG), ou des Instituts de recherche en santé du Canada (IRSC). Il y a deux concours par année : le 1er avril et le 1er décembre.

2- **Subventions à l’organisation d’un colloque sur le campus** :

Il s'agit d’un programme conjoint de la Faculté et du Service de la recherche qui offre la possibilité d'obtenir du financement pour l'organisation d'un colloque ou d’un atelier sur le campus (jusqu'à concurrence de 6 000 $, soit 3 000 $ pour chacun des fonds – la contribution de l’Université est conditionnelle à la soumission d'une demande de subvention externe évaluée par des pairs). Il y a deux concours par année soit le 1er avril et le 15 septembre.
3- *Subventions pour la participation à un colloque* :

Le programme de subventions pour la participation à un colloque est un programme de la Faculté des arts qui bénéficient d’un appui financier de la part du Service de la recherche à la hauteur de 50% des sommes accordées pour la participation à des colloques à l’étranger. Ce programme a pour objectif d’appuyer la dissémination des résultats de la recherche de la plus haute qualité en donnant la possibilité aux chercheurs de mieux se faire connaître en présentant les résultats de leurs recherches à des colloques. Dans tous les cas, la contribution du Faculté des arts couvre des frais jusqu’à un maximum de 450 $ pour le Québec et l’Ontario, 900 $ pour le reste de l’Amérique du Nord, 1 200 $ pour l’Europe, et 1 500$ pour les autres régions du monde. Il y a trois concours par année : le 1er avril, le 15 septembre et le 1er décembre.

4- *Subventions à la publication* :

Le Comité de la recherche et des publications de la Faculté des arts peut apporter un soutien à la publication, mais il n’entend pas se substituer aux grands organismes qui subventionnent les éditeurs, dont le Conseil des arts du Canada et le ministère du Patrimoine canadien. Les demandes sont examinées en fonction du mérite et des besoins financiers. L’aide à la publication est limitée :

1. aux revues savantes à caractère national ou international, dont la direction est assumée par un professeur de la Faculté des arts et qui sont ou qui deviendront admissibles aux subventions du Conseil de recherche en sciences humaines ou d’un organisme analogue – à noter que la contribution de l’Université est conditionnelle à la soumission d’une demande de subvention externe évaluée par des pairs) pour les revues admissibles aux subventions du CRSH;

2. à la publication d’ouvrages qui entraînent des coûts directs pour leurs auteurs – par exemple, le paiement des droits pour reproduire une œuvre (en excluant la page couverture) ou encore la préparation de cartes et de tableaux spéciaux ou des coûts d’enregistrement;

3. à la publication d’ouvrages qui ne verraient pas le jour sans une aide financière directe versée à l’éditeur (par exemple, les actes de colloques ou les ouvrages très spécialisés).
La Faculté ne subventionne pas la publication de manuels, la préparation d'index, la mise en page du livre, ni les traductions.

La contribution maximale est de 3 000$ et sera accordée une fois l'ouvrage paru.

Il y a trois concours par année : le 1er avril, le 15 septembre et le 1er décembre.

5- Subventions pour les groupes de recherche interdisciplinaire :

Ce programme s'adresse aux groupes de recherche interdisciplinaire de la Faculté des arts, à différents stades de développement (émergence, fonctionnement, renouvellement), pour mettre en œuvre une programmation de recherche. Le financement des groupes de recherche interdisciplinaire provient des fonds indirects de la recherche associés aux projets financés à l'externe des chercheurs de la Faculté des arts.

La faculté accorde un financement maximal de 4 000$ par année pour des projets bisannuels (pour 2 ans). Le montant total associé à ce programme est de 20 000$ par année, en autant que les fonds le permettent. Le nombre de subventions est donc limité.

Le maintien du financement lors de la deuxième année est conditionnel à l'approbation, par le Comité de la recherche et des publications, d'un rapport annuel faisant état des activités réalisées, du bilan financier de l'année, des activités projetées, des résultats attendus et de la stratégie de recherche et de financement externe.

Il y a un concours par année, le 1er avril.
D’autres subventions financées par l’administration centrale (en tout ou en partie) s’ajoutent à celles-ci :

1- **Programme d’accélération de la recherche internationale** :

Le Programme d’accélération de la recherche internationale (PARI) est un mécanisme interne de financement, géré par le Bureau de la recherche internationale, s’adressant aux chercheurs de l’Université d’Ottawa. Il vise le développement de collaborations internationales, subventionnées par des agences externes de financement, impliquant des partenaires provenant des pays prioritaires où le Vice-rectorat à la recherche désire établir et cultiver des partenariats de recherche, soit : l’**Allemagne**, l’**Australie**, le **Brésil**, la **Chine**, la **France**, l’**Inde**, le **Japon**, la **Suisse**, le **Royaume-Uni** et **Taïwan**.

Le programme appuie des projets qui contribueront à rehausser la capacité de l’Université à attirer du financement en aval et à pérenniser les collaborations à plus grande échelle, au-delà de la durée du financement accordé. Le PARI verse jusqu’à 20 000 $ en financement de démarrage par projet pour une période allant jusqu’à deux ans. Une contribution financière de la faculté est exigée. Tout dépendant des demandes et besoins présentés, entre sept et neuf subventions seront accordées. Il y a un concours par année.
2- **Programme des éminents chercheurs invités** :

Le Programme pour éminents chercheurs invités (PÉCI) est un programme du Bureau de la recherche internationale. Il vise à favoriser des collaborations et des partenariats entre les chercheurs de renommée internationale et ceux de l’Université d’Ottawa, à enrichir l’expérience de recherche des étudiants en leur donnant l’occasion de travailler avec des chercheurs de haut calibre, et à accroître la visibilité de l’Université d’Ottawa au sein de la communauté internationale des chercheurs.

Le PÉCI appuie des chercheurs et chercheuses souhaitant effectuer à l’Université d’Ottawa un séjour de deux à six semaines. Le programme accorde jusqu’à 7 500 $ par chercheur ou chercheuse invité(e) et appuiera, selon le nombre de demandes, de six à sept séjours. Une contribution financière de la faculté est exigée. Il y a un concours par année.

3- **Initiatives scolaires (jusqu’en 2014 : Développement d’initiatives interdisciplinaires)**

L’objectif de ce nouveau fonds, créé en 2014 par le vice-rectorat aux études, est de permettre le développement de nouveaux projets scolaires alignés sur les objectifs stratégiques énoncés dans Destination 2020. Chaque année, un thème issu du plan stratégique ou du tableau de bord de l’Université d’Ottawa sera proposé aux professeurs qui pourront soumettre des projets liés aux études de premier cycle ou des cycles supérieurs.

Ce programme remplace le Fonds de développement d’initiatives interdisciplinaires qui avait été créé en 2003. L’objectif de ce Fonds était d’assurer un financement initial et ponctuel pour des initiatives interdisciplinaires à l’Université d’Ottawa. L’accès à ce Fonds se faisait sur une base compétitive, une fois par année, avec échéance le 1er octobre. La contribution de l’Université à un projet pouvait atteindre jusqu’à 10 000 $.

Les activités financées pouvaient être fort diversifiées, par exemple : l’élaboration de programmes et de cours interdisciplinaires, la mise sur pied de partenariats avec les secteurs privé ou public pour la création d’activités ou de structures interdisciplinaires qui favoriseront le rayonnement de l’Université et le développement de ses priorités institutionnelles, la formation du corps professoral à l’enseignement interdisciplinaire, la création d’ateliers d’études supérieures sur une problématique interdisciplinaire, l’invitation d’experts en interdisciplinarité à titre de consultants pour un projet, etc. Toutefois, ce fonds n’était pas destiné à des projets de recherche proprement dits.

4- **Règlement 94 sur le recrutement proactif des professeures** :
Ce fonds vise à promouvoir la nomination de femmes au sein du corps professoral et à aider les professeures dans leur cheminement de carrière. Il cherche à atténuer les effets des responsabilités familiales (naissances, soins des enfants, d’un conjoint ou de parents) sur la carrière des femmes au sein du corps professoral, qu’il y ait eu ou non interruption de travail. Les coûts sont partagés par les facultés et le vice-recteur aux études. Le montant maximal accordé est de 7 500$ soit l’équivalent d’un dégrèvement d’un cours.

**Subventions externes (voir annexe 5.4) :**

La principale source de subventions externes³ des professeurs de la Faculté des arts est le Conseil de recherche en sciences humaines (CRSH). Toutefois, certains professeurs du Département de géographie sont financés par le Conseil de recherche en sciences naturelles et génie (CRSNG), d’autres du Département de communication reçoivent du financement des Instituts de recherche sur la santé du Canada (IRSC), ceux en Théâtre, Musique et Arts visuels sont financés par les divers conseils des arts. Enfin, de nombreux professeurs obtiennent des subventions d’organismes variés ou encore, comme dans le cas de ceux de l’Institut des langues officielles et du bilinguisme (ILOB) des contrats de recherche. Les statistiques données ici ne couvrent que les subventions aux artistes et des trois conseils subventionnaires. Toutes les subventions, incluant celles d’autres sources sont répertoriées dans l’annexe 5.4. Voici les statistiques par secteur :

³ Ces statistiques sont tirées des données conservées au vice-décanat à la recherche et comprennent toutes les subventions reçues gérées par l’Université d’Ottawa plus les subventions d’artistes inscrites dans les CV des professeurs toujours à l’emploi de la Faculté des arts.
### Beaux-arts :

<table>
<thead>
<tr>
<th>Départements ou École</th>
<th>CRSH</th>
<th>SUBV ARTISTES</th>
<th>TOTAL</th>
<th># profs en 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts visuels</td>
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<td>23</td>
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<tr>
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<td>287 444,00 $</td>
<td>283 358,00 $</td>
<td>570 802,00 $</td>
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</tr>
<tr>
<td>Musique</td>
<td></td>
<td></td>
<td></td>
<td>16</td>
</tr>
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<td>672 421,00 $</td>
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</tr>
<tr>
<td>Théâtre</td>
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<td>335 970,00 $</td>
<td>41 909,00 $</td>
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<tr>
<td>$ total</td>
<td>1 295 835,00 $</td>
<td>655 311,00 $</td>
<td>1 951 146,00 $</td>
<td></td>
</tr>
</tbody>
</table>

### Langues et littératures

Dans le secteur des langues et littératures, on note un écart marqué entre certains départements de même nature. Par exemple, le Département de Français est plus largement subventionné que le Département d’English. Il s’agit là d’importantes différences dans les cultures départementales et non pas un reflet de la qualité de la recherche produite. Rares sont les professeurs du Département d’English qui soumettent des demandes de subventions. Dans le contexte actuel, il est à souhaiter que cette situation change puisque le financement interne ne peut plus subvenir aux besoins des professeurs et à l’appui aux étudiants diplômés. En ce qui concerne les montants, il convient de souligner que France Martineau du Département de français a obtenu deux subventions du programme des Grands travaux de recherche concertée, soit en 2005-2009 pour un montant de 2 500 000 $ et en 2009-2014 pour un autre montant de 2 500 000 $. La Faculté des arts est d’ailleurs la seule faculté de l’Université d’Ottawa à avoir obtenu des subventions de ce concours. Durant les années 1990, Jean-Louis Major, du Département de français en avait obtenu deux (1990-2000) et Roda Roberts, de l’École de traduction et d’interprétation en avait obtenu une (1998-2002). Une autre subvention GTRC a

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4 En fonction des CV électroniques disponibles.
été remportée, en 2010, par Lori Beaman du Département d’études anciennes et de science des religions (voir plus bas).

<table>
<thead>
<tr>
<th>Départements</th>
<th>CRSH</th>
<th>Nombre de professeurs en 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>31</td>
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<tr>
<td>Nombre de subventions</td>
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<td>$ total pour 7 ans</td>
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<td>Français</td>
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<td>$ total pour 7 ans</td>
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<tr>
<td>ILOB</td>
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<td>Linguistique</td>
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<td>Nombre de subventions</td>
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<tr>
<td>Langues et littératures modernes</td>
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<td>Traduction et interprétation</td>
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<td>Linguistique</td>
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<td>Nombre total de subventions</td>
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<td>105</td>
</tr>
<tr>
<td>$ total</td>
<td>7 312 763,24 $</td>
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</tr>
</tbody>
</table>

**Sciences humaines :**

Dans le secteur des sciences humaines, le département le plus subventionné en terme d’argent est le Département d’études anciennes et de science des religions à cause de la subvention GTRC remportée par Lori Beaman. Il convient de noter que le Département de géographie connaît d’importants succès au CRSH et au CRSNG. En ce qui concerne l’École des sciences de l’information, il s’agit d’une toute nouvelle unité scolaire qui a été créée en 2007. Enfin, le Département de philosophie se situe bien loin des autres départements tant en ce qui concerne les montants reçus que pour ce qui est du nombre de subvention reçues. Comme dans le cas du

---

Certains sont des professeurs de langue sans obligation de faire de la recherche.
Département d’*English*, il s’agit d’une culture départementale qui devra sans aucun doute être remise en question dans le contexte actuel.

<table>
<thead>
<tr>
<th>Départements ou École</th>
<th>CRSH</th>
<th>CRSNG</th>
<th>IRSC</th>
<th>TOTAL</th>
<th># de profs en 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Études anciennes et sciences des religions</td>
<td>60</td>
<td>0</td>
<td>0</td>
<td>60</td>
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</tr>
<tr>
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<td>2 953 188,80 $</td>
<td>0,00 $</td>
<td>0,00 $</td>
<td>2 953 188,80 $</td>
<td></td>
</tr>
<tr>
<td>Communication</td>
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<td></td>
<td>26</td>
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<tr>
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<td>6</td>
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<td></td>
</tr>
<tr>
<td>$ total pour 7 ans</td>
<td>2 281 663,41 $</td>
<td>0,00 $</td>
<td>139 714,00 $</td>
<td>2 421 377,41 $</td>
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<tr>
<td>École des sciences de l’information</td>
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<tr>
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<td>94 638,14 $</td>
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<td>0,00 $</td>
<td>2 614 183,36 $</td>
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</tr>
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<td></td>
</tr>
<tr>
<td>$ total pour 7 ans</td>
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<td>Philosophie</td>
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<td></td>
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<td>27</td>
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<td># total de subventions</td>
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<tr>
<td>$ total</td>
<td>8 344 475,00 $</td>
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<td>139 714,00 $</td>
<td>10 081 901,00 $</td>
<td></td>
</tr>
</tbody>
</table>

**Instituts et Centres de recherche :**

Trois instituts et un centre de recherche sont hébergés à la faculté des arts (voir les rapports annuels à l’annexe 5.5).

- **L’institut des langues officielles et du bilinguisme (ILOB),** créé en juillet 2007, fonctionne comme un département et offre des programmes d’études. Il en est donc

⁶ Ce chiffre inclut les professeurs auxiliaires qui ont des CV électroniques.
question dans la section portant sur les unités scolaires. Il suffit de noter ici que l’ILOB a comme mandat de développer et de promouvoir la formation et la recherche en enseignement, en évaluation et en élaboration des politiques linguistiques. Il regroupe les forces vives œuvrant dans le domaine des langues officielles et du bilinguisme à l’Université d’Ottawa dans quatre secteurs d’activité : l’enseignement, la recherche, en mesure et évaluation ainsi qu’en développement et promotion. L’ILOB héberge aussi un centre de recherche, le **Centre canadien d’études et de recherche en bilinguisme et aménagement linguistique (CCERBAL)** qui se veut un pôle national et international pour la recherche et pour l’élaboration de politiques publiques en matière de bilinguisme et de dualité linguistique. Le CCERBAL organise annuellement un colloque international qui jouit d’une solide réputation dans le domaine. Il attire à chaque année les plus éminents spécialistes (voir [http://www.ccerbal.uottawa.ca/conference.php](http://www.ccerbal.uottawa.ca/conference.php)). Deux chaires de recherche sont affiliées à l’ILOB soit la Chaire de recherche universitaire sur le bilinguisme et la société (titulaire Richard Clément, directeur de l’ILOB) et la Chaire de recherche universitaire en nouvelles technologies et apprentissage des langues assisté par ordinateur (titulaire Marie-Josée Hamel, professeur à l’ILOB).

- **L’Institut d’études canadiennes et autochtones (IÉCA),** connu jusqu’en 2013 sous le nom d’Institut d’études canadiennes, a vu son mandat être élargi afin de répondre à un intérêt grandissant chez nos étudiants pour les études autochtones alors que les études canadiennes sont en perte de vitesse puisqu’elles sont désormais considérées comme partie prenante des diverses disciplines. Le mandat de l’IÉCA est de susciter et d’appuyer par l’enseignement, par la recherche et par divers autres types d’activités interdisciplinaires, les études portant sur le Canada. Il accomplit son mandat grâce à ses programmes de premier cycle et d’études supérieures, en offrant l’infrastructure nécessaire à la recherche et en organisant diverses activités telles que cours, conférences, ateliers et séminaires. Les trois thèmes privilégiés par l’Institut sont : la diversité culturelle et nationale du Canada, les populations autochtones du Canada, le Canada sur la scène internationale.

réglementée pour comprendre ses implications sociales. Depuis sa fondation, l’ISSP a organisé maintes activités savantes dont la série de Conférences Bromley et la conférence 2011 de « Frontières de la recherche » une activité annuelle du vice-rectorat à la recherche.

- Le Centre de recherche en civilisation canadienne-française (CRCCF) est le plus ancien centre de recherche à l’Université et le plus ancien centre de recherche portant sur le Canada français au Canada. Fondé en 1958, le CRCCF est à la fois un centre de recherche et un important centre d’archives sur la francophonie canadienne. Le CRCCF est le lieu de convergence des chercheurs sur les francophonies ontarienne, canadienne et nord-américaine de l’Université d’Ottawa. Il mène, avec divers partenaires tant universitaires que communautaires, des projets de recherche interdisciplinaire en histoire et sur les cultures et les sociétés qui l’ont tissée. Trois chaires de recherche sur la francophonie canadienne sont associées au CRCCF : la Chaire de recherche sur l’histoire de la francophonie canadienne (titulaire Michel Bock du Département d’histoire), Chaire de recherche sur les pratiques culturelles de la francophonie canadienne (titulaire Joël Beddows du Département de théâtre) et la Chaire de recherche sur les cultures et les littératures francophones du Canada (titulaire Lucie Hotte du Département de français). La recherche s’y articule autour de cinq chantiers interdépendants : la littérature et le théâtre, l’éducation, les institutions et les associations, la langue, ainsi que la Région de la capitale nationale. Chaque année le CRCCF organise un colloque qui touche à une thématique importante pour la francophonie canadienne. Les « Rendez-vous du CRCCF » sont l’occasion de diffuser la recherche auprès du public non-universitaire et universitaire. Fort populaires, ils attirent une cinquantaine de personnes à chaque fois. Le CRCCF publie la collection « Archives des lettres canadiennes » depuis 1960 et dirige la collection « Amérique française » des Presses de l’Université d’Ottawa. Pour la liste des publications gérées par le CRCCF voir ici.

Les instituts et le centre de recherche sont fondamentalement interdisciplinaires et regroupent des professeurs de différentes disciplines. Seul l’ILOB a des professeurs qui lui sont directement affiliés. Les deux autres instituts comptent des professeurs en double affectation. L’IÉCA et l’ISSP ont des structures de gouvernance similaire avec des comités de direction et différents types de membres :

- IÉCA : le bureau de direction comprend, en plus du directeur de l’IÉCA, 4 professeurs dont deux provenant de deux facultés autres que la faculté des arts, un de la faculté des arts et la directrice du Centre de recherche en civilisation canadienne-française. Tous les
chercheurs de l’Université d’Ottawa œuvrant dans les deux domaines de recherche de l’institut peuvent en devenir membre.

- **ISSP** : un comité consultatif composé de bénévoles provenant du milieu universitaire, des secteurs public et privé a comme mandat d’examiner et d’évaluer la pertinence des activités de l’institut. L’ISSP compte trois types de membres : le « groupe principal » qui est une équipe multidisciplinaire formée de professeurs de l’Université d’Ottawa qui œuvrent activement à la gestion de l’ISSP et participent à ses activités, y compris son programme d’enseignement. Les chercheurs affiliés sont également des professeurs de l’Université d’Ottawa qui dirigent des thèses dans le domaine et ont la responsabilité, en tant que chercheur principal ou co-chercheur, de projets de recherche liés à un des domaines d’intérêt de l’ISSP. Ils participent également à ses activités. Enfin, la catégorie « chercheurs » comprend des gens de diverses institutions universitaires, d’organismes communautaires ou gouvernementaux qui œuvrent en tant que consultant ou participent aux travaux de recherche. L’ISSP accueille également une Chaire de chercheur invité Fulbright et un écrivain en résidence.

- **CRCCF** : le bureau de direction comprend la directrice du centre et 9 membres dont 2 représentants des membres étudiants, 3 représentants de la communauté franco-ontarienne, 2 professeurs de la Faculté des arts et 2 professeurs venant d’autres facultés. Il existe trois types de membres : les professeurs affiliés, qui comprennent les professeurs de l’Université d’Ottawa dont les recherches portent sur la francophonie canadienne qui ont demandé l’affiliation, les membres étudiants qui poursuivent des recherches sur la francophonie canadienne et des chercheurs venant d’autres universités.

**Laboratoires et groupes de recherche (voir annexe 5.6)**:

La Faculté des arts compte 21 laboratoires et 11 groupes de recherche (voir Annexe 5.6 pour la description des recherches qui ont été menées au cours des 5 dernières années). Neuf laboratoires portent sur des recherches en linguistique, six appartiennent au Département de géographie et 5 touchent à des disciplines variées. Huit laboratoires ont bénéficiés du financement du Fond canadien de l’innovation (FCI), les autres sont financés soit par la Faculté (qui finance les laboratoires qui servent aussi à l’enseignement), soit par les professeurs à travers leurs subventions ou contrats de recherche. Voici la liste des laboratoires:
<table>
<thead>
<tr>
<th>Noms du laboratoire</th>
<th>Directeur ou Directrice</th>
<th>Source de financement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laboratoire de Français Ancien</td>
<td>Pierre Kunstmann</td>
<td></td>
</tr>
<tr>
<td>Laboratoire de neurolinguistique</td>
<td>Laura Sabourin</td>
<td>FCI</td>
</tr>
<tr>
<td>Laboratoire de structures sonores</td>
<td>Marc Brunelle</td>
<td>FCI, Subventions de recherche</td>
</tr>
<tr>
<td>Centre de recherche sur le langage des enfants</td>
<td>Tania Zamuner</td>
<td></td>
</tr>
<tr>
<td>Laboratoire de sociolinguistique</td>
<td>Shana Poplack</td>
<td>FCI, CRC, Subventions de recherche</td>
</tr>
<tr>
<td>Laboratoire Polyphonies du français</td>
<td>France Martineau</td>
<td>FCI, GTRC, Subventions de recherche</td>
</tr>
<tr>
<td>Laboratoire de recherche sur l'acquisition du langage</td>
<td>Juana M. Liceras et Elena Valenzuela</td>
<td></td>
</tr>
<tr>
<td>Laboratoire de géographie physique</td>
<td>Laboratoire départemental</td>
<td></td>
</tr>
<tr>
<td>Laboratoire de géomatique appliquée et science des SIG - LAGGIS</td>
<td>Michael Sawada</td>
<td></td>
</tr>
<tr>
<td>Laboratoire sur l’environnement, la société et la politique publique</td>
<td>Jackie Dawson</td>
<td>FCI, Subventions de recherche</td>
</tr>
<tr>
<td>Laboratory for Cryospheric Research</td>
<td>Luke Copland</td>
<td>FCI, Subventions de recherche</td>
</tr>
<tr>
<td>Laboratoire en paléoclimatologie et climatologie</td>
<td>Konrad Gajewski</td>
<td>FCI, Subventions de recherche</td>
</tr>
<tr>
<td>Laboratoire sur la recherche intégrée sur les changements environnementaux et les politiques</td>
<td>André Viau</td>
<td></td>
</tr>
<tr>
<td>Laboratoire de recherche en communication marketing</td>
<td>Luc Dupont</td>
<td></td>
</tr>
<tr>
<td>Laboratoire des médias audiovisuels pour l’étude des cultures et sociétés</td>
<td>Boulou Ebanda De B’Béri</td>
<td>FCI, ARUC</td>
</tr>
<tr>
<td>Laboratoire de recherche en pédagogie du piano</td>
<td>Gilles Comeau</td>
<td>FCI, Université, Faculté, dons</td>
</tr>
<tr>
<td>Métis Family and Community Research Lab</td>
<td>Brenda Macdougall</td>
<td>Chaire dotée, subventions et contrats de recherche</td>
</tr>
</tbody>
</table>

Et celle des groupes de recherche :
<table>
<thead>
<tr>
<th>Nom du groupe de recherche</th>
<th>Directeur</th>
</tr>
</thead>
<tbody>
<tr>
<td>Groupe de recherche en études slaves</td>
<td>Richard Sokoloski</td>
</tr>
<tr>
<td>Groupe de recherche en études arabes canadiennes</td>
<td>May Telmissany</td>
</tr>
<tr>
<td>Groupe de recherche en études de l’Europe centrale et de l’Est</td>
<td>Agatha Schwartz</td>
</tr>
<tr>
<td>Groupe de recherche interdisciplinaire en communication organisationnelle</td>
<td>Luc Bonneville et Sylvie Grosjean</td>
</tr>
<tr>
<td>Groupe de recherche esthétique et politique de l’image</td>
<td>Florian Grandena</td>
</tr>
<tr>
<td>Groupe de recherche sur la diversité et l’équité</td>
<td>Rukhsana Ahmed et Luisa Veronis</td>
</tr>
<tr>
<td>Groupe de recherche « Projet Ottawa »</td>
<td>Anne Gilbert</td>
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<tr>
<td>Groupe de recherche « Projet de lexicographie comparée du français et de l’anglais au Canada »</td>
<td>Roda Roberts</td>
</tr>
<tr>
<td>Groupe de recherche interdisciplinaire en langue et technologies</td>
<td>Marie-Josée Hamel</td>
</tr>
<tr>
<td>Groupe de recherche sur l’expérience étudiante en milieu minoritaire</td>
<td>Sylvie Lamoureux</td>
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<tr>
<td>Réseau d’Ottawa pour l’étude de l’antiquité tardive</td>
<td>Theodore de Bruyn</td>
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</tbody>
</table>

**Succès retentissant et défis**

**Succès :**

**Les prix reçus**

La Faculté des arts compte plusieurs professeurs qui jouissent de très solides réputations tant au pays qu’à l’étranger. Le nombre de prix reçus annuellement par les professeurs en atteste, notamment les prix prestigieux tels que la Médaille d’or du CRSH, le Prix d’excellence en recherche de l’Université d’Ottawa, le titre de Professeur éminent, la Bourse Killam (voir l’annexe 5.7). Notons aussi que 40% des professeurs de l’Université d’Ottawa qui sont membres de la Société royale du Canada sont des professeurs de la Faculté des arts. Plusieurs d’entre eux ont d’ailleurs occupé ou occupent des postes clés dans cet organisme : Yolande Grisé a été présidente de la SRC, Robert Major et André Lapierre ont été secrétaire honoraire de la SRC et Patrick Imbert a assumé la présidence de l’Académie des arts, des lettres et des sciences humaines.
La réputation internationale de plusieurs de nos départements

Dans le plus récent classement QS (2013), quatre départements se sont démarqués :
- Département de philosophie : 51-100 meilleurs départements au monde
- Département de linguistique : 101-150 meilleurs départements au monde
- Département d’histoire : 151-200 meilleurs départements au monde
- Département de communication : 151-200 meilleurs départements au monde.
Certains de nos professeurs contribuent également au programme en sciences environnementales qui s’est aussi classé dans la catégorie 151-200 meilleurs départements au monde.

La qualité de la recherche de nos professeurs

Il est difficile de trouver des indicateurs de qualité de la recherche pour une faculté aussi diversifiée que la Faculté des arts. Dans certaines disciplines l’Index H permet de voir l’impact qu’ont eu les publications de nos chercheurs. Toutefois, cela ne permet de rendre compte de l’importance globale de la recherche à la Faculté des arts. D’une part, cet index défavorise les chercheurs qui publient dans d’autres langues que l’anglais. Or, comme nous sommes une institution bilingue qui encourage fortement la dissémination des connaissances en français, l’Index H laisse un large pan de la production de nos professeurs dans l’ombre. L’obtention de chaires de recherche est un autre indicateur de la qualité de la recherche et de la réputation de nos chercheurs.

Chaires de recherches du Canada

Quatre professeurs détiennent une Chaire de recherche du Canada (CRC), deux de niveau 1 et deux de niveau 2 :

- **Lori Beaman**  
  Chaire de recherche du Canada en étude de la religion dans le contexte multiculturel canadien – niveau 2, depuis 2006

- **Jackie Dawson**  
  Chaire de recherche du Canada sur l’environnement, la société et les politiques – niveau 2, depuis 2011
• Pierre Lévy  
  Chaire de recherche du Canada sur l'intelligence collective – niveau 1, depuis 2002

• Shana Poplack  

Une cinquième CRC en histoire des politiques scientifiques et technologiques est en cours de dotation.

**Chaires de recherche de l'Université**

En 2003, l'Université d'Ottawa a établi des chaires de recherches universitaires (CRU) en reconnaissance des réalisations exceptionnelles dans le domaine de la recherche menées à bien par nos professeurs, lesquels ont constamment maintenu un excellent niveau d'enseignement. Elles ont également pour objectif de fournir une aide financière aux programmes de recherche des récipiendaires. La Faculté des arts compte six titulaires de CRU (sur 36) :

• Richard Clément  
  Chaire de recherche de l’Université sur le bilinguisme et la société, depuis 2003

• Luke Copland  
  Chaire de recherche de l’Université en glaciologie, depuis 2013

• Marie-Josée Hamel  
  Chaire de recherche de l’Université en nouvelles technologiques et apprentissage des langues assisté par ordinateur, depuis 2012

• Patrick Imbert  
  Chaire de recherche de l'Université en changements socioculturels au Canada, depuis 2003

• France Martineau  
  Chaire de recherche de l'Université sur la langue et la migration en Amérique française, depuis 2009
• Catherine Richards
  Chaire de recherche de l’Université sur les arts, les émotions et les nouvelles technologies, depuis 2003.

**Chaires de recherche sur la francophonie canadienne**

En 2004, l’Université d’Ottawa a créé les Chaires de recherche sur la francophonie canadienne « [a]fin de respecter le caractère bilingue de l’Université d’Ottawa et son engagement en ce sens. » Les chaires de recherche sur la francophonie canadienne ont, dès lors, le mandat « d’établir les bases d’un réseau solide de chercheurs partageant les mêmes centres d’intérêt7. » En effet « le programme de chaires de recherche sur la francophonie canadienne (CRFC) vise à consolider la position de l’Université d’Ottawa comme chef de file dans le domaine de la recherche sur les francophones canadiennes et nord-américaines ». Quatre des neuf CRFC sont détenues par des professeurs de la Faculté des arts :

• **Marc-François Bernier**
  Chaire de recherche sur l’éthique du journalisme, de 2008 à 2014

• **Joël Beddows**
  Chaire de recherche sur la francophonie canadienne (pratiques culturelles), depuis 2006

• **Michel Bock**
  Chaire de recherche sur l’histoire de la francophonie canadienne, depuis 2006

• **Lucie Hotte**
  Chaire de recherche sur les cultures et les littératures francophones du Canada, depuis 2004.

La Chaire de recherche sur la francophonie en communication (cinéma), qui remplacera celle sur l’éthique du journalisme, est en cours de dotation. Le titulaire entrera en fonction le 1er juillet 2014.

7 [http://www.recherche.uottawa.ca/chaires-francophonie.html](http://www.recherche.uottawa.ca/chaires-francophonie.html)
Chaires de recherche dotées

- **Paul Birt**  
  Chaire des études celtiques

- **Abdallah Obeid**  
  Responsable de la chaire en études arabes

- **En cours de dotation**  
  Chaire Bertram-Loeb de dons d’organes et de tissus

- **Mark Stolarik**  
  Chaire en histoire et culture slovaques

- **Brenda Macdougall**  
  Chaire de recherche en études métisses

**Défis :**

*Le petit nombre de professeurs qui demandent des subventions de recherche*

Plusieurs professeurs ne voient pas l’intérêt de faire demande pour des fonds externes. Ils croient, à tort, que les fonds ne servent que pour la recherche sur le terrain alors que ces fonds servent d’appui financier à nos étudiants et permettent d’alléger le fardeau financier de la faculté en allouant des fonds pour ce qui autrement serait payé par les programmes de financement interne. Il faudrait changer la perception que les collègues ont des subventions de recherche et de leur rôle au sein de la Faculté. Voir Annexe C-1, C-2, C-3 et C-4.

*La dépendance trop grande sur nos programmes de financement interne*

Le nombre de demandes soumises pour du financement interne reste élevé et a même beaucoup augmenté en 2013. D’autres programmes se sont ajoutés aux programmes traditionnels : Programme d’accélération de la recherche internationale, Programme des éminents chercheurs invités qui nécessitent des fonds d’appui. La faculté a aussi créé un nouveau programme d’appui pour les groupes de recherche dont le budget est limité à 20 000$ par année. Ces programmes de financement ont certes permis de réaliser d’importants projets,
mais ils ont aussi exigé un apport important en fonds alors que la Faculté vit des difficultés financières (voir annexe 5.8)

Les changements proposés aux programmes de financement interne conjoints avec le Service de la recherche

Le Cabinet de la vice-rectrice à la recherche (CVRR) procède actuellement à une révision des programmes de financement interne. Voici les changements proposés :

- Réviser le Programme de financement des programmes de recherche (PFDR) en créant deux opportunités de financement (financement démarrage et financement de transition)
- Conserver le Programme d’organisation de conférences et de symposiums sur le campus
- Créer deux nouveaux programmes : Programme de financement pour les équipes de recherche et Fonds d’urgence pour la réparation d’équipement
- Abolition du Programme du CRSH de participation à des colloques
  - Motif : Les fonds de ce programme seront bientôt épuisés, mais d’autres sources de financement existent : les dépenses admissibles aux octrois des trois Conseils et les allocations de déplacements pour les étudiants diplômés via le FÉSP de l’UdeO. Étant donné le financement minimaliste pour les chercheurs et l’absence de résultats clairement identifiés, les bienfaits de ce programme pour notre institution semblent faibles, surtout en relation avec d’autres priorités.

De ces changements, le dernier, soit l’abolition du programme d’appui à la participation à des colloques, est celui qui aurait l’impact le plus négatif pour nos professeurs car plusieurs d’entre eux en dépendent afin d’avoir un appui financier lors de leur participation à des colloques. Étant donné les taux de succès nationaux à la baisse dans les programmes de financement des trois grands conseils subventionnaires (voir annexe 5.9), nous prévoyons que les professeurs risquent d’être plus nombreux à avoir besoin de tels fonds pour continuer à disséminer les résultats de leurs travaux de recherche.

Les changements dans les programmes de financement des trois organismes subventionnaires :
Le CRSH a revu tous ses programmes de financement et le CRSNG a annoncé l’abolition de son programme de subventions d’outils et d’instruments de recherche. Le CRSH ne finance plus les projets en sciences humaines qui portent sur la santé alors que les IRSC, qui doivent les financer, n’ont pas modifier assez leurs programmes pour que les chercheurs en sciences sociales puissent se classer assez haut pour être financés. En outre, les nouveaux programmes, notamment ceux du CRSH, exigent ou souhaitent des fonds de contrepartie. Tout ceci a créé un sentiment d’impuissance chez les chercheurs qui voient leurs sources de financement se tarir. Le marasme risque de s’installer si la situation perdure.

**Baisse des fonds alloués aux trois conseils :**

Même si le dernier budget fédéral annonce une augmentation des fonds qui seront alloués aux trois conseils subventionnaires (voir l’analyse de la Fédération des sciences humaines [ici](#) et celle de l’Association canadienne des professeures et professeurs d’université [ici](#)), il reste que le financement à la baisse inquiète autant les chercheurs que l’Association canadienne des professeures et professeurs d’universités. Dans le numéro d’octobre 2013 de *Dossiers en éducation* (vol. 13, no 1), l’ACPPU publiait le tableau suivant qui montre la variation en dollars du financement de la recherche :
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CRSH</td>
<td>383.7</td>
<td>358.1</td>
<td>368.1</td>
<td>359.4</td>
<td>355.6</td>
<td>351.5</td>
<td>344.8</td>
<td>-10.1 %</td>
</tr>
<tr>
<td>CRSNG</td>
<td>1057.9</td>
<td>1051.5</td>
<td>1042.3</td>
<td>1050.2</td>
<td>1030.8</td>
<td>1018.9</td>
<td>990.3</td>
<td>-6.4 %</td>
</tr>
<tr>
<td>IRSC</td>
<td>1017.8</td>
<td>989.8</td>
<td>1020.1</td>
<td>1026.9</td>
<td>953.0</td>
<td>969.4</td>
<td>941.4</td>
<td>-7.5 %</td>
</tr>
<tr>
<td>Coûts indirects</td>
<td>327.9</td>
<td>335.7</td>
<td>330.9</td>
<td>324.9</td>
<td>322.6</td>
<td>318.9</td>
<td>302.0</td>
<td>-7.9 %</td>
</tr>
<tr>
<td>Total</td>
<td>2787.2</td>
<td>2735.0</td>
<td>2761.5</td>
<td>2761.4</td>
<td>2662.1</td>
<td>2658.7</td>
<td>2578.4</td>
<td>-7.5 %</td>
</tr>
</tbody>
</table>


Domaines d'excellence à être développés :

Étant donné l’importance qu’occupent présentement les sciences humaines numériques dans la recherche en sciences humaines, la Faculté des arts et l’Université d’Ottawa entendent développer une expertise dans ce domaine. La Bibliothèque de l’Université d’Ottawa a embauché, à l’été 2013, une bibliothécaire spécialisée en sciences humaines numériques qui est au service des étudiants et des chercheurs de la Faculté des arts. D’autres initiatives devraient voir le jour sous peu.
Chapter 6:  

Faculty of Arts Strategic Plan:  

Arts 2015

Strategic Planning

In November 2011 (just over two years ago) the Faculty adopted its most recent strategic plan, *Arts 2015*. The plan was drawn up after broad consultation with all sections of the Faculty’s diverse community, and it was developed contemporaneously with the University’s strategic plan, *Destination 2020*. As the title of the document indicates, the plan was conceived as a practical blueprint for the medium term: as such, the document focused especially on matters where change and improvement were needed and devoted less space to areas where success had already been achieved (such as, for example, the Faculty’s many research accomplishments). Accordingly, each of the following areas covered in the Plan was accompanied by an action plan consisting of a list of concrete, specific goals to be striven for:

1. Growth and program development  
2. Space needs  
3. Research development and support  
4. Undergraduate teaching and learning; undergraduate student experience  
5. Graduate student experience  
6. Communication, marketing, alumni, and development  
7. Global and community engagement  
8. Initiatives in individual units

At the end of this chapter is the Executive Summary of the document, as well as the Faculty’s “Mission statement”; the full document, *Arts 2015: A Strategic and Action Plan*, is reproduced in Annex 6.1 (French and English versions). What follows in this chapter are (a) the summaries of each of the above eight planning areas adopted in *Arts 2015*; (b) the action plan items agreed
In reviewing the contents of *Arts 2015*, it is worth bearing in mind what we said at the conclusion of the document. Given the unforeseen changes we have seen in the last two years, these words are more relevant than ever:

> The *Arts 2015* plan is regarded as a living document. It is intended to be removed from the shelf and consulted frequently to provide the directions and specific actions for the Faculty over the next five years. Inevitably, both opportunities and challenges will emerge due to unforeseen externalities and these may necessitate its update, especially with regard to the specific actions proposed. Nevertheless, it is expected that the broad strokes outlined here, because they were based on a wide consultation of the stakeholders in the Faculty, will remain relevant through to 2015 and beyond. Progress towards meeting these goals will be reported annually by dean at the last Faculty Council of the year.

Given that we are currently only beginning the third year of this four-year planning period, it is fair to say that the Faculty has made very good progress in implementing the goals set out in *Arts 2015*.

### 1. Growth and program development

*Summary of Arts 2015*

The viability of a number of proposals in the plan depends on the availability of physical and financial resources, which in turn are related to the size of the student body. Student numbers in the Faculty are targeted to grow at the same rate as the University over the next five years leading to projected head-counts of 6,940 undergraduate and 1,050 graduate students in 2015. At the graduate level, this will be accomplished through developing new Masters and doctoral programs that will permit better use of existing professorial resources. Greater numbers of students at the undergraduate level will require improving publicity and communication to attract a larger pool of highly qualified applicants, increasing retention through offering a high quality program experience, and developing several new interdisciplinary programs.
Francophone percentages of the overall student population are targeted to be maintained or increased slightly over this period. Changes in the size of the professoriate in academic units will be linked to need resulting from growth in program enrolments.

<table>
<thead>
<tr>
<th>New Programs Proposed in Arts 2015</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Francophone Studies (Major)</td>
<td>No action</td>
</tr>
<tr>
<td>Film Studies (Major and MA)</td>
<td>Majeure en cinémas du monde approuvé par le Sénat le 4 Jan. 2014</td>
</tr>
<tr>
<td>Asian Studies (Major)</td>
<td>No action</td>
</tr>
<tr>
<td>Co-op options in Aboriginal Studies, Ethics and Society, Geomatics and Spatial Analysis, and in certain MA programmes (e.g. English, Geography, Communication)</td>
<td>No action</td>
</tr>
<tr>
<td>Graduate Diploma in Science, Society and Policy</td>
<td>Collaborative MA program currently in development (approved by FGPS)</td>
</tr>
<tr>
<td>MA in World Cultures and Literatures</td>
<td>Program now in its second year</td>
</tr>
<tr>
<td>MA in Bilingualism Studies</td>
<td>Program now admitting students for fall 2014</td>
</tr>
<tr>
<td>Interdisciplinary MA in Aboriginal Studies</td>
<td>No action</td>
</tr>
<tr>
<td>MA in Environmental Studies (possibly in collaboration with the Institute of the Environment)</td>
<td>No specific action, but the Faculty is collaborating in the new Master’s programs in Environmental sustainability</td>
</tr>
<tr>
<td>Interdisciplinary MA in Writing and media (Français and Communication)</td>
<td>No action</td>
</tr>
<tr>
<td>Doctorate in Communication</td>
<td>Planning at advanced stages: external evaluators have reviewed proposal</td>
</tr>
<tr>
<td>Interdisciplinary doctorate focusing specifically on Faculty strengths</td>
<td>Preliminary discussions are underway</td>
</tr>
</tbody>
</table>

Comments
The projections for growth in 2011 have proven to be too optimistic: what was not foreseen at the time is that the growth of the Faculty student population over the previous decade would begin to reverse itself. Program development has moved forward at the graduate level, but less so at the undergraduate level. Since the adoption of Arts 2015, the need to consolidate and sustain existing undergraduate programs has become the most urgent priority. One important exception is the new undergraduate major in World Cinemas, which brings together widespread interest and expertise in a number of the Faculty’s departments. This is an exciting curriculum development for the Faculty.

2. Space needs

Summary of Arts 2015

The visibility and cohesion of the Faculty will be enhanced through a physical regrouping of all academic units in the northwest part of the campus. This will involve constructing a new Visual Arts building, moving most of the units in the Humanities sector to the Desmarais building, and consolidating the Languages and Literatures sector in the Arts building and adjacent Simard Hall.

- The plan to consolidate the Faculty’s academic units, outlined on pp. 12-13 of Arts 2015, has been fully implemented. Space in the Desmarais Building previously occupied by Social Sciences has been turned over to the Faculty of Arts, permitting the Humanities sector of the Faculty to be clustered there, including the previously isolated departments of Communication and Information Studies.
- Meanwhile, all the language and literature departments (except for Français) have been clustered in the Arts Building, including ILOB. Français is housed next door, in Simard.
- Space needs in Visual Arts have been partially met by a renovation of parts of 100 Laurier Ave., but long-term goals for a new building to house Visual Arts and for a “black box” theatre for the Theatre Department remain unfulfilled at present.

Comments

Pressure for space in the Faculty has been very substantially eased by the developments noted here. The Visual Arts Building remains as a currently unfunded priority in the University’s capital improvements plan, and active discussions to create a new theatre space are ongoing.
3. Research development and support

**Summary of Arts 2015**

The research plan builds on a strong foundation whose research outputs have global reach. It is focused on three elements: improving internal and external support for researchers, enhancing the visibility of research currently underway, and organizing activities that raise awareness about and recognition of the research activities conducted by the Faculty’s professors. Funding for research groups and the creation of new research centres are among the specific actions proposed.

<table>
<thead>
<tr>
<th>Action Plan Items</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conception d’une rubrique « Recherche » pour le bulletin électronique de la Faculté</td>
<td>Rien n’a été mis en place en ce moment</td>
</tr>
<tr>
<td>Révision et amélioration du site internet du vice-décanat à la recherche afin de mieux mettre en valeur les travaux de recherche des professeurs</td>
<td>Une rubrique « En vedette » a été créée sur la page de la recherche de la Faculté des arts. Maintenant que le nouveau site de la Faculté est opérationnel, d’autres changements seront apportés.</td>
</tr>
<tr>
<td>Création d’un concours de financement interne consacré aux « Activités de développement de la recherche et de mobilisation des connaissances »</td>
<td>Un programme d’Appui aux groupes de recherche interdisciplinaire a été créé au printemps 2012.</td>
</tr>
<tr>
<td>Élaboration de méthodes d’évaluation des retombées de l’appui à la recherche</td>
<td>En collaboration avec la vice-doyenne de la Faculté des sciences sociales, une étude des méthodes d’évaluation pour les classements universitaires a été menée. Une demi-journée d’étude pendant laquelle nous avons pu rencontrer des spécialistes de la question s’est tenue 24 septembre 2013. Le dossier est à présent dans les</td>
</tr>
</tbody>
</table>
Recent changes in policy at SSHRC have resulted in lower success rates for research applicants nationally. This will have an impact on internal research funding programs, as professors look increasingly to internal funding sources to fill the gap.

**4. Undergraduate teaching and learning**

**Summary of Arts 2015**

4.a. **Essential competencies:** The Faculty recognizes the fundamental importance of developing and strengthening the essential competencies students require at the undergraduate level, specifically the mastery of French or English skills, the ability to communicate clearly and effectively, the capacity to demonstrate critical thought, and a basic proficiency in research. To this end, the Faculty will maintain compulsory language and philosophy education components; however, their content and the means by which these objectives are to be met will be reviewed.

4.b. **Modes of delivery:** The Faculty encourages the development of innovative projects in instruction—whether or not these rely on technological components—that are adapted to the needs of the current student clientele. The Faculty plans to support the creation of a network of technology users, as well as to assess current developments in the field of distance education and in-class technology use.

4.c. **Undergraduate student experience:** The Faculty will undertake a number of steps to improve the undergraduate experience. The goals are to ease the transition between high school and university, enhance professor-student interactions, develop additional small group experiences, improve communication with students, and encourage teaching excellence. A Task Force will be constituted to examine best practices to assure the quality of in-class instruction and the comparability of multi-section courses. The richness of the student experience will also be enhanced by promoting broad participation by Faculty of Arts students in university-wide initiatives such as the Undergraduate Research Opportunity Program and the Centre for Global
and Community Engagement. The latter is also an important means of achieving global engagement by the Faculty.

4a. Essential competencies

<table>
<thead>
<tr>
<th>Action Plan Items</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintenir 6 crédits de langue première, mais revoir la nature et le contenu des cours</td>
<td>See comment below</td>
</tr>
<tr>
<td>Maintenir le cours PHI 1501/1101—Raisonnement et pensée critique / Reasoning and Critical Thinking, mais en revoir le contenu et en assurer une plus grande uniformisation</td>
<td>See comment below</td>
</tr>
<tr>
<td>Obliger les étudiants de la Faculté des arts à suivre les cours de compétences fondamentales dans les 45 premiers crédits de leur programme</td>
<td>See comment below</td>
</tr>
<tr>
<td>Confier au Comité des études de premier cycle de la Faculté des arts la tâche de poursuivre la réflexion sur ces points et d’autres soulevés à la table de concertation et de soumettre les résultats de cette réflexion au Comité exécutif de la Faculté au plus tard le 29 février 2012. Parmi les points à considérer, citons entre autres le deuxième cours de philosophie, l’administration d’un test diagnostic en français et en anglais, le renforcement de la langue première et les mesures à prendre en ce sens, la formation à la rédaction de travaux universitaires, la création d’un certificat d’excellence linguistique, une formation de base en recherche d’informations.</td>
<td>See comment below</td>
</tr>
</tbody>
</table>

Comments

The four action items listed above are interrelated and have been studied extensively by the Faculty’s Undergraduate Studies Committee. A report from that committee on first-year teaching has been tabled before the Faculty’s Executive Committee and Faculty Council. Based on this report, Faculty Council has approved a change that will allow students to replace at least one of the four foundational courses with a selection of multi-disciplinary courses structured around broad themes. This has also been approved by Senate. These new courses are intended to showcase the range of disciplines and programs offered by the Faculty.

4b. Modes of delivery
<table>
<thead>
<tr>
<th>Action Plan Items</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assess and evaluate existing efforts in the Faculty in the area of distance education and in-class use of technology</td>
<td>Currently exploring hybrid and on-line courses, in line with University-wide goals for the creation of such courses by 2020</td>
</tr>
<tr>
<td>Establish a network of professor-users interested in sharing their experiences through various information and promotion channels for the benefit of the whole community</td>
<td>No action</td>
</tr>
<tr>
<td>Evaluate and promote innovative projects in partnership with uOttawa’s Teaching and Learning Support Service</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Contribute to the creation of distance education courses in partnership with the Teaching and Learning Support Service, and the Vice-President Academic and Provost.</td>
<td>See first action item above: hybrid courses in development</td>
</tr>
<tr>
<td>Develop and put in place a code of conduct for the use of computers and other mobile devices in class (note: there is already a project underway on this subject at the Council on Undergraduate Studies in association with legal services at the University)</td>
<td>No action: a question for the University as a whole</td>
</tr>
<tr>
<td>Implement a series of brown bag lunch meetings for those interested in sharing their educational experiences (with or without technology use)</td>
<td>No action</td>
</tr>
<tr>
<td>Identify two courses with enrolments of 30 students, one given in English and the other in French, that could be used to test the usefulness of moving to iPads or equivalent tablets as a common platform for teaching and learning</td>
<td>Overtaken by new developments</td>
</tr>
</tbody>
</table>

Comments

Development of hybrid courses is an ongoing project across the University.

4c. Undergraduate student experience
<table>
<thead>
<tr>
<th>Action Plan Items</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improve the High School to University transition</td>
<td>ARTS 101 &amp; mentoring program developed</td>
</tr>
<tr>
<td>Enhance professor-student interactions</td>
<td>Experiments in student mentoring undertaken</td>
</tr>
<tr>
<td>Create small group classroom experiences for students</td>
<td>Currently exist in many of our programs</td>
</tr>
<tr>
<td>Improve communication with students</td>
<td>Marketing and Communication service has been upgraded; improvements to</td>
</tr>
<tr>
<td></td>
<td>website underway; public information screens installed</td>
</tr>
<tr>
<td>Encouragement of teaching excellence at all levels</td>
<td>Program to recognize teaching excellence of full-time professors</td>
</tr>
<tr>
<td></td>
<td>implemented 2012</td>
</tr>
<tr>
<td>Task Force on Faculty standards regarding course content</td>
<td>Faculty Undergraduate Committee looking into this</td>
</tr>
<tr>
<td>and evaluation</td>
<td></td>
</tr>
<tr>
<td>Create staff prize to recognize contributions made by</td>
<td>Implemented in January 2014; first award will be in April 2014</td>
</tr>
<tr>
<td>support personnel to the quality of the student and professor experiences</td>
<td></td>
</tr>
</tbody>
</table>

**Comments**

Data on undergraduate students’ satisfaction with their experience at the University are captured in Annexes 3.2 and 3.3.

**5. Graduate Student Experience**

The numbers of graduate programs and graduate students have grown significantly over the last five years. In response, the Faculty is committed to enhancing further the experience of students in our graduate programs. Initiatives in this area will focus especially on the provision of additional space, student funding and employment, administrative support, and improved course offerings.
<table>
<thead>
<tr>
<th>Action Plan Items</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consult with departmental graduate student associations to discuss appropriate</td>
<td>Consultation done in fall 2012: new graduate study space and interview rooms for TAs created in Arts Building as a result (see under #2,</td>
</tr>
<tr>
<td>space assignments as part of the planning process for the moves to Arts and Desmarais</td>
<td>“Space,” above)</td>
</tr>
<tr>
<td>Assign academic assistants specifically to graduate programs, balance their</td>
<td>Restructuring of academic services currently underway to achieve these goals</td>
</tr>
<tr>
<td>workloads, and locate them in departments or in building-based clusters</td>
<td></td>
</tr>
<tr>
<td>Develop a regular schedule of orientation and training sessions for graduate</td>
<td>Some progress: orientation and training done mostly in departments</td>
</tr>
<tr>
<td>students offered by the departments and the Faculty of Arts</td>
<td></td>
</tr>
<tr>
<td>Enhance the diversity of relevant course offerings for graduate students by</td>
<td>This issue has been discussed, but not much concrete progress</td>
</tr>
<tr>
<td>identifying courses with interdisciplinary components that could be incorporated</td>
<td></td>
</tr>
<tr>
<td>into several graduate programs</td>
<td></td>
</tr>
<tr>
<td>Investigate the costs and benefits of providing assistantships to graduate</td>
<td>Implemented in Fall 2012</td>
</tr>
<tr>
<td>students holding external scholarships, especially in relation to doctoral</td>
<td></td>
</tr>
<tr>
<td>student recruitment</td>
<td></td>
</tr>
<tr>
<td>Develop promotional materials aimed specifically at the francophone student</td>
<td>This has been done, and promotional efforts are ongoing</td>
</tr>
<tr>
<td>market in Québec in order to increase the number of francophone students at the</td>
<td></td>
</tr>
<tr>
<td>MA and PhD levels</td>
<td></td>
</tr>
<tr>
<td>Offer assistantships at the MA level to francophone students with an average</td>
<td>No action: implementation dependent on changes to graduate scholarships university-wide</td>
</tr>
<tr>
<td>between 7.5 and 8.0 (conditional on receiving funding)</td>
<td></td>
</tr>
</tbody>
</table>

6. Communication, marketing, alumni, and development

Summary of Arts 2015
The Faculty plans to implement a truly functional communication and marketing service in close collaboration with the personnel responsible for alumni relations and development. Among the priorities is the redesign of the Faculty and department websites, as well as the use of social media. Efforts to improve alumni relations will be an ongoing priority with numerous specific plans. The implementation of many of the goals in Arts 2015 will also depend on successful external fund-raising, especially for major projects such as the new Visual Arts building, research Chairs and the Institut du monde francophone.

<table>
<thead>
<tr>
<th>Action Plan Items</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative reorganization of marketing and communications within the Faculty</td>
<td>Done in 2012-13</td>
</tr>
<tr>
<td>Updating and improvement of the Faculty and departmental websites</td>
<td>Actively pursued: new website currently being rolled out</td>
</tr>
<tr>
<td>Creation of a Faculty of Arts electronic bulletin</td>
<td></td>
</tr>
<tr>
<td>Increasing social media use</td>
<td>Yes, ongoing</td>
</tr>
<tr>
<td>Marketing: position the Faculty of Arts’ branding image through a greater emphasis on the three sectors (Languages and literatures, Humanities, Fine Arts) and the three characteristics (student centred, research intensive and globally engaged)</td>
<td>Yes, ongoing</td>
</tr>
<tr>
<td>Alumni Relations: develop an annual work plan for Alumni Relations</td>
<td>Actively pursued: ongoing</td>
</tr>
<tr>
<td>Development: develop an annual work plan for Development for the Faculty of Arts that will include specific donor-related activities, participation in university fundraising activities and the ongoing campaign, and annual giving and other opportunities</td>
<td>Actively pursued: ongoing. In 2014 a special fundraising campaign underway in connection with Faculty’s 125th anniversary</td>
</tr>
</tbody>
</table>

7. **Global and community engagement**

*Summary of Arts 2015*
The Faculty will support student participation in the Centre for Global and Community Engagement in general; more specifically, through the provision of expertise in languages and cultures, the Faculty will equip students with the essential tools needed to reach out globally. We will examine broadening our relationship with Canadian International College in Cairo and of enhancing exchanges with other foreign institutions. In the local region, we will increase our links to the community through the recruitment of Senior Fellows who will contribute to the intellectual life of departments.

<table>
<thead>
<tr>
<th>Action Plan Items</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Incorporation of experiential learning wherever possible in courses within the Faculty of Arts</td>
<td>In 2012-2013, 46% of all courses incorporating experiential learning were offered at the Faculty of Arts. Students from the Faculty represented 28% of University of Ottawa participants in the community service learning option.</td>
</tr>
<tr>
<td>Examination of the possibility of short-course language training for students who wish to participate in programs offered by the Centre for Global and Community Engagement and departmental websites</td>
<td>No action</td>
</tr>
<tr>
<td>Development of effective exchange agreements with universities in key locations for our students and researchers</td>
<td>Several new agreements signed, including Venice and Udine</td>
</tr>
<tr>
<td>Enhancement of the Faculty’s links with the professional world by recruiting leading candidates as Senior Fellows within specific academic units</td>
<td>Institute of Science, Society, and Policy very active on this front; invited researcher position at CRCCF</td>
</tr>
<tr>
<td>Examination of the development of further links with Canadian International College in Egypt</td>
<td>Relationship with CIC is active and ongoing</td>
</tr>
</tbody>
</table>

Comments

In 2012-2013 60% (3/5) of University of Ottawa students who participated in the China-Facilitation of English training at Tsinghua University as an International Volunteer Opportunity with the Centre for Global and Community Engagement were from the Faculty of Arts.
8. Initiatives in individual units

**Summary of Arts 2015**

About half of the units of the Faculty will be subject to periodic review by 2015 as part of the university’s new Institutional Quality Assurance Program (IQAP), with the remainder being reviewed over the following three years of the 8-year cycle. Self-evaluation documents are expected to refer to the Arts 2015 strategic plan and to indicate how the individual units are aligning with the Faculty’s strategic goals.

<table>
<thead>
<tr>
<th>Action Plan Items</th>
<th>Outcome</th>
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</thead>
<tbody>
<tr>
<td>The Institute of Canadian Studies is in the process of developing a strategic plan outside of the periodic review cycle and this may impact the programs in Aboriginal Studies and Jewish Canadian Studies, both of which are housed in and/or associated with the Institute</td>
<td>Review has been done, leading to the creation of the Institute for Canadian and Aboriginal Studies</td>
</tr>
<tr>
<td>The Institute for Science, Society and Policy (ISSP), the newest unit of the Faculty of Arts, is in the process of developing its own strategic plan</td>
<td>Discussion underway for ISSP to move elsewhere in the University</td>
</tr>
<tr>
<td>Development of the <em>Institut du monde francophone</em> in collaboration with the Faculty of Social Sciences</td>
<td>In progress. The project has received approval from the University Research Committee and the Office of the Provost. It now needs to be funded.</td>
</tr>
<tr>
<td>Four new University Research Chairs focused on bilingualism will be created at OLBI between 2012 and 2015</td>
<td>One University Research Chair on bilingualism was filled in 2012. The Faculty, in collaboration with OLBI, will ask for permission to advertise another one this year.</td>
</tr>
<tr>
<td>Research chairs are planned in First Nation Studies and Inuit Studies as a means to enhance research and teaching in the Aboriginal Studies program</td>
<td>Une rencontre a eu lieu avec la directrice de l’IÉCA afin que l’on étudie la possibilité de créer une chaire de recherche en partenariat sur les Premières nations. Des pourparlers ont été menés pour la création d’une chaire en études inuites,</td>
</tr>
</tbody>
</table>
A research chair in Environmental Studies is planned . . . potentially linked to the development of an MA in Environmental Studies and a possible name change for the Department of Geography to the Department of Geography and Environmental Studies


The Department of Communication and the School of Information Studies will be co-located when the two academic units are moved to the Desmarais Building in 2012. The possibility of merging the units to create a tentatively-titled School of Communication and Information will be examined

The two units now occupy the same floor in the Desmarais Building

Comments

Substantial progress has been made on most of these individual/departmental initiatives.

Executive Summary of Arts 2015 (p. 2)

The Faculty of Arts at the University of Ottawa is student centred, research intensive and globally engaged. It is the second-largest and most diverse faculty in the University, comprising eleven departments, three professional schools, three interdisciplinary institutes, and the Centre for Research in French Canadian Culture, which are grouped into three broad sectors of Humanities, Languages and Literatures, and Fine Arts. It is an internationally-recognized leader in research in several areas, offers a broad range of undergraduate and graduate programs in French, English and bilingually, as well as instruction in other languages, and has been heavily involved in experiential learning through service to the community.
The Arts 2015 strategic plan comprises a summary of progress in the past five years, and a description of the general directions to be taken by the Faculty over the next five, together with embedded action plans designed to achieve the numerous specific objectives. Arts 2015 was developed contemporaneously with the University’s strategic plan, Destination 20/20, and many of its goals align with the latter. The Faculty is committed to playing its part to successfully achieve the institution’s goals in the areas of student experience, research intensity, bilingualism, the francophonie, and internationalization.

Arts 2015 pays particular attention to elements where significant positive change is needed, and the report devotes less space to areas where success has already been achieved. The many research accomplishments in the Faculty in recent years, for example, mean that the majority of the consultative round tables set up in 2010-11 and much of this plan are focussed on the more challenging areas of undergraduate student learning and overall experience. However, it is assumed that the Faculty’s strengths in research, which are the product of sustained efforts by professors and long-term investment by the Faculty and the University, will be maintained and, indeed, enhanced wherever possible. Equally, individual members of the Faculty are already heavily involved at an international level in research collaborations or international learned societies. Support to further internationalization and global engagement is therefore partially embedded within the proposals for research, teaching, and learning.

Faculty of Arts Mission Statement (see pp. 9-10 of Arts 2015)

Notre raison d’être

La Faculté des arts forme des étudiants, au 1er cycle et aux études supérieures, dans un large éventail de disciplines réparties en trois grands secteurs : les langues et littératures, les sciences humaines et les beaux-arts. Elle poursuit des activités de recherche fondamentale et appliquée et de création et est socialement engagée tant à l’échelon local qu’international. La Faculté s’acquitte de sa mission en français et en anglais, créant ainsi un milieu propice aux échanges interculturels, favorable à une vaste dissémination des savoirs, enrichissant pour ses chercheurs et ses étudiants. La Faculté joue un rôle fondamental dans les mandats d’enseignement et de recherche de l’Université d’Ottawa, en appuyant tous ceux qui cherchent à explorer les diverses facettes de la pensée humaine, du langage, de la
culture et de leur rapport au monde. En somme, la mission de la Faculté consiste à comprendre ce qui nous définit en tant qu'être humain aujourd'hui, hier et demain.

Ce que nous voulons atteindre en 2015

La Faculté des arts prône un enseignement de qualité en salle de classe, des échanges entre professeurs et étudiants et des initiatives novatrices en enseignement, parmi lesquelles la participation des étudiants de premier cycle à des projets de recherche. Déjà résolument engagée dans la recherche, la Faculté compte intensifier les projets et groupes de recherche disciplinaires et interdisciplinaires de même que les échanges internationaux. Elle privilégie une culture de responsabilité individuelle de la part de son personnel administratif pour assurer un excellent service aux étudiants. Soucieuse de la qualité de ses relations avec le milieu, elle compte accroître ses liens avec les diplômés de même que sa participation au développement de la communauté par des actions à l'échelle régionale, nationale et internationale. Bref, la Faculté entend respecter son engagement d’être à l’écoute des étudiants, active en recherche et ouverte sur le monde.

The Faculty of Arts and Destination 2020

The Faculty’s strategic plan was developed with the University’s strategic goals in mind. As outlined in Destination 2020, these goals fall under four broad categories: (1) bilingualism, (2) internationalization, (3) student experience, and (4) research. A quick review of each of these areas will illustrate the Faculty’s contributions to the strategic vision of the University as a whole.

Bilingualism

No much specific comment is required here, since the Faculty of Arts, along with Social Sciences, is the most bilingual faculty in the University, with an actively bilingual professoriate and staff—exceeding by a wide margin the goals set in Destination 2020. A survey of the Faculty’s programs, research institutes, and research profiles of its professors readily shows the depth and breadth of the Faculty’s bilingualism.
Internationalization

Among the international initiatives undertaken by the Faculty of Arts are the following:

- Active involvement with the Canadian International College in Cairo, Egypt.
- Students in a number of our programs have opportunities for study abroad. Modern Languages students spend an immersion term abroad, for example, and Visual Arts students have access to a biannual field trip to Venice. Master’s students in the World Cultures program can pursue part of their studies at the University of Udine in Italy. Various cotutelle (joint supervision between two universities) arrangements exist at the doctoral level.
- The School of Translation has strong international connections and attracts international students (as does the Spanish program).
- The Faculty attracts numerous foreign visitors and invited researchers, who are offered the use of facilities in the Faculty while they are on campus.
- The Faculty’s professors are widely connected to international colleagues and networks; a review of professors’ CVs shows the high rate of international participation in the Faculty (see Annex 5.1).

Student experience

Initiatives in this area include the following:

- A major fund-raising initiative in connection with the Faculty’s 125\textsuperscript{th} anniversary. The aim is to raise $1M to endow a student experience fund, designed to finance student-led activities and initiatives (such as student conferences, travel, invited speakers, etc.).
- A professorial mentoring program for incoming undergraduate students in the Faculty.
- Orientation activities, especially ARTS 101 every September.
- Study space and TA space created for graduate students in the Arts Building.
- Academic services to students are being reorganized to improve the availability and continuity of service to students at both the undergraduate and graduate levels.

Research

For details on research initiatives in the Faculty, see chapter 5 of this report.
Chapitre 7:

Les départements, écoles, et instituts de la Faculté des arts

This chapter contains self-evaluations written by each academic teaching unit in the Faculty of Arts. They are in the form of SWOT (Strengths, Weaknesses, Opportunities, and Threats) analyses initially prepared for a Faculty of Arts Retreat held in the fall of 2013, at which the future of the Faculty was discussed in depth. These self-evaluations represent the views of the academic units in question; they have not been altered or rewritten by the authors of this report.
Département d’arts visuels / Department of Visual Arts
Report for Strategic Review of the Faculty

Introduction:

The Department of Visual Arts provides 5 core programs: a BFA (Bachelor of Fine Arts), a BA (with Major in Visual Arts), a BA (with Major in History and Theory of Art), BA (with Minor in History and Theory of Arts), and an MFA (Master’s of Fine Arts).

We currently have 10 full-time professors, half of which are newly arrived since 2008. 3 professors are associated with HTA and maintain traditional style academic research practices while 7 of our full-time professors maintain artistic careers at a very high level within the professional exhibition circuit internationally.

We routinely employ upwards of 20 part-time professors each year. We serve roughly 350 undergraduate students and our 2-year graduate program welcomes 6 new students each year for a total of 12. The MFA is Canada’s newest and has been very successful. With renovations currently underway we will be creating space that will allow us to expand the program to a total of 14 students by 2015. The MFA is considered a terminal degree as no standardized PhD is studio-based practice is acknowledged.

Our undergraduate programs admit 80-85 students each year, and although applications for the program have seen only a slight decline, actual enrolments have remained steady over the last 5 years. Half of the incoming students are BFA students.

We have a very high rate of retention and we routinely award 30-40 BFA degrees annually in concert with, “l’exposition de finissants”, which is a major event within the artistic and cultural communities also.

Strengths:
High Quality Programs:

We have the only bilingual BFA, BAs, and MFA in Canada. The bilingual nature of the program provides both a unique experience and a richness offered by no other Visual Arts program in the country. The structure that has all first year studio courses offered in either language, followed by bilingual courses as of second year, means that both francophone and Anglophone students have the opportunity to both integrate in their first language and to develop a secondary language at an appropriate pace. This bilingual aspect is further enriched by a bicultural awareness. The visual arts program acts as a focal point and a meeting place for cross-cultural exchange. Our openness and sensitivity to various pedagogical philosophies, as represented by our varied full-time and part-time teaching pool, means that students are exposed to a broader range of methodologies, critical inquiries, and artistic sensibilities. We are uniquely positioned, both geographically and philosophically, to act a bridge among multiple populations. Because of our sensitivity to issues of language and culture, we are also uniquely able to address and provide for students whose cultural or linguistic heritage is neither francophone nor Anglophone. The increasing diversity of our student body encourages not only cultural tolerance, but also acceptance and further enhances our roles as purveyors of artistic, cultural and linguistic exchange.

Unlike other programs in the province of Ontario and Canada at large, the Department of Visual Arts is uniquely located in close proximity to national artistic institutions such as CARFAC (Canadian Artists' Representation / Front des artistes canadiens), the National Gallery of Canada, The Ottawa Art Gallery, etc. Students routinely make visits to the National Gallery of Canada in almost all courses and in some cases a course is devised in partial consultation and involvement with staff at the National Gallery. This close and burgeoning relationship does not have its equal in the country, particularly for a visual arts department of modest size.

Course offerings provide a high degree of flexibility and we are able to capitalize further on current interests of the teaching faculty, on rotating schedules and exhibition programs of local galleries and museums (many within walking distance), and general trends in the contemporary art world. The physical location of the Visual Arts building within the downtown core of Ottawa, is of paramount importance in maintaining the uniqueness and attractiveness of the BFA and the department as a whole.
The foundation students receive by taking courses in all visual arts sub-discipline areas (Painting, Sculpture, Media, and Photography), along with introductory courses in Philosophy, Literature, and Essay Writing, provide a solid foundation for students as they engage with contemporary art practice that is both materially and critically engaged. These ‘intra’ and ‘inter’ - disciplinary aspects of the program are often only possible within institutions and faculties that are much larger.

We offer a broad based and thorough training for aspiring artists, art historians, arts professionals, cultural workers, administrators, creative entrepreneurs, that prepares them to enter the professional milieu or continue their education and training through MFA or MA programs elsewhere.

We have a low professor to student ratio and therefore individual contact with professors is frequent. This provides many opportunities for non-conventional teaching and exchange. Impromptu critiques, advice and consultation sessions happen frequently and re-enforce our commitment to alternative pedagogical strategies that don’t always require a classroom or a particular assignment structure.

Commitment and Devotion of Professorial Complement:

Relative to most departments, we have a small number of regular full-time professors. We represent a devoted group who are committed to helping students achieve in a field that is both difficult and not necessarily well appreciated by the culture at large. Many extra-curricular and pedagogically useful events are devised and managed by the professors and staff. Ultimately, we all care very deeply about the department, its record of success, and its prospects for the future.

High number of PART-TIME Professors:

This is a strength of the department. PT professors outnumber full-time ones 2 to 1 (this term we have 22 part-time professors, compared to our 10 full-time ones). For practitioners in the
world of contemporary art, the academic community and the professional community are practically one and the same. Our part-time professorial complement is made up of hard-working, successful, and multi-dimensional career artists who involve themselves in many endeavours, and who are particularly creative and flexible in their need to generate income from other sources. Some actually prefer their part-time status since it allows them to pursue their artistic careers unencumbered by other obligations.

It is these PT professors, who are full-time artists, with whom we want our students to be engaged. They provide role models for students as positive examples of varied successful careers and are engaged directly with the multi-faceted visual and cultural world.

The assumption that having a high number of part-time professors hinders the student experience simply isn’t true for our department. Rather, it enriches the student experience while preparing students more rigorously for life after university.

Success and Growth of the Graduate Program (MFA):

The integration of the Masters of Fine Arts program within the department is a further strength of the Visual Arts Program at the University of Ottawa. The MFA program began in 2007 (graduating its first MFAs in 2009) and the presence of this program with the physical building of the department has enriched the undergraduate program in many ways. Firstly, the formal structure requires the MFA students to work as teaching assistants in undergraduate courses, both studio and HTA (History and Theory of Art). Undergraduate students get to know and are aware of the 12 graduate students. Direct interaction in terms of help in the labs and studios and informal meetings and exchanges within the halls and classrooms enriches the undergraduate student experience in ways that are difficult to measure but are unquestionably beneficial.

As of 2013, we have awarded 30 MFA degrees and an unusually high proportion of our graduates have distinguished themselves through national prizes, national awards, successful professional grant applications, solo exhibitions at top-tier galleries and museums, purchases by national institutions, etc.
Weaknesses:

Program Weaknesses can be summarized as follows:

- derelict physical facilities below the university standard
- lack of proper exhibition spaces including the non-existence of a University Art Gallery
- inadequate funding of department
- lower than ideal Francophone enrolment figures
- lack of francophone faculty
- inadequate staffing
- unfilled faculty positions
- inadequate funding for visiting artist program
- poor local and national visibility

Opportunities:

Creation of a new Service Courses:

To increase its profile within the University and the broader community, and to potentially generate additional income for departmental programs and initiatives, we would like to begin to offer courses targeted at non-BFA students from the general university population. Courses such as a beginning course in digital photography, ‘contemporary art appreciation for non-BFA’, introductory figure drawing, etc. would be extremely popular, viable, and (most importantly in this context) revenue generating. We have been discussing these possible initiatives for a long time. It would seem that it has been either bureaucratic or structural hurdles, or lack of human resources that have prevented these kinds of courses quickly becoming a reality. One new
course has been created just recently: The Venice Biennale course had its first 12 students spend 10 days in Venice this past June.

Web Presence as the most dynamic exemplar of student experience:

Through an expanded vision of our online presence, we want to give prospective students the opportunity to share a meaningful university experience, instead of merely listing courses and events. If our online presence is allowed to grow to achieve this, then the web becomes our strongest, most dynamic, widest-reaching, and least expensive recruitment and retention tool. More importantly, it becomes, in itself a potent purveyor of high quality, enjoyable, and memorable pedagogical, academic, social, cross-cultural student experience.

We are a department full of dynamic ‘content-providers’: *Given the permission and tools to create something great, we will.*

Further integration of PT Professors and opportunities to share the labour: Our PT professorial complement is an underused resource. Many of them have taught within the department for many years and already feel some sense of loyalty to the department. They also have myriad skills and expertise that the department could capitalize upon to drastically improve the student experience and share the administrative duties currently shared by too few faculty. Given a creative re-organization that would allow remuneration of part-time professors for tasks other than teaching exclusively, much could be accomplished.

Change of name from Department to “School”:

In many ways, we already function as a distinct ‘school’ with its own identity. Further emphasizing the unique character of our students and the activities that take place within our buildings would, we feel, solidify a sense of social and pedagogical cohesion, in addition to signaling to those outside of the department, the particularities and distinctiveness of who we are and what we do.
Threats:

Competition for Enrolments in an already Small market: There are at least 41 distinct BFA programs leading to undergraduate degrees in Canada.

Some institutions also offer various kinds of BFA degrees that are visual arts related, such as design, interior design, interior architecture, sub-discipline specific BFAs (photography, painting, etc). For instance, Ryerson University offers a BFA in photography.

In Ontario, uOttawa is among 20 programs in the context of Canada’s largest institutions such as the University of Toronto, Ontario College of Art & Design University, York University. Nearby in Montréal are 2 other large programs: Concordia, University du Québec à Montréal. Further, many of theses programs are housed within Faculties of Fine Arts (as opposed to Faculties of Arts containing many academic disciplines that are unrelated to Visual Arts or cultural practices). These programs tend to be large, often employing many professors, and can support sub-discipline specific BFAs in painting, photography, sculpture, ceramics, printmaking, etc. The BFA at the University of Ottawa has no courses in ceramics or printmaking (although instruction in these sub-discipline areas does form part of the teaching staff’s expertise, and students do occasionally make works using these media using no university supported resources).

Additionally large ‘Art & Design’ institutions such as NSCADU (Nova Scotia College of Art & Design University), OCADU (Ontario College of Art & Design University), ECUIAD (Emily Carr University of Art & Design), and ACADU (Alberta College of Art & Design University), have upgraded their status from Colleges to full degree-granting universities within the last decade.

Although this trend has enriched both appreciation for and opportunities to gain employment within new and traditional cultural industries (particularly in multi-media and related design practices), it has also meant that we are competing to recruit students desiring a degree with far more and far larger institutions than at any time previously. Within these larger discipline-specific environments (Faculties of Fine Arts and Art & Design Universities) it is easier to
establish an understanding of the unique resource, technological and pedagogical needs that characterize visual arts practice and the training of artists in today’s multifaceted world.

Broader based and non-traditional programs that attempt to marry creativity with criticality, media awareness, design and cultural entrepreneurship have begun to appear. Presumably they are aimed at students and parents fearful of the lack of job prospects for ‘artists’, and to acknowledge the recent and fundamental shift in employment trends in the economy over the last 10-20 years.

At the University of Western Ontario a program called MIT (Media, Information & Technoculture) features streams in: Media and Culture in Practice, Advertising and Promotional Culture, Popular Music and Society, News reporting and Journalistic Practices, Cultural Industries, The Information Society, Media Identity and Diversity, The Political Economy of Media, &Virtual Worlds and Interactive Media. This program promises ‘creatives’ better job prospects in the new and media-rich economy and is undoubtedly drawing students away from many traditional programs (Visual Art, Music, Communications, Arts Administration, etc). The University of Ottawa offers nothing that compares to this and potentially gives little access to a particular kind of student in the largest prospective student market in Ontario: the GTA. (UofT has a similar program called Culture, Communications, and Information Technology (CCIT).

Issues Specific to HTA Students:

Our History and Theory of Art Program (HTA) is small and is supported by only 2.5 Full-Time Professors. It too faces much competition from other institutions (particularly Carleton where there is a large Art History Program with no accompanying Studio-Based BFA). Further, students don’t identify with the program as they cannot declare as HTA Majors when they arrive from secondary schools, nor do any of HTA courses occur within our building and are scattered across campus in rooms that require specific audio-visual requirements (that are largely not met). Many are unaware of the program altogether.

Lack of Digital Image Database:
In the context of today’s digital world, it is imperative that visual resources (images, videos, audio, photographic archives, etc) be maintained, be accessible to professors, and most importantly, be current. Traditional collections of slides for the teaching of Art History are now used alongside digital media. With the lack of a Media Librarian, in addition to an overly strict interpretation of Canadian Copyright Law by the University, getting access to these materials represents a serious problem for professors and ultimately a vastly diminished student experience. Professors are required to spend an undue amount of extra time sourcing, cataloging, and maintain personal archives of what should be a collective pedagogical resource.

**Change in value and importance accorded to Fine Arts programs:**

In the current climate of general post-graduation employment uncertainty, students in Visual Arts programs have a good deal of anxiety about their employment prospects. This is exacerbated by a general trend towards viewing post-secondary education as merely training for employment. On the other hand, there has never been an expectation of guaranteed or even likely employment upon completion of a Visual Arts or Art History degree. Parents and students have always been aware of this so, in some ways, these threats are not new. Further, we are acutely aware of these issues and the fact there has never been an employment prospect with the title ‘artist’. In response, we offer a broad-based, thorough, and pragmatic and analytical training that produces graduates who are flexible, adaptable, critical thinkers and ‘practitioners’ and who are ultimately creative and resourceful in approaching job prospects.

**Faculty and Staff Burn-Out, Low Morale:**

We are a department of only 10 professors, with a high number of contact hours with students, both undergrad and graduate, a time-intensive pedagogical model, many committee commitments, many alternative-style teaching strategies, many extra-curricular activities and initiatives that enrich the delivery of the curriculum, etc. Additionally, dealing with uOttawa procedures, policies, and protocol is felt to be overly taxing, time-consuming, and ultimately, of questionable utility. Many of the initiatives devised to both improve the student experience and to potentially generate revenue for the department, have encountered insurmountable bureaucratic and structural obstacles.
Professors often report not having enough time to deal with their administrative duties in addition to their teaching. Personal research time is the casualty of what has been described as a ‘crushing workload’. Further roughly 15-year history of uncertainty and failed promises made concerning the possibility of a new building has had a profoundly detrimental effect on morale, for both students and University employees.

Lack of Respectable On-Line presence + lack of ability to redress it:

The field of Visual Arts (like Music and Theatre) has, arguably, a more direct link to the professional and broader public communities than do other traditional academic pursuits. We are also judged quickly and decisively by our immediate visual presence in the world at large. It is imperative that we be not only permitted, but also be encouraged and aided, in continuously having an online presence that:

- Is visually stunning
- Is flexible and responsive to design and software trends and innovations
- Allows for collective input, and shared maintenance
- Represents the diversity or our student body and their sophisticated interests
- Is managed and ‘owned’ by the department and its students, with oversight from within
- Can be used as a mode of expression in itself, a medium, in addition to being used as a promotional and recruitment tool
- Can be easy for prospective and current students, faculty, and staff to navigate, and use
- Will become a focal point for all departmental activities, events, announcements, etc.
- Cannot only be easily changed, but that it become a fluid, dynamic, document wherein nothing is static to being with.
- Is NOT subject to corporate, ‘one size fits all’, and overly bureaucratic procedures and regulations that make no allowances for the richly diverse units within the Faculty. Currently the University of Ottawa’s web site achieves none of these aims.
The tacit philosophy behind it seems to be informed primarily by what cannot be done rather than what can. Ironically, online presence such as it is described above is substantially cheaper to implement and maintain than the current decade-old style of information-only web site.

State of the Physical Facility:

The current building is the oldest on campus and in a state of disrepair. Even the most basic and obvious pedagogical needs are often not met. The building is characterized by awkward and dimly lit spaces, crumbling foundations, animals living in the building, lack of an elevator, the presence of asbestos, unreliable electrical infrastructure, neglect, etc.

As mentioned earlier in this report, while we await a new building, we have been proactive in attempting to address many of these issues and initiatives are underway to ameliorate the situation for items that are within our capacity. With such a long list of items that need addressing, where many are beyond the scope of professors’ or staff expertise, we must rely on extra-departmental aid to achieve our goals. While many improvements have been made, without further help, we cannot continue to maintain the pace that is required while performing our regular teaching, research, and administrative duties.
Institute for Canadian and Aboriginal Studies

Academic Programs

- Minor in Canadian Studies (17 students)
- Major in Canadian Studies (program suspended, 2012 – 40; 2013 – 22)
- Canadian Studies (PhD) (Collaborative degree 29 students)
- Major in Aboriginal studies (28 first – 7 second major)
- Minor in Aboriginal studies (28)
- Minor in Jewish Canadian Studies (3)
- Mineure en études des francophonies (in French only) (4)
- Certificat en études des francophonies (in French only)(1)
- Institute of Canadian and Aboriginal Studies (Learning and Research Center)

Caveat: The Institute for Canadian and Aboriginal Studies is a new entity dating to July 1 2013. It replaces the former Institute for Canadian Studies. Foundational documents describe the new ICAS as an academic unit within the Faculty of Arts which, in collaboration with other Faculties and Research Centers at uOttawa, has for its mission to advance knowledge on Canada and Aboriginality through teaching, research and the diffusion of knowledge to a wider audience. These goals are to be achieved in the context of an interdisciplinary approach and an international perspective, and in both official languages. The primary areas of research and teaching to be encouraged by the Institute are: the Aboriginal histories, societies and cultures in Canada, Aboriginal self-determination and political realities in Canada, theories and methodologies for aboriginal studies and research in Canada, Canadian history, society and culture, immigration, diversity and urbanization in Canada, Jewish Canadian literature and culture, Canada and the world. On a practical level the fusing of the two program streams into one entity is cost effective in terms of a sharing of human, administrative and material resources and recognises an ongoing de facto collaboration. With cost reduction measures implemented in the past two years, we have successfully reduced expenditures by approximately $18,545.00 per annum. The Institute also ‘lost’ one clerical receptionist position that was reallocated to the Faculty’s central offices representing an annual savings of $45,000.00 plus benefits. The Institute’s steering committee is endeavoring to transform the Institute into a leaner more effective entity.

Canadian Studies

The undergraduate program in Canadian Studies offered in both official languages is singularly well placed to respond to the University’s mission and academic plans, and in
particular, to function as ‘a reflection, an observatory and a catalyst of the Canadian experience in all its complexity and diversity’. The program, both through its course offerings and its general operations, demonstrates the University ‘commitment to bilingualism’ and ‘special commitment to the promotion of French culture in Ontario and to multiculturalism.’ Furthermore, the presence of international scholars at the Institute enriches the student experience while enhancing the University’s international reputation.

The program has undergone major restructuring, both in response to the external review of 2002, also in conjunction with the University of Ottawa’s major reforms during the 2005-2006 academic year, and finally as a result of the very latest periodic evaluation submitted January 2012. Up to and including this year, the program offers one first year, four second year, one third year and one fourth year required courses together with the requisite number of elective courses. As per the decision of the uOttawa Senate Committee for the evaluations of programs (letter sent out 2 June 2013), admissions to the Major in Canadian Studies will be frozen as of the 2014-15 academic year and the Major abolished. The Minor in Canadian Studies requires a total 12 Credits including a first year course, a second year course and 2 other 3 credit courses from an approved optional courses list. The elective courses are chosen from a list of 77 courses offered by departments across the University, notably in French, History, Politics Sociology and English. This has the potential to offer students access to a deep knowledge of Canadian Studies. The compulsory Canadian Studies courses, particularly when they are offered by experienced permanent faculty, offer a solid diversified base from which students can build their own tailored program. Other Canadian Studies programs operate with a similar structure. However, because of the absence of permanent faculty and hence the impossibility of long term planning the overall structure of even the Minor in Canadian Studies is somewhat unstable. The problem is not an absence of resources on, and knowledge of, Canadian Studies at uOttawa. The challenge remains the absence of mechanisms, and perhaps clears administrative will in the past, to draw upon these resources.

Aboriginal Studies

There is a strong demand for Aboriginal Studies across Canada and our EAS program attracts many students to its first year course (EAS1101-A 118), the challenge is to convince them to become majors or minors. In every other university with an EAS (Native Studies) department or program, this trend is very much reversed. At the same time, Aboriginal issues have acquired a much higher prominence on campus as a result of the recent *Idle No More* campaign, and it has been widely recognized that the university must do more to address Aboriginal concerns. Again, as the program is in the state of flux – emerging from a cautious if not negative 2004-2011 evaluation process and currently addressing the stated
challenges—what we are discussing as both strength and weaknesses are subject to changes in the coming months. The recent hire of Professor Sonia Wesche in the Department of Geography, half of whose teaching will normally be in EAS, is the first step towards providing EAS with the necessary resources to give consistent high quality teaching that is not so dependent on part time teacher or regular professors “on loan” from their own Departments who may need them to fulfil their own program obligations. The Faculty is scheduled to examine the possibility of making another such ‘split’ hire in other departments. Also, proposals are winding themselves through the committees to “double code” certain courses (for ex. Geography – EAS and Religious Studies-EAS) to initiate a greater number of students to EAS, give more choices in terms of course offering to EAS students, and importantly reduce the stress of having to take professor away from their home departments and course obligations in that setting. Professor Sioui and professor Macdougall have or will have by next year double coded courses which will allow them to simultaneously teach in their home departments and in EAS thus reaching a greater number of students and avoiding resentment from departmental administrator trying to fulfill their own program needs.

ICAS and associates programs: Threats and Opportunities - Canadian and Aboriginal Studies (jointly)

The two crucial requirements are that the EAS program establishes a distinct identity and that it builds towards concrete outcomes for students. The University of Ottawa is physically located in the nation’s capital and we are committed to promoting EAS accordingly. The University of Ottawa’s bilingual nature offers a unique opportunity to prepare students for potential careers in the Federal civil service, with research firms, or in the national and provincial Aboriginal organizations (many of which maintain offices in Ottawa). To this end, we are proposing to develop an EAS program that will focus on the political and legal realities of Aboriginal people in this country.

Specifically, when examining the future of both the Canadian Studies and the EAS, we believe that expansion of such a program will always be somewhat limited at the undergraduate level. We are actively looking at including an undergraduate coop option in the Aboriginal Studies Major but still only a limited number of students could be accommodated in such streams. Though we are committed at the Institute to providing service courses both in Aboriginal Studies (via the Major and Minor) and in Canadian Studies (via the minor) we believe there is an absolute limit to its growth potential outside of the structure of a fully-fledged department. We understand at the Institute that the available money and professoriate resources are simply non-present in the short or medium term at the level of the Faculty for the creation of new departments. As it stands though, both in
Aboriginal Studies and in Canadian Studies we are competing against long-established programs in Ontario (for example nearby Trent University has the largest, longest established and well-regarded at the undergraduate level Native Studies department in Canada and uCarleton has had a respected School of Canadian Studies for decades). There also exist equivalent native studies programs in French in neighboring Quebec. What we need to do is turn their existence into a strength and opportunity for bilingual uOttawa and for our own students.

We are arguing our own university-wide graduates and incoming students from Trent and other Universities might well be interested in a targeted, course oriented, graduate degree. As stated above, we certainly should be teaching service courses at the undergraduate in Aboriginal and Canadian studies, and maintaining good quality existing Majors and Minors, but we might be better served by merging and moving the core of our initiative ‘upstairs’. We believe the interest of our student clientele and Canadian society in general might best be served by a specialised course MA (with a major paper rather than a thesis) with a possible work place co-op option. This would be a Canadian Aboriginal Studies MA program fusing the strength of both our Canadian and Aboriginal Studies expertise with the possibilities housed within the Institute Canadian and Aboriginal Studies. A second, associated, possibility would be a graduate certificate option targeting established civil servants and employees of national organisations with offices in the Nation’s Capital looking to upgrade our diversify their knowledge base. So, someone with a BA or BSc in a core discipline (for example Geology, Engineering, Nursing or History or Geography, etc.) could enroll in this MA degree in our Faculty. Students would get needed, targeted background knowledge on, for example, Canada and First Nation relations, Canadian Constitution and Aboriginal peoples, the Indian Act, Nunavut and Inuit status, Metis and their resources and land claims background history. Courses could also cover themes such as current realities in rural areas and in urban setting. Anyone who has travelled to the downtown cores of Canadian western cities knows that there is an undeniable presence of aboriginal peoples, and especially of disenfranchised aboriginal youth, in urban areas that must be addressed if we want to move forward as a healthy Society. In depth studies of the Federal, Provincial and Territorial governments’ relations with First Nations, Inuit and Metis communities would certainly be included course material.

Such a specialized 12 months MA degree would be of interest to both government and industry. Informal discussions at federal government departments such as AANDC indicate that, currently, federal officials themselves are obliged to provide to their new employees with focused, layered teaching on deep content knowledge in a not very efficient ‘on-the-job’ manner. One should note here that provincial and territorial governments would need employees equipped with Aboriginal focused knowledge as much or even more than the
Federal government. For example, ongoing discussion and media coverage over Ontario’s “Ring of Fire” clearly show that an in depth knowledge of Native realities, jurisdictions and concerns is required by all levels of government and by Industry officials – not to mention Native Peoples themselves. (See for example http://www.huffingtonpost.ca/2013/09/23/ring-of-fire-ontario-first-nations-reserves_n_3964227.html?utm_hp_ref=canada).

Once can look at the policy future of Canada - in almost any domain - and anticipate a significantly different relationship with aboriginal governments and peoples. A relationship governments and industry will have to master, and for which they will require knowledge and understanding. The University of Ottawa and the Faculty of Arts could be ideally situated to provide such specialized training to graduates in a variety of fields - from mining Engineers to Economists to Historians, etc. Graduates from nearly every discipline in our University and certainly in our Faculty could benefit in terms of job prospect and career interest in obtaining such targeted specialized training. Finally, in an announcement dated 23-09-2013, SSHRC has made the experiences and aspirations of Aboriginal Peoples in Canada ‘essential to building a successful shared future’. (http://www.sshrc-crsh.gc.ca/society-societe/community-communite/Imagining_Canadas_Future-Imaginer_l_avenir_du_Canada-eng.aspx) Beyond the inherent jargon found in such public-relationship announcement is a growing realization by all concerned that Canadian Aboriginal-focused studies are increasingly needed by Canadian public and private entities.
CRCCF

Le Centre de recherche en civilisation canadienne-française (CRCCF):

Un pilier de la recherche sur la francophonie nord-américaine à l’Université d’Ottawa

Document préparé par Anne Gilbert, directrice
Avec la collaboration de
Michel Lalonde, responsable des archives,
Colette Michaud, responsable des publications,
Joel Beddows, Chaire de recherche sur la francophonie canadienne : Pratiques culturelles
Michel Bock, Chaire de recherche sur la francophonie canadienne : L’Ontario français, Le Canada français et la problématique identitaire
Lucie Hotte, Chaire de recherche sur la francophonie canadienne
La production et la réception des littératures minoritaires
Ainsi que du Bureau de direction du CRCCF


Centre de recherche


Centre d’archives

En 2013, le CRCCF compte plus de 538 fonds et collections d’archives comprenant des documents textuels, photographiques, sonores, images en mouvement et autres. La collection est accessible via une base de données, dont une partie est en ligne sur son site Web et sur ceux des réseaux canadien et
ontarien d'information archivistique. Il s'est récemment doté d’une base de documents numérisés, aussi accessible par internet. Le CRCCF est devenu le principal centre d'archives de l'Ontario français et l'un des plus importants de la francophonie canadienne. Depuis la désignation du CRCCF par Patrimoine canadien en 2005, plus d’un demi-million de dollars en juste valeur marchande de nos dons d’archives de personnes ont été ajoutés au patrimoine de l’Université. Mais c’est essentiellement pour leur valeur de recherche que le CRCCF conserve ces archives. Une moyenne de 800 demandes de renseignements chaque année, dont 70% sont issues du milieu universitaire.

**Lieu de publication**


**Le développement en synergie de ses trois volets d’activité**

Le CRCCF développe ses trois volets d’activité – recherches, archives, publication- en synergie. Les quatre champs d’acquisition des archives du Centre correspondent aux grands axes de développement de la recherche, qui sont aussi ceux de ses publications: Culture du Canada français, Ottawa, les francophones de l’Ontario, le Canada français et les francophonies canadiennes.

**Une reconnaissance nationale**

En 2009, le Conseil supérieur de la langue française du Québec décernait le Prix du 3-Juillet-1608 au CRCCF. Il reconnaissait ainsi les services exceptionnels rendus par le Centre à l'ensemble de la francophonie nord-américaine.

1. **LES FORCES**

Le CRCCF jouit d’un fort ancrage historique tant au sein des milieux de la recherche que dans la communauté plus large. Ses champs d’activité en ont un leader incontesté dans le domaine des études sur la francophonie nord-américaine.

**Un solide noyau de chercheurs**
Outre le travail de sa direction, le CRCCF s’appuie sur la participation active des Chaires de recherche sur la francophonie dont quatre logent au Centre, des autres chaires de l’Université d’Ottawa qui s’intéressent aux enjeux de la francophonie, et de nombreux chercheurs d’ici et d’ailleurs qui y font des recherches, seuls ou au sein de ses chantiers, participent à ses colloques, publient dans ses collections et revues. Le CRCCF compte aujourd’hui plus de 80 membres, dont 15 membres étudiants, étroitement engagés dans ses activités.

**Une équipe de professionnels à la fine pointe de leur domaine**

Le CRCCF compte sur une équipe de professionnels d’expérience, qui a toutes les compétences nécessaires pour garder le Centre parmi les leaders dans ses champs d’activité : outre le responsable, trois archivistes spécialisés (référence; images; informatique documentaire), qui poursuivent leur formation dans des domaines clés pour l’avenir du CRCCF (sciences de l’information; droit; archivistique); deux spécialistes de l’édition et des communications, dotés d’une solide expérience; une adjointe administrative qui œuvre au CRCCF depuis plus de 35 ans et qui en transporte la mémoire.

**Un incubateur de projets**

Le CRCCF a vu naître au cours de son histoire de nombreux projets, dans un éventail de disciplines de la Faculté des arts et des autres facultés de l’Université d’Ottawa. Il en a stimulé l’émergence par divers moyens, dont son célèbre fonds de démarrage, remplacé depuis 2011 par des bourses de recherche destinées aux étudiants des paliers supérieurs. Ses locaux et son personnel, qui, de par sa connaissance intime du Canada français participe à l’élaboration et à la réalisation des projets, contribuent à leur succès.

**Des liens étroits avec la communauté franco-ontarienne**

Les liens étroits qui unissent la centaine de ses donateurs actifs au CRCCF constituent une de ses principales forces. Le lien de confiance qui s’est établi au fil du temps est la clé du succès des initiatives du CRCCF, et contribue au rayonnement de l’Université dans la communauté franco-ontarienne. Celle-ci se sent chez elle au CRCCF, qui agit ainsi comme foyer de son appartenance à l’Université. Le Centre peut en retour s’appuyer sur ses organismes et institutions pour promouvoir ses activités.

**Un vaste rayonnement dans les Amériques**

Par ses Rendez-vous et colloques annuels, organisés avec divers partenaires (IHAF en 2010; l’AFO en 2012; Le Droit en 2013, avec l’appui du CRSH), par ses contributions aux événements scientifiques tenus ailleurs (Migrations, au Musée des civilisations, à Québec, en 2010), le CRCCF s’est fait connaître partout.
en Amérique. Le prix du CRCCF, décerné annuellement à un chercheur qui s’est distingué par son travail est convoité. Notre présence sur le web et les médias sociaux (Twitter au colloque sur les médias en 2013) contribue à ce rayonnement.

**Une importante carte de visite de l’Université d’Ottawa**

Le CRCCF s’avère un des principaux lieux par lesquels l’Université d’Ottawa s’acquitte de sa mission auprès de la francophonie ontarienne. Point d’appui de la formation à la recherche sur les cultures et sociétés francophones en Amérique, il offre un ancrage institutionnel aux travaux qui s’y intéressent, sans compter le service unique qu’il rend à la communauté, à travers l’accueil de ses archives. L’Université ne manque pas de rappeler le rôle unique du Centre dans ses déclarations touchant à la francophonie.

**II. LES FAIBLESSES**

*Un meilleur arrimage entre le CRCCF et les programmes d’études*

Le CRCCF contribue activement à la formation des étudiants, via les travaux réalisés à même les archives (20 cours et séminaires depuis 2010), les stages en archivistique, le programme d’initiation à la recherche au premier cycle, les assistanats de recherche, ses bourses de recherche de 2e et 3e cycles (décernées conjointement avec le CIRCEM et les Chaires de recherche sur la francophonie canadienne). Depuis 2010, 9 thèses ont utilisé les fonds d’archives conservées au CRCCF comme principale source de données. Le Centre tient cette année son premier colloque étudiant, avec l’appui du bureau du vice-recteur à l’enseignement. L’arrimage reste toutefois faible entre les cours et les programmes d’études sur les francophonies, et le CRCCF. Le recours aux ressources du Centre se fait donc au cas par cas, et dépend fortement de l’initiative des professeurs. Une meilleure intégration de l’enseignement aux activités du CRCCF donnerait plus de portée aux différentes initiatives qu’il a développée eu égard à la formation.

*Le besoin d’une Chaire de recherche sur le patrimoine*

Les Chaires de recherche sur la francophonie canadienne font partie intégrante du CRCCF. Elles y animent des activités dans les domaines qui lui ont donné ses lettres de noblesse, en particulier la littérature et l’histoire. Dans la perspective du développement d’une recherche plus appliquée, qui réponde aux besoins du marché du travail, l’ajout d’une Chaire de recherche sur le patrimoine franco-ontarien est essentiel. Le patrimoine est devenu une composante majeure de la vie sociale.
contemporaine. Des organismes internationaux comme l’UNESCO adoptent des conventions pour mieux gérer le patrimoine mondial. Les gouvernements interviennent de plus en plus dans ce domaine afin d’élaborer des politiques destinées à protéger et à promouvoir le patrimoine. Même les plus petites municipalités veulent aménager des sites ou construire des musées pour raconter leur passé, d’attirer des touristes et de faire reconnaître leur existence. Le CRCCF gagnerait fortement à mettre à profit ses ressources autour d’une activité scientifique sur le patrimoine franco-ontarien. La création d’une Chaire de recherche qui lui serait consacrée assurerait un ancrage plus fort du Centre dans des sphères professionnelles d’où il est encore absent.

**La portée d’une structure d’appui au développement de projets de recherche**

Dans le contexte d’une compétition accrue, le développement de bonnes demandes de financement de la recherche et l’élargissement des sources de financement sont le fer de lance de l’avenir du CRCCF. À cet égard, et en comparaison avec les centres de recherche québécois notamment, l’absence de professionnels de recherche se fait lourdement sentir. C’est la direction et les autres chercheurs associés au Centre qui doivent s’acquitter sans aide de la formation d’équipes de recherche, de l’élaboration des projets, de l’identification des sources de financement disponibles et de la rédaction de demandes de financement adaptées aux agences visées. Ceci limite sérieusement la capacité du Centre d’obtenir les subventions attendues pour leur projet. L’embauche d’un coordonnateur de recherche pour le chantier Éducation à mi-temps depuis janvier 2013, a montré la très grande utilité d’un professionnel offrant un tel type d’appui.

**Des moyens limités pour s’acquitter de lourdes responsabilités**

Les archives conservées au CRCCF s’accroissent chaque année. Outre l’équipe des archivistes du Centre, différentes ressources sont mises à profit pour assurer leur traitement, dont l’emploi d’étudiants et l’accueil de stagiaires. L’accessibilité rapide des chercheurs à ces documents constitue un défi constant pour le CRCCF, sans compter l’aide qu’ils sollicitent pour s’y retrouver dans des archives dont les formats sont de plus en plus diversifiés. Le traitement préliminaire de 59 accroissements provenant de 35 fonds d’archives a été réalisé au cours des derniers trois ans, et rendus ainsi accessibles à la recherche. L’équipe des archives a aussi contribué à la production de deux nouvelles expositions virtuelles en 2012-2013 (Le Mouvement C’le temps et Le Règlement XVII). A la lumière de ces réalisations, les attentes des donateurs concernant la mise en valeur des documents qu’ils nous confient sont de plus en plus élevées.

**III. LES OPPORTUNITÉS**
Les collaborations et partenariats développés au cours des années offrent d’importantes opportunités dont se saisira le CRCCF dans les années qui viennent. L’Université elle-même offre un très grand potentiel pour la consolidation du Centre. Les partenariats externes auront aussi un rôle important à jouer.

**Vision 2020 et la promotion de la francophonie**

L’engagement de l’Université d’Ottawa de faire la promotion de la francophonie constitue le principal atout du CRCCF. La volonté exprimée de promouvoir et de renforcer la langue et la culture françaises, en élargissant notamment la recherche sur la francophonie, s’avère la meilleure garantie du support de l’institution à nos initiatives et à notre développement.

**L’Institut du monde francophone**

Le CRCCF a des liens étroits avec le Collège des Chaires de la francophonie de l’Université, avec le CIRCEM et l’ILOB, avec lesquels il mène plusieurs activités. Leur projet commun de mettre l’Institut du monde francophone sur pied, sous l’égide de la Faculté des sciences sociales et de la Faculté des arts, constitue un premier pas vers l’ouverture du CRCCF à des réseaux de collaboration plus larges, devant faciliter l’émergence d’études comparatives notamment avec les autres composantes de la francophonie internationale.

**Un partenariat avec les Archives publiques de l’Ontario**

Lors du lancement de nos activités le 24 septembre dernier, nous annoncions le partenariat que nous sommes à développer avec les Archives publiques de l’Ontario, pour assurer la conservation et la diffusion des archives francophones de la province. Un groupe de travail conjoint sera bientôt mis sur pied, pour donner de la chair à ce partenariat, et discuter des ressources qui pourraient lui être attribuées.

**Une participation financière des donateurs aux activités du CRCCF**

Le legs d’Yvan et Françoise Lepage a permis au CRCCF de mener plusieurs initiatives au cours des derniers trois ans : embauche d’un archiviste contractuel pour la préparation de la base de données de documents numérisés; embauche d’un coordinateur du chantier Éducation; refonte du site web; réalisation de l’exposition virtuelle sur le Règlement XVII; etc. Et il permettra d’en développer d’autres, dans les années qui viennent. D’autres dons, provenant d’amis du Centre, nous aident aussi à conduire nos activités. Une structure de tarification plus agressive a été mise en place, pour aider le CRCCF à continuer d’offrir le meilleur appui possible à la référence. L’évaluation monétaire des dons de personne
par le Conseil national d’évaluation des archives à des fins fiscales, qui représentait près de 20% de notre budget de fonctionnement, sera désormais assumée par les donateurs.

**Des collaborations des organismes publics et privés**

Le CRCCF a développé au fil du temps un réseau étroit de collaborations avec les organismes de la francophonie ontarienne et canadienne qui partagent ses intérêts. Depuis les organismes de défense du patrimoine, les musées, les regroupements d’auteurs et d’éditeurs, les théâtres, jusqu’aux organismes politiques tels l’ACFO, nos liens sont nombreux. Le Chantier Ottawa, dont le fonctionnement est financé dans le cadre du programme de Développement de partenariats du CRSH (2011-2014), en est le meilleur exemple. Ces relations constitueront un de nos principaux atouts dans l’avenir, compte tenu des exigences a accrues de partenariat pour le financement de la recherche.

**IV. LES DANGERS**

Le CRCCF évolue dans un environnement qui ne lui est pas toujours favorable. Œuvrant dans la langue de la minorité, sur un objet lui-même minoritaire –la langue et la culture françaises--, il doit faire face à des enjeux sur lesquels il a peu de contrôle.

**Le déséquilibre des langues à l’Université d’Ottawa**

Le nombre d’étudiants francophones et francophiles continue d’augmenter à l’Université d’Ottawa. Leur poids a cependant beaucoup diminué au cours des années, avec comme effet d’affaiblir les programmes d’études en français, sans compter la langue d’usage public sur le campus. Il s’agit là d’une situation qui, à moyen et à long termes, pourrait avoir des effets négatifs sur l’utilisation des ressources du CRCCF et la participation aux événements qu’il organise. Le destin du CRCCF est irrémédiablement lié à celui de la place du français à l’Université d’Ottawa. Dans cette perspective, la désignation des services et programmes de l’Université d’Ottawa en vertu de sous la Loi 8 est vue comme représentant une garantie importante pour l’avenir du CRCCF.

**La fragilité du champ des études sur la francophonie**
Le CRCCF a besoin d’un bassin de chercheurs intéressés à la francophonie pour se développer. Or le champ des études sur la francophonie, de par sa jeunesse, reste fragile. L’embauche de spécialistes sur la francophonie et plus largement de canadianistes, à l’Université d’Ottawa et dans les autres universités canadiennes, leur engagement dans des projets de recherche qui touchent la langue et la culture françaises, ainsi que l’enseignement sur les francophonies canadiennes et nord-américaines, constituent des enjeux importants pour l’avenir du Centre. L’Université d’Ottawa est de loin le principal leader dans le domaine. Mais d’autres universités ont pris récemment des initiatives leur permettant de jouer un rôle grandissant sur ce terrain. On doit s’assurer que l’Université d’Ottawa continue d’investir dans le développement des études sur la francophonie.

V. **UN LIEU-CLÉ DU DÉVELOPPEMENT DE LA FRANCOPHONIE NORD-AMÉRICaine**

Le CRCCF est un leader ontarien, canadien et international au plan de la recherche sur la langue et la culture françaises sur le continent. La collection de documents dont il dispose sur l’histoire des sociétés qui les ont tissées constitue une ressource unique, qui fait du Centre un lieu-clé du développement de la francophonie nord-américaine. L’intérêt renouvelé pour l’histoire et la mémoire, dans une francophonie qui cherche ses repères contribuera à consolider ses assises. Le CRCCF est un acteur premier de cette « conversation » avec l’histoire qui s’installe tant au sein du monde universitaire que gouvernemental et communautaire.

La Faculté des arts peut s’enorgueillir d’abriter le CRCCF. La portée du CRCCF dépassant largement les murs de la Faculté des arts, celle-ci devrait pouvoir toutefois recevoir une compensation financière pour son maintien et sa consolidation. Le Centre constitue un des principaux maillons par lesquels l’Université d’Ottawa s’acquitte de son mandat envers la francophonie ontarienne. Il est de sa responsabilité d’assurer qu’il dispose de tous les moyens nécessaires pour s’acquitter de sa mission.
Département d’études anciennes et de sciences des religions
Analyse SWOT

Préparée par Dominique Côté, directeur du département

**STRENGTHS / FORCES**

1) **Efficacité et excellence en enseignement.** Le nombre d’étudiants (FTE\(^8\), 1\(^{er}\) cycle) qui suivent des cours CLA et SRS a connu une nette augmentation au cours des cinq dernières années. Pour les cours CLA, on est passé de 244, 9 FTE en 2008-9 à 285, 4 FTE en 2012-13 et pour les cours SRS, de 305, 4 FTE en 2008-9 à 330, 6 FTE en 2012-13. Le département offre quelques-uns des cours les plus populaires de la Faculté des arts et de l’Université d’Ottawa, notamment SRS 1110 (*Witchcraft, Magic and Occult Traditions*) et CLA 1102 (*Roman Civilization*). Le cours SRS 1110 est offert trois fois par année et fait salle comble (400 étudiants) à chaque fois. Les revenus générés par le département sont en hausse : $4 893 579 en 2010-11 et $5 349 343 en 2012-13, tout comme ceux générés par la Faculté des arts dans son ensemble ($82 542 165 en 2010-11 et $86 870 336 en 2012-13). Compte tenu du nombre de professeurs réguliers (17) et du nombre d’étudiants qui s’inscrivent à nos cours, il est raisonnable d’affirmer que notre département est efficace en matière d’enseignement et qu’il est fort probablement rentable. Il ne s’agit d’ailleurs pas que du volume de cours et d’étudiants mais aussi de la qualité des cours et des professeurs. Les sondages effectués auprès de nos étudiants en études anciennes et en lettres classiques, dans le cadre de l’auto-évaluation de nos programmes de premier cycle en 2011, ont démontré que la très grande majorité de nos étudiants se disaient très satisfaits de leur expérience. Par exemple, 80% d’entre eux estimaient avoir développé des aptitudes à la pensée critique au terme de leur programme. Lors du même exercice, les évaluateurs externes ont également souligné la qualité exceptionnelle de l’enseignement qui était prodigué dans les programmes CLA et LCL. Récemment, en décembre 2012, dans le cadre de l’évaluation de nos programmes d’études supérieures en études anciennes et en sciences des religions, les évaluateurs externes ont eux aussi tenu à souligner le niveau remarquable de nos programmes. Plus particulièrement et à l’interne, l’excellence de nos professeurs a été reconnue à l’échelle de la Faculté des arts (Peter Beyer, professeur de l’année en 2008) et de l’Université d’Ottawa (Richard Burgess, prix d’excellence en éducation en 2012-13). La qualité de l’enseignement repose également sur un

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\(^8\) FTE = Full time equivalent. Pour obtenir le nombre d’étudiants réels, il faut multiplier par 10. Par ex., 244, 9 FTE = 2449 étudiants.
groupe de professeurs à temps partiel bien établis (5 d’entre eux ont près de 20 ans d’expérience) et bien formés (la plupart ont le doctorat), sans lesquels nos programmes ne pourraient exister. Enfin, l’expérience de nos étudiants se trouve enrichie, sur le plan pratique, grâce à notre Musée d’antiquités gréco-romaines, qui leur permet d’être initiés concrètement à la muséologie et à l’archéologie, privilège unique en Ontario, et aussi grâce aux voyages d’études en Inde, qu’organise à chaque année le professeur Anne Vallely, qui leur offrent la possibilité d’étudier les traditions religieuses de l’Inde sur le terrain.

2) Efficacité et excellence en recherche. Si l’on compare les effectifs de notre département (17 professeurs) et les revenus de recherche externes qu’il a reçus en 2012-13, soit $332 978, aux effectifs (pratiquement deux fois plus grands) et aux revenus de recherche externes (parfois deux fois moindres) de certains départements de la faculté, il est raisonnable d’affirmer, comme nous l’avons fait pour l’enseignement, que notre département est efficace en matière de recherche. Cette efficacité prend la forme, notamment, d’un groupe de recherche sur l’Antiquité tardive (Ottawa Network for the Study of Late Antiquity), qui regroupe des chercheurs de plusieurs universités ontariennes et organise régulièrement des conférences internationales. Elle prend aussi la forme d’une chaire de recherche du Canada sur la contextualisation religieuse au Canada (Canada Research Chair in Contextualizing Religion in a Diverse Canada) et d’un projet de Grands travaux de recherche concertée (Major Collaborative Research Initiative) sur la diversité religieuse au Canada (The Religion and Diversity Project), tous deux financés par le CRSH (à la hauteur de $ 2.5 millions sur 7 ans pour le MCRI seulement) et dirigés par Lori Beaman, spécialiste mondialement reconnue dans le domaine. Les mérites de nos chercheurs ont été reconnus par la Faculté des arts (Prix du jeune chercheur de l’année décerné à Jitse Dijkstra en 2010 et à Emma Anderson en 2012), par le CRSH, 8 professeurs sur 17 ont obtenu des subventions ordinaires au cours des 5 dernières années, par la prestigieuse Société royale du Canada, qui a reçu en son sein Adele Reinhartz, en 2005 et Richard Burgess, en 2012 et par des instances américaines (en 2008, Emma Anderson a reçu l’American Academy of Religion’s Best First Book in the History of Religions Prize Book Award et l’Alf Andrew Heggy Prize for the Best Book in French Colonial History pour son livre The Betrayal of Faith (Harvard University Press).

3) Rayonnement international.

Depuis 5 ans, la section des Études anciennes a organisé sur le campus pas moins de 4 importantes conférences internationales, dont trois financées par le CRSH. Les projets de
recherche de Lori Beaman (CRC et MCRI) contribuent largement, à eux seuls, au rayonnement international de notre département, grâce au programme de conférences *Critical Thinkers in Religion, Law and Social Theory*, qui, depuis 2009, a fait venir à l'Université plusieurs spécialistes internationaux, et aussi grâce à des ateliers qui ont attiré, en 2012-13 seulement, 23 participants internationaux sur 56. Le rayonnement international de notre département s’étend jusqu’en Chine, dans la province du Yunnan, où Marie-Françoise Guédon et son équipe du projet *Interculture* mènent depuis 2006 des recherches dans le domaine des minorités ethniques en collaboration avec l'Université de Lanzhou plus particulièrement.

4) **Multidisciplinarité, bilinguisme et multilinguisme.** Ce qui distingue notre département au sein de la Faculté des arts c’est sa dimension multidisciplinaire. Par définition, les Études anciennes et les Sciences des religions sont des domaines multidisciplinaires. Les Études anciennes regroupent l’archéologie, l’histoire, l’histoire de l’art, la littérature, la paléographie, la philologie et les sciences des religions et les Sciences des religions regroupent l’anthropologie, l’histoire des religions, la psychologie et la sociologie de la religion. La formation que reçoivent nos étudiants est donc enrichie par l’apport de différentes disciplines. Elle leur offre la possibilité d’un plus grand nombre d’options d’études et de carrières. Ce qui distingue notre département des autres départements de Classics et de Religious Studies en Ontario, c’est son bilinguisme. Nous sommes les seuls, en Ontario, à offrir une formation complète en français dans le domaine des Études anciennes et des Sciences des religions. Non seulement la très grande majorité de nos professeurs sont bilingues (anglais et français), mais plusieurs d’entre eux sont aussi polyglottes et publient en allemand, en italien, en néerlandais, en plus de l’anglais et du français, bien entendu.

**Weaknesses / Faiblesses**


**Opportunities / Opportunités**
Recrutement sur le terrain. Pour contrer le problème des inscriptions et de la notoriété, il faut améliorer le recrutement dans les écoles secondaires. Une participation personnelle des professeurs et des étudiants du département aux efforts de l’Université pour aller dans les écoles de la région et faire connaître nos programmes devrait contribuer à mieux faire connaître nos domaines d’études et avoir un impact positif sur le nombre d’inscriptions à nos programmes. Musée. Dans le cadre d’une stratégie visant les élèves du secondaire, il faut mieux exploiter le potentiel du Musée d’antiquités gréco-romaines, un des rares musées à vocation pédagogique au Canada et le seul en Ontario, et organiser des visites en collaboration avec les établissements scolaires. Enseignement à distance. En ce qui concerne plus particulièrement les inscriptions, il faut envisager sérieusement le développement de l’enseignement à distance et des cours sur internet. Bien que notre département offre déjà quelques cours à distance, il n’y a pas pour l’instant une stratégie bien définie, ni au département ni à la faculté, sur la question des «cours électroniques». La force d’attraction de nos cours de service (SRS 1110, 1510; CLA 1101, 1102, 2323), déjà considérable, s’en trouverait possiblement décuplée s’ils étaient offerts sur internet ou à distance. Wabash Center. Pour attirer plus d’étudiants dans nos programmes de 2e et 3e cycles, il faut améliorer la formation professionnelle de nos assistants d’enseignement en les impliquant davantage dans l’enseignement. C’est dans cet esprit qu’Adele Reinhartz, notre directrice des études supérieures, a fait appel aux services du Wabash Center, spécialisé dans ce type de formation, et obtenu à cet effet une subvention de $15 000 qui a servi à organiser une séance de formation qui a eu lieu en décembre 2013. Optimisation du site web. Pour contrer le problème de la visibilité du département, il faut développer une meilleure utilisation du site web, qui est nettement sous-utilisé (un euphémisme!) en ce moment, et accorder, par le fait même, à nos professeurs, nos programmes et nos activités, la publicité qu’ils méritent. Conférences grand public. Dans le même but, accroître la visibilité et la notoriété, il faudrait aussi mettre sur pied une série de conférences sur des thèmes populaires (cinéma et monde classique ou cinéma et monde biblique, par ex.).

THREATS / MENACES

1) Facteurs externes. Il serait difficile de nier qu’il existe, dans certains milieux de la société et dans certains médias, *une perception négative des humanités* et que cette perception pourrait, si ce n’est déjà le cas, nuire au recrutement dans nos programmes. La seule prise que nous ayons sur cette menace consiste à saisir l’opportunité d’avoir une action *extra muros* et de mieux faire connaître nos domaines d’étude dans les milieux où se développent souvent ces perceptions, les écoles, l’internet (site web du département et de l’université) et les médias électroniques (Facebook et Twitter).

Le gouvernement de l’Ontario a l’intention de modifier en profondeur la distribution des programmes universitaires dans la province en vertu du *principe de différentiation* (Strategic
Mandate Agreements). Ce qui veut dire que dans une ville comme Ottawa, on pourra décider que les programmes d’études anciennes ou de sciences des religions ne seront offerts qu’à Carleton ou bien que les deux institutions devront présenter des programmes qui se complètent. Dans les deux cas, la différenciation risque de toucher les programmes de notre département. On pourra bien sûr faire valoir que ce qui distingue notre département c’est son bilinguisme, mais ça risque de ne pas être suffisant.

2) Facteurs internes. Les coupures budgétaires envisagées à la Faculté des arts, si elles entraînent une diminution des effectifs et de l’offre de cours, menacent l’intégrité de nos programmes et par le fait même leur capacité de croissance, voire leur survie. Le seul moyen dont nous disposons pour contrer cette menace est de convaincre la faculté et l’université qu’une Faculté des arts réduite de 20 (?) professeurs ne profitera à personne, ni à la Faculté des arts elle-même, ni à l’Université d’Ottawa, puisque le nombre d’étudiants des autres facultés qui viennent profiter de l’excellence de nos cours ne cesse d’augmenter et qu’il faudra bien continuer à assurer leur formation.

La redéfinition du rôle de la Faculté des arts et l’incertitude qui entoure cette redéfinition constituent sans doute la menace la plus grave et la plus difficile à contrer. À la lecture du dernier budget de l’Université d’Ottawa et plus précisément de la section sur le renouvellement des professeurs en 2013-20149, on apprend que l’administration centrale n’a prévu que 5 embauches pour 15 cessations à la Faculté des arts, alors que pour la Faculté des sciences sociales, il est question de 24 embauches pour 4 cessations. Dans l’ensemble, il n’y a que deux facultés pour lesquelles on a prévu un nombre d’embauches inférieur à celui des cessations : Éducation (3 embauches et 4 cessations) et Arts (5 embauches et 15 cessations). Les décideurs de l’Université d’Ottawa n’ont clairement pas l’intention d’investir dans la Faculté des arts, en dépit du fait que le nombre d’étudiants qui s’inscrivent à nos cours est à la hausse (7217 FTE en 2008-9 et 7601 FTE en 2012-13) et que les revenus de la Faculté augmentent également ($82 542 165 en 2010-11 et $86 870 336 en 2012-13). En raison des règles de financement en vigueur actuellement à l’Université d’Ottawa, qui accordent moins d’importance à l’enseignement qu’à l’inscription au programme, qui pénalisent les départements comme le nôtre qui ont beaucoup d’étudiants inscrits à des deuxièmes programmes, il y a tout lieu de croire que notre faculté est en train de devenir une faculté de service, c’est-à-dire, une faculté au service des autres écoles et facultés, celles qui font vraiment partie des plans d’avenir de l’Université d’Ottawa. Au-delà d’une rhétorique qui célèbre les bénéfices d’une formation en

arts (discours d’Allan Rock, 8 mai 2013, devant les membres du Cercle canadien d’Ottawa)\textsuperscript{10}, il
serait rassurant pour notre département que l’Université ait aussi une pratique qui soutienne
financièrement cette célébration. Les décideurs de l’Université peuvent évidemment suivre un
certain courant d’opinion en Occident qui dévalorise les humanités et offrir à la Faculté des arts
pour ses 125 ans le cadeau d’un rôle mineur au sein de l’Université ou au contraire, créer la
tendance, assumer un leadership social et rappeler à tous le caractère fondamental des arts et
des humanités dans la civilisation occidentale et dans la société canadienne.

En terminant, je rappellerai que la Faculté des arts enseigne à un nombre croissant d’étudiants,
ce qui prouve que nos domaines d’études continuent d’intéresser pas mal de gens, et qu’elle
contribute donc à la formation fondamentale d’un nombre croissant d’étudiants. Les revenus
générés par cette activité d’enseignement sont à la hausse également. Ce qui est à la baisse,
cependant, c’est la valorisation (financière) d’une telle formation intellectuelle.

\textsuperscript{10} \url{http://www.recteur.uottawa.ca/discours-details_186.html}.
Département de communication

Document présenté dans le cadre de
l’évaluation stratégique de la Faculté des arts

Janvier 2014

*** Sommaire exécutif ***

FORCES :

✓ Attrait pour la discipline (environ 1300 étudiants au total) (environ 200 demandes d’admission par année UNIQUEMENT pour la maîtrise) → 4e plus gros département de toute l’université en termes d’étudiants inscrits dans ses programmes (après Psychologie, Criminologie et Études Politiques)

✓ Le plus imposant département de la Faculté des arts par rapport au nombre de ses étudiants inscrits dans ses programmes, et l’un des 5 plus gros départements de toute l’université. Nous sommes d’ailleurs celui qui rapporte le plus à la Faculté : $ 13 671 890,00 en 2012-2013

✓ Vigueur de la recherche attestée par le montant total des subventions reçues par les professeurs (§ 604 018,00 en 2012)

✓ Un domaine d’enseignement unique en Ontario (et bilingue) : la communication organisationnelle [aucune université Ontarienne n’offre de programme en communication organisationnelle (communication interne et externe des organisations publiques et privées, relations publiques et stratégie de communication pour les entreprises et organisations gouvernementales)]

✓ Complémentarité entre professeurs (orientation des travaux sur diverses problématiques contemporaines)

✓ Interdisciplinarité avérée par des professeurs ayant des doctorats dans diverses disciplines (surtout des sciences sociales)

FAIBLESSES :

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✓ Ratio prof/étudiant très élevé, et ce de manière structurelle [environ 1/45 depuis plusieurs années] (Plus du double de ce qui est visée par Destination 2020)

✓ Incapacité depuis des années d’atteindre l’objectif fixé dans le rapport de 2009 déposé aux évaluateurs externes quant à la nécessité – à l’urgence – d’embaucher 24 nouveaux professeurs OU d’établir des quotas au niveau des admissions

✓ Moral des troupes affecté par le manque de ressources (ce qui objectivement se traduit par un désengagement inquiétant qui risque de miner l’avenir du département)

**OPPORTUNITÉS :**

✓ Expansion, développement de nouveaux programmes (entre autres un programme de doctorat en communication)

✓ Le passage à une société dite de la communication (dont parlent les gouvernements) représente un enjeu majeur pour les sciences de la communication → L’engouement de plus en plus répandu pour mieux comprendre et expliquer les bouleversements sociaux et technologiques (Technologies de l’Information et de la Communication) auxquels nous sommes confrontés → On peut s’attendre à ce que les programmes en communication soient de plus en plus « populaires » auprès des étudiants au cours des années à venir

✓ Complémentarité entre les professeurs sur le plan de la recherche

✓ Consolidation des deux champs de recherche fondamentaux du département : communication organisationnelle ET études des médias

✓ Valoriser l’expertise en communication organisationnelle → domaine où les diplômés sont en demande.

**MENACES :**

✓ Menace d’étranglement, d’étouffement, par le grand nombre d’étudiants → effets démoralisateurs sur les professeurs autant que sur le personnel administratif

✓ Risque quant à la qualité de nos programmes qui est compromise avec le risque à moyen et long terme de voir les professeurs et les étudiants partir ailleurs → qualité de l’expérience étudiante sérieusement hypothéquée

✓ Impossibilité d’assurer une relève de qualité dans le domaine des communications sur le marché du travail → risque de mécontentement généralisé des entreprises et organisations qui embauchent nos étudiants
Concurrence très élevée avec les autres départements de communication qui voient eux aussi leur nombre d’étudiants augmenter

1- LE CORPS PROFESSORAL

Sur le plan des ressources humaines, le Département de communication a vu s’accroître le nombre de professeurs à temps complet dans ses rangs. En 2002, il y avait 14 professeurs à temps complet alors qu’on en compte aujourd’hui 26. On en comptera bientôt 28 puisque deux embauches supplémentaires sont prévues au cours de l’année 2013 (un poste au rang d’adjoint dans le domaine de la communication organisationnelle et un autre poste au rang d’adjoint dans le domaine des théories de la communication). S’ajoutera à ces deux postes la création de deux chaires : une chaire en cinématography et une chaire Loeb en communication et santé (avec accent sur le don d’organes et de tissus).

À l’échelle de l’université, nous sommes le 4ᵉ plus imposant département (après Psychologie, Criminologie et Études politiques) par rapport au nombre d’étudiants inscrits. Cependant, même si le département a pu faire des embauches de professeurs réguliers au cours des dernières années, nous avons le même nombre de professeurs (26) que depuis 2009. Cela est notamment dû à quelques départs. Dans le rapport d’évaluation à l’intention des évaluateurs externes de nos programmes de premier cycle déposé en 2009, nous arrivions à la conclusion qu’il fallait embaucher immédiatement 24 nouveaux professeurs afin de maintenir un ratio professeurs/étudiants respectant les engagements de l’université d’Ottawa (ratio attendu de 1/21 dans le dernier plan stratégique Vision 2020).

Actuellement, le ratio professeurs/étudiants est très élevé (1/45 depuis plusieurs années), et ce de manière structurelle. Le département se trouve dans l’incapacité, depuis des années de rencontrer l’objectif fixé dans le rapport d’évaluation de 2009 du programme de 1ᵉʳ cycle (Self evaluation, Volume 1) quant à l’urgence d’embaucher 24 nouveaux professeurs ou d’établir des quotas au niveau des admissions. De plus, la proportion des cours qui sont enseignés par des professeurs à temps partiel n’a à peu près pas bougé depuis au moins plusieurs années. En outre au cours des quatre dernières années c’est en moyenne 57 % de tous nos cours de premier cycle qui ont été enseignés chaque année par des professeurs à temps partiel.

2- LES DOMAINES D’EXCELLENCE EN ENSEIGNEMENT

Le département de communication a profondément changé au cours des dernières années, avec l’arrivée de nouveaux professeurs hautement compétents et possédant des spécialisations
diverses qui ont fait du département l’un des plus dynamiques au Canada. Un dynamisme qui repose entre autres sur le fait que nous sommes l’un des rares départements à opérer sur la base des deux grandes traditions de recherche en sciences de la communication (communication organisationnelle et études des médias) et de manière complètement bilingue. Les travaux des professeurs réguliers au département touchent, avec comme porte d’entrée la « communication en tant que telle », à divers enjeux sociaux, culturels, politiques et économiques du monde dans lequel nous vivons. L’une des forces de notre département est sans doute la très grande complémentarité entre les professeurs, notamment du fait de l’interdisciplinarité même des sciences de la communication qui font que nous avons des professeurs qui proviennent de différentes disciplines. Comme mentionné dans le rapport de 2009 à l’intention des évaluateurs externes de nos programmes de 1er cycle, les enseignements des professeurs sont soutenus par des connaissances produites à travers le monde, avec des préoccupations pour des enjeux de société qui ne touchent plus uniquement le Canada, mais plus largement l’ensemble de la planète. On pense notamment aux préoccupations des professeurs envers des sujets clés comme la communication des organisations, la communication et santé, les médias émergents, le cinéma, la communication politique, etc. Ce sont là des thèmes récurrents qui sont abordés dans les cours des professeurs du Département et qui conduisent les étudiants à prendre davantage conscience des multiples défis (communicationnels, sociologiques, psychologiques, politiques, anthropologiques, etc.) auxquels sont confrontées les sociétés contemporaines. Cela est encore plus vrai aujourd’hui, et c’est ce qui contribue sans aucun doute à solidifier la formation que nos étudiants reçoivent, et cela d’autant plus que si l’on tient compte du fait que nos professeurs sont très actifs en recherche (selon les données de Recherche institutionnelle nous sommes en effet l’un des départements de la Faculté qui reçoit le plus de fonds externes [604 018 $ en 2012, soit presque 200 000 $ de plus qu’en 2008]). On doit aussi souligner la mise sur pied d’un ensemble d’unités de recherche qui apportent un renouveau et un dynamisme certains à la dynamique départementale : le Groupe de recherche interdisciplinaire sur la communication organisationnelle (GRICO), le Laboratoire des médias audiovisuels pour l’étude des cultures et sociétés, etc. Ces unités de recherche s’ajoutent, bien évidemment, à la Chaire du Canada en intelligence collective dirigée par Pierre Lévy.

Il est important de préciser que le champ « communication organisationnelle » du département est ce qui contribue fortement à nous distinguer des autres départements de communication partout en Ontario, dans la mesure où la totalité des départements sont orientés « media studies ». En effet, nous sommes le seul département en Ontario à offrir la possibilité aux étudiants de 1er cycles et de 2ème cycle de se former en communication organisationnelle. Les étudiants peuvent alors recevoir une formation à la fois théorique et pratique touchant à la
communication interne/externe des organisations, aux relations publiques et à l’usage des technologies par les organisations (publiques, privées et ONG). De nombreuses organisations sont aujourd’hui à la recherche d’étudiants formés en communication organisationnelle et pouvant les aider à concevoir, mettre en œuvre et évaluer leurs stratégies de communication. De plus, nous avons au sein de notre département des professeurs reconnus internationalement dans ce domaine et très actifs sur le plan de la recherche. Les étudiants sont alors mis en contact avec les travaux les plus récents dans le domaine et peuvent bénéficier d’une formation de qualité à la fine pointe des évolutions théoriques et technologiques dans le domaine.

3- LES PROGRAMMES OFFERTS/À VENIR

Le département de communication offre actuellement des programmes de 1ier cycle (baccalauréat en communication, relations publiques, journalisme et une mineure en cinéma) et des programmes de 2ème cycle (Maîtrise ès arts [option thèse ou mémoire], Maîtrise en communication, certificat en communication organisationnelle et certificat en communication gouvernementale).

3.1. Les programmes de 1ier cycle

Alliant la théorie à la pratique, nos programmes de baccalauréat se composent de cours qui visent à développer l’esprit critique et analytique et de cours destinés à développer l’acquisition d’habiletés professionnelles. Les cours couvrent les deux grands domaines de la communication : la communication médiatique (la presse, études des médias, usage de médias émergents, etc.) et la communication organisationnelle (la communication interne/externe dans les organisations publiques ou privées, les relations publiques).

Le programme de baccalauréat spécialisé approfondi ainsi que la majeure en communication offrent une option d’enseignement coopératif qui permet aux étudiants d’effectuer quatre stages rémunérés dans une entreprise ou dans un organisme public.

Le Département de communication offre un baccalauréat spécialisé en relations publiques et communication en collaboration avec La Cité collégiale (programme en français) et un baccalauréat spécialisé en relations publiques avec le Collège Algonquin (programme en anglais). Les partenaires se partagent les éléments de formation en fonction de leur mission respective. Ce programme est considéré comme un programme « élite » puisque les inscriptions sont contingentées à la Cité collégiale et l'Université n'accepte que 25 étudiants par année; de plus, il vous faut une moyenne minimale de 70% pour entrer au programme.
Le baccalauréat en journalisme est offert conjointement avec La Cité collégiale et le collège algonquin. Le Département de communication assure la formation théorique, analytique et critique, tandis que les collèges offrent la formation pratique. Le programme est actuellement en restructuration complète et sera amené à subir des changements majeurs.

Nous offrons une mineure en études cinématographiques qui regroupe des cours offerts dans divers départements de la Faculté des arts (Communication, English, Français, Langues et littératures modernes, Musique et Arts visuels) et des cours donnés à l'Université Saint-Paul. Ce programme permet aux étudiants d'acquérir les connaissances nécessaires à l'appréciation du patrimoine mondial du cinéma.

3.2. Les programmes de 2ème cycle

Le Département de communication offre un programme de maîtrise ès arts (M.A) en communication avec thèse ou avec mémoire ainsi qu’un programme de maîtrise en communication (M.C.) à base de cours. Le programme comporte deux champs de recherche: communication organisationnelle et études des médias. Le champ « études des médias » se consacre à l'analyse des contenus et aux modes de fonctionnement des médias traditionnels et des nouveaux médias dans leurs dimensions socioculturelle, économique, politique et réglementaire. Le champ « communication organisationnelle » se consacre à l'étude de la communication interne et externe des organisations publiques et privées, la dynamique des relations interpersonnelles et de groupes en milieu de travail, les relations publiques et les usages des technologies par les organisations.

De plus, le Département offre deux diplômes d’études supérieures : l’un en communication organisationnelle et l’autre en communication gouvernementale.

Environ 215 étudiants en moyenne chaque année déposent une demande d’admission pour l’un de nos programmes. Nous en acceptons environ 50, ce qui fait que nos programmes sont très contingentés. Tous les cours qui sont offerts à la maîtrise le sont dans les deux langues, par un corps professoral très actif en recherche.

3.3. Projets à venir
Le département envisage de proposer un cheminement coopératif à la maîtrise. Depuis sa création, le programme de maîtrise en communication (M.C.) exige que les étudiants réussissent 10 cours. Nous voudrions offrir aux étudiants la possibilité d’ajouter l’option COOP, ce qui permettrait ainsi aux meilleurs étudiants de suivre non seulement les 10 cours requis, mais aussi et surtout d’effectuer deux stages coop dans le domaine des communications. L’option contribuerait à valoriser encore plus ce programme d’étude, tout en attirant des étudiants supplémentaires susceptibles d’être intéressés par la possibilité de faire des stages en milieu professionnel.

Le département est en voie de mettre sur pied un ambitieux projet qui contribue à rassembler les professeurs autour d’un intérêt commun : celui de voir se développer un programme de doctorat de calibre international et d’y accueillir enfin des étudiants de doctorat. Le projet de programme a récemment été favorablement évalué par des évaluateurs externes. Nous allons offrir un programme structuré à partir des deux champs fondamentaux qui font la force de notre département : la communication organisationnelle et l’étude des médias. Ce programme, bilingue, offrira aux étudiants un enseignement de haut niveau qui découlera et s’inspirera des deux traditions linguistiques et intellectuelles fondamentales des études en communication. Mais nous irons bien au-delà de cela. Nous leur offrirons un milieu de vie riche et unique aussi bien sur les plans académique, qu’intellectuel et culturel. Tout cela au sein du même département, de la même université (contrairement au doctorat conjoint offert par l’UQAM, l’Université de Montréal et l’Université Concordia). Les étudiants, bilingues, pourront ainsi participer aux multiples conférences, séminaires, ateliers, débats, etc., que nous organisons régulièrement au département et qui font que la vie universitaire sur notre campus est riche et stimulante.

En ce qui concerne les études de premier cycle, le département va bientôt mettre sur pied une majeure en cinéma du monde.

4- INSCRIPTIONS ÉTUDIANTES À TOUS LES CYCLES ET PERSPECTIVES

Le Département de communication fait face à plusieurs défis depuis au moins une bonne décennie. Notre discipline, au carrefour de plusieurs autres disciplines autant du domaine des
arts que des sciences sociales et humaines, a été investie, et continue de l’être, par un nombre grandissant d’étudiants qui, sans doute motivés par les taux de placements très élevés sur le marché du travail dans le domaine des communications (entre autres en communication organisationnelle et en relations publiques), se sont inscrits dans un des programmes que nous offrons. Comme le montrent les données statistiques officielles, notre département a connu des hausses significatives du nombre de ses étudiants. Selon les données du Bureau de la recherche institutionnelle, nous sommes passés de 351 étudiants en 1995 à 1154 étudiants en 2013 (Preliminary Data - September 11th, 2013). Ce qui représente un taux de croissance de 268,4%.

En ce qui concerne la maîtrise, nos inscriptions n’ont cessées d’augmenter entre 2006 et 2012 (comme l’illustre le tableau ci-dessous). Elles tendant actuellement à se stabiliser, ce qui est raisonnable compte tenu des ressources disponibles au niveau du corps professoral. Fait à noter, même si la proportion des étudiants francophones était supérieure à celle des étudiants anglophones dans les années 90, elle tend à demeurer stable depuis au moins dix ans avec 1/3 de nos étudiants qui sont inscrits dans des programmes en français et 2/3 dans des programmes en anglais (l’écart tend à rétrécir entre les francophones et anglophones au niveau de la maîtrise).

### Tableau : Inscriptions à la maîtrise de 2006 à 2012

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5- **ÉVALUATION QUALITATIVE DES PROGRAMMES ET DE L’EXPÉRIENCE ÉTUDIANTE**

Lors de l’évaluation du programme de 1er cycle en 2009, Les enquêtes auprès des étudiants et des évaluations de cours montrent un très haut niveau de satisfaction des étudiants en ce qui concerne le programme, l’enseignement et leur expérience étudiante. De plus, le taux d’étudiants en communication diplômés dans leur discipline d’origine est de 68%, ce qui est nettement plus élevé que ce que l’on retrouve au niveau de la faculté des arts (47%) et de l’université (49 %) et légèrement plus élevé que les programmes comparables (61%). Cela démontre que, en plus d’être un programme populaire qui attire un grand nombre d’étudiants,
ceux-ci restent dans le programme jusqu'à l'obtention du diplôme et font état d'un niveau élevé de satisfaction. Nous notons également des niveaux très élevés de satisfaction chez la grande majorité des anciens étudiants. En effet, 97 % de nos diplômés obtiennent un emploi après la fin de leur baccalauréat. Il est clair que notre programme prépare adéquatement les étudiants pour le marché du travail. Nous croyons que le programme coop est l'un des facteurs qui contribuent à ce taux de succès de l'employabilité de nos diplômés. Il faut savoir que depuis quelques années le taux de satisfaction des étudiants demeure élevé, autour de 85 % disent être satisfaits ou très satisfaits de la formation qu'ils reçoivent au département de communication. Un sondage effectué en 2008 (n =277) auprès des étudiants de 1ier cycle en communication (taux de réponse de 42.4%) et auprès d'étudiants diplômés de ce même programme (taux de réponse de 19.5%) révèle les résultats suivants :

- Tout autant pour la grande majorité des étudiants diplômés que pour les étudiants en cours de programme, ce dernier répond (a répondu) entièrement aux attentes.
- La très grande majorité (entre 78 et 92%) des étudiants sont très satisfaits/satisfaits des différentes composantes du programme de premier cycle en communication. Précisément, en termes de qualité de la formation, du contenu des cours, de la disponibilité et de l'encadrement fournis par les professeurs, de même que pour la structure du programme. Cependant, seulement 49% des étudiants en cours de programme sont très satisfaits/satisfaits quant à la disponibilité des cours.

- Au total, 97% des étudiants ont obtenu un emploi depuis l'obtention de leur diplôme de premier cycle en communication. En outre, 87% des étudiants diplômés ont confirmé détenir actuellement un poste et de ce nombre, 89% occupaient un poste permanent.
OVERVIEW

Created in 2009, the School of Information Studies (ÉSIS) was established as a bilingual graduate school, and it is now approaching its 5th anniversary. The School currently has a Director and five regular professors, as well as a complement of cross-appointed and part-time professors. Average student intake per year is approximately 25 FTE.

The past five years have been taken up with developing and delivering a 2-year Master of Information Studies (MIS) program, which now has 50 graduates. This MIS has a number of distinguishing features, including a bilingual and bicultural format (unique in North America), and the possibility of specializing in information policy, which is particularly attractive to employers within the distinctive employment region that is the National Capital Region.

The flagship program is the 48-credit Master of Information Studies, which can completed by following one of three options: 1) course-based option (16 courses), 2) co-op option (12 courses + 2 x 4-month work placements), and 3) thesis option (12 courses + thesis). All three options lead to the same professional degree and can be completed with 2 years’ of full-time study. However, part-time study is possible, and indeed circa 40% of our students study part-time.

In addition, ÉSIS offers a post-master’s qualification – a Graduate Diploma in Information Studies (GDIS) – consisting of a completely customized 15-credit program selected from among the advanced MIS courses. The GDIS is aimed at people working in the information professions who would like to upgrade their skills or move into positions of increasing responsibility. There has been one graduate from this program, and two additional students are currently registered.

To date, much of the time and energy of the faculty has been invested in the process of seeking professional accreditation for the MIS program from the American Library Association (ALA). This accreditation was granted in January 2014 for a seven-year period. As part of our preparation for the accreditation application, and in order to ensure that our program remains aligned with the expectations of the Ontario Universities Council on Quality Assurance (OUCQA) (for which we will be undergoing a periodic review in 2015-2016), ÉSIS undertook a
comprehensive review of the MIS curriculum once the first two cohorts had successfully graduated. The review took place in consultation with faculty, students, graduates, university administration, employers and members of the profession at large. Following a refinement of the program objectives (expressed as student learning outcomes), the curriculum was revised accordingly. Key modifications include a strengthening of the core, an elimination of formal specializations to allow for increased flexibility and customization, the introduction of a capstone to allow students to reflect holistically on their learning experience and to facilitate program-level evaluation. The request for program modifications is currently before the university Senate, having already been approved by the School, Faculty of Arts, Faculty of Graduate and Postdoctoral Studies. It was also praised by the ALA’s external review panel.

Bilingualism presents both a strength and a challenge for ÉSIS. Our bilingual graduates are prized within the community (as evidenced by an 83.7% professional placement rate within 6 months of graduation). However, attracting bilingual faculty to the school and the region is difficult.

Similarly, the small size of ÉSIS is both an asset and a challenge. On the one hand, it allows for personalized and flexible program delivery. On the other hand, having a faculty of just six regular professors – even though these are complemented by a strong group of cross-appointed and adjunct professors – limits the number and nature of program options that can be offered, as well as other activities that can be undertaken. The high turnover among the exclusively part-time and short-term support staff also presents challenges with regard to continuity and efficiency, which continue to negatively impact the school’s efforts with regard to both student recruitment and the quality of the student experience. Improvements are needed in this area.

Much of the time and energy of the faculty has been invested in the process of seeking professional accreditation for the MIS program from the American Library Association. This has left relatively little time to pursue opportunities not directly linked to the core MIS program. We are now in the finishing stages of this process, which will allow us to turn our attention to developing opportunities that will complement the MIS and strengthen the school, such as building faculty research programs, developing feeder programs (e.g. undergraduate minors in e-society or digital humanities), promoting the GDIS, exploring the development of hybrid or online courses, and strengthening ties with communities beyond the NCR, and particularly with \textit{la francophonie}.
Some of the principal Strengths, Challenges, Threats and Opportunities that have been identified for ÉSIS and its programs are summarized below.

**STRENGTHS**

**Bilingualism and biculturalism**
- We are unique in offering a bilingual and bicultural (English and French) MIS program.

**Interdisciplinarity**
- We recruit students from all disciplines: entry requires a 4-year degree from any field.
- Our well qualified faculty come from a range of interrelated and complementary disciplines with experience both in professional practice and in research.
- Cross-appointments both into and out of ÉSIS show that the school is well integrated within our host institution and that our value is recognized.
- We have partnered with Telfer and SEECS to develop a PhD in E-Business (e-Society option). (The PhD has received OCGS approval but is awaiting Ministry financing).

**Distinctive employment market**
- The National Capital Region (NCR) provides a distinctive employment market offering diverse library and information-related positions for our graduates.
- Our location in the NCR enables us to offer and support specializations that are less common in other programs, such as our specialization in information policy.
- Our graduates have a high placement rate (almost 85%)—particularly within the NCR—indicating that the need which was identified for bilingual information professionals is being filled by ÉSIS and that we are fulfilling our mission and objectives.

**Strong community ties**
Our close working ties with the community of library and information professionals within the NCR give added dimension to the program, not only through CO-OP and experiential learning but also through the role that members of the community play in our advisory committees, as adjunct and part-time professors, as guest lecturers and seminar speakers, as mentors to our students, and as research partners.

Our External Advisory Committee includes key leaders within the library and information communities, not only regionally but nationally (e.g., the National Librarian and Archivist, the Parliamentary Librarian, the Director-General of the National Research Council of Canada’s Knowledge Management Division).

**CHALLENGES**

**Bilingualism and biculturalism**

- The need for students to be actively bilingual limits the pool of candidates, so we must advertise creatively to ensure that we reach the widest possible viable candidate pool.

- Potential candidates for faculty positions who meet our bilingual requirement also have the choice of applying for positions in other schools that require only English or French, so we must emphasize the benefits and opportunities associated with a position at ÉSIS.

**Resources**

- The size of the faculty (5 professors + Director) limits the scope of our curriculum, requiring us to be judicious in our areas of concentration and course offerings.

- The part-time and short-term nature of contracts available for ÉSIS support staff has resulted in high turnover and frequent vacancies, causing frustration for students and faculty and requiring the time and energy of faculty members to be diverted to support staff tasks. We must continue to encourage the Faculty and University to appreciate the benefits to be gained by allowing faculty to focus on teaching and research, and by having stable support staff to increase the quality of the student experience.

- There is little opportunity within ÉSIS to benefit from economies of scale with respect to administrative and financial matters, leaving us more reliant on the Faculty and the University than larger departments would be.

- The MIS program's classification as a “professional program” limits funding opportunities for students (e.g. no admissions scholarships, no TA- or RA-ships).
Student recruitment

- The lack of undergraduate program in ÉSIS means that there is no natural “feeder” program from which we can recruit students, encouraging us to strengthen relationships with cognate departments, such as Communication, History, Translation, and E-Business, and with other universities (e.g. U. Moncton’s BGI program, Carleton’s proposed BIT program).

- Our home within the Faculty of Arts may pose a temporary challenge for student recruitment. Applications to the Faculty of Arts are down because of the fear that an arts degree will not lead to a job. Meanwhile, applications in the Faculty of Social Sciences are up. We must work hard to inform potential students about the positive employment prospects for MIS graduates and to attract students from disciplines outside the arts and humanities.

- Our current status as a not-yet-accredited program affects decisions made by prospective students, so we must continue to prioritize accreditation.

THREATS

Competition from other institutions

- Competition from information schools in Ontario and Québec, which have greater visibility, established reputations and accredited programs. We must continue to prioritize accreditation and work hard to increase our visibility and build our reputation.

- Competition from fully online and accredited MIS programs – in Canada (e.g. University of Alberta) and elsewhere (e.g. San José State University) – which are in a similar price range for tuition, but which offer prospective students flexibility with regard to location. We can begin to experiment with blended learning and the development of online courses – particularly in French, or at the undergraduate level (as a feeder).

Political and economic climate

- Lack of political support for libraries and archives in Canada.

- Uncertainty within the employment market for traditional librarian positions in the National Capital Region (e.g., cutbacks in library services within the federal public service), which may pose a temporary challenge for student recruitment. We must
remain responsive to the evolving needs of the profession and prepare students for future-oriented library and information-related positions.

- Financial impact of the overall declining enrolments within the Faculty of Arts.
- The University’s projections for limited hiring of professors within the Faculty of Arts (http://www.financialresources.uottawa.ca/financial-statement/documents/2013-2014-Annexe5.5-Renouvellementdesprofesseurs.pdf) will make it difficult to expand the size of ÉSIS or to replace the Director (on temporary secondment to ÉSIS from another unit).

OPPORTUNITIES

Recruitment

- Investigate the potential for establishing a Research Chair (e.g. in digital humanities).

Students

- Investigate the establishment of an independent or collaborative (e.g. with Law) PhD.
- Develop one or more undergraduate minors related to information studies (e.g., e-society, digital humanities, digital information, organizing information, GIS).
- Promote the Graduate Diploma in Information Studies (GDIS) in general; capitalize on the current economic climate and government situation to encourage MLIS professionals and those in related fields to upgrade their skills by taking the GDIS.
- Achieve ALA accreditation to expand student recruitment. Web analytics show the following traffic patterns on the “Accreditation” page of the ÉSIS website:
  - 865 page views and 721 unique visitors
  - Lengthy visits indicating strong interest (1 min 49 seconds)
  - More than half of visitors exit through this page (53%)
- Experiment with blended learning and online delivery of selected courses (e.g., MIS courses in French to reach Francophone and bilingual communities outside the NCR; or
undergrad courses in digital humanities to raise visibility/awareness and attract students to our MIS)

Collaboration

**Within uOttawa**

- Participate in the development of a proposed collaborative MA in Science, Society and Policy (with the ISSP).
- Work with the Centre for Continuing Education to cross-promote opportunities (e.g. the Cont. Ed. Certificate in knowledge management and the ÉSIS GDIS); allow qualified students to take individual courses as “special students” for professional development.
- Promote the MIS through uOttawa undergrad programs in other fields (e.g. CMN, HIS).

**Within the NCR**

- Work with our community on development initiatives (e.g. to establish scholarships for our students).
- Collaborate with Algonquin College and Carleton U. on their newly proposed Bachelor of Information Technology program with a view to encouraging those graduates to continue with an MIS.
- Cultivate relationships in “non-conventional” sectors within the NCR (e.g. a bit less library and a bit more information management/records) to promote our MIS (a more IM focus could be cultivated as a differentiating feature (e.g. from U of T or Western)).

**Nationally**

- Cultivate ties with potential “feeder” programs, such as the Baccalauréat en Gestion de l’information (U. de Moncton).
- Develop online (esp. French) courses to reach bilingual communities outside the NCR.
• Increase our ties with communities beyond our region (e.g., bilingual communities in northern and southern Ontario, New Brunswick, and Manitoba) to promote our MIS program and attract students from those regions to study at uOttawa.

**Internationally**

• Establish international relationships with *la francophonie*
  
  o e.g., through collaboration with institutions such as the École nationale supérieure en sciences de l’information et des bibliothèques (ENSSIB), in France, for potential student/faculty mobility
  
  o e.g., with other Francophone countries that offer undergraduate programs in information studies (e.g. Cameroon, Morocco) (e.g. to attract these students to our MIS and to leverage the differential fees bursaries for international Francophones).
STRENGTHS

Recognition by External Evaluators: The Department underwent a process of formal evaluation of both its undergraduate and graduate programs in 2009-10. The results of both evaluations were very positive, with the external evaluators at both levels praising the dedication of faculty members to teaching and related service activities on behalf of the students, as well as the Department’s research output and activity in organizing numerous conferences. The Department has always had a very strong commitment to teaching and service to students.

Student Satisfaction: In keeping with this mission, the Department has maintained caps of 45 in courses for undergraduate majors. Professors mark student papers themselves, rather than relying on correctors or teaching assistants. This personal attention to students is an important factor leading to the high level of satisfaction reported by students in our programs. Close to 90% of English program undergraduate students are “satisfied” or “very satisfied” with their University of Ottawa experience (“stats for retreat” page 3.1), similar to the excellent overall average for the Faculty of Arts. In addition, in the more detailed “End of Program Survey 2012” we see that in response to the question “Were you satisfied or dissatisfied with your experience in the English program?” 39% responded “very satisfied” and 53% “satisfied,” among the best scores in the Faculty of Arts. Our Department is characterized by a teaching staff that is available to students for discussions outside of class, by an active Undergraduate English Student Association, and by a culture in which professors know their students’ names and give them personal attention. After interviewing our students, the external evaluators of our undergraduate program wrote in 2010 that the students “consistently praised the teaching and the availability of their professors. … They were unanimously pleased with the program and articulate about its distinctive virtues, among which they named the ability to read closely and to think critically, to carry out independent research, and to organize their studies at a time when many students must also work at part-time jobs.” We go out of our way to help students complete their programs successfully. Our students often report frustration with the way they are treated by the bureaucracy of the university as a whole, and our efforts go to make the English Department feel like a small community within the larger university, where students are treated like individual human beings and made to feel welcome and important.
Program Efficiency: At the same time, our Department’s teaching system is financially efficient as our caps for undergraduate courses for majors are just under the number required for the hiring of correctors (according to 22.2.1.8, courses with more than 45 students must be assigned correctors). All of the graduate students to whom we have scholarship obligations can be given assistantships in our first and second year courses for non-majors. Thus, keeping our courses for majors at 45 or fewer allows us to avoid the need to hire markers from outside the department, a recourse that would lead to inconsistent results in the performance of the work and greater expense as well.

Service Courses: The department also runs several highly successful basic skills courses for first year students: ENG 1100, 1112, 1120, 1121, and 1131 are all required writing courses for students in various other programs and faculties. These courses are most often taught by part-time professors. A very large portion of these part-time professors are either current graduate students in English or else PhD recipients from our Department. These students and former students have received ample instruction in pedagogy during their time with us, and have also been oriented to the Department’s commitment to undergraduate teaching. Thus, the Department has created a system in which first-year “service courses” can be offered at an excellent level and with high student satisfaction.

Contributions to the Faculty Budget: As a result of our large number of undergraduate program students (where we are the third largest department in the Faculty) and our many offerings for students from other programs, we teach approximately 13,000 students each year, more than any other department in the Faculty, and generate roughly $11,000,000 in teaching income for the Faculty, the second-highest amount in the Faculty (“stats for retreat,” pages 4.1, 4.2, and 9). Our expenses for full- and part-time professor salaries are just under $6,000,000 per year. Thus, we generate a net income for the Faculty’s operating budget of several million dollars per year. We expect the amount of revenue we generate to increase in the future, as we are at a particularly expensive stage of the personnel cycle right now, with many full professors near retirement. As senior colleagues retire, our cost of teaching will decline quickly while the number of students in our courses should remain stable.

It should be noted that the management of these revenue-generating courses comes at significant cost to the department in staff time, as many of the students in those courses inevitably require assistance from the department chair, undergraduate director, and support staff. Nevertheless, it is rewarding to us to know that we are able to generate this surplus, so that funds are available for the support of the Faculty’s many excellent smaller programs. Indeed, we are keen to create more large second-year courses with appeal to students from outside of Arts, such as the recently approved “Literature and the Sciences,” which was created in consultation with the Faculty of Engineering, to appeal to their students.
Graduate Programs: For many years, the English Department has run the largest doctoral program in the Faculty. Despite a decline in new enrolments and a spate of graduations this year, it appears we will remain the second largest doctoral program after History. In 2012 we had 44 PhD students registered, with 30 professors to supervise them. This is a higher ratio of doctoral students to available supervisors than the average for the nine doctoral programs in the Faculty, and shows that our professors have been successful at attracting doctoral students and work hard to supervise numbers of students. At the master’s level, we typically have 25 to 30 students registered in our one-year coursework MA program and our two-year thesis MA program (the numbers are lower this year). In addition to our rigorous academic seminars, we offer a year-long professionalization course that addresses topics such as applying for external funding, presenting conference papers and publishing articles, effective teaching, and academic and non-academic job searches. Perhaps as a result of these efforts, our students are very successful at winning external funding: 19% of “research masters” students and 41% of PhD students had external funding in 2011 (“stats for retreat,” page 2.2). We have recently taken a number of steps to improve and modernize our PhD program, including creating the position of placement advisor (a professor devoted to helping students with the job search), revamping our system of comprehensive exams to lead more directly into the student’s thesis research, and adopting a committee system of thesis supervision. We are currently discussing ways to add more professional development and practical skills to our MA program.

Research: Our professors produce a quantity and quality of research that rivals the production of the top English departments in Canada and abroad. The external evaluators of our graduate programs wrote in 2010: “The faculty are to be commended for the level and quality of the research conducted in the Department. ... Overall, we were impressed with the diversity of scholarly, research, and creative activities within the Department.” Despite the fact that we teach a higher number of credits per year than faculty members at our comparator departments, such as the English departments at Carleton, Queen’s, York, McMaster, and Western, we more than keep pace with our peers at those institutions. We run a regular series of conferences, including the annual Canadian Literature Symposium, launched in 1972. These conferences provide important opportunities for students to present their own work, meet researchers in their fields from other universities, and receive experience as Research Assistants. Our students benefit from an atmosphere in which leading-edge research is being conducted by internationally recognized scholars.

Innovation and Change: The Department is keen to continue developing new offerings and improving our current programs. Building upon the improvements already implemented in our graduate program, we are currently in the process of conducting a detailed study of our undergraduate curriculum. The goals are to ensure that the program is up to date, to clarify the sequence of skills we seek to develop in each year of the program, and to describe these skills in
the vocabulary of learning outcomes. This process should result in significant changes to the curriculum that we hope to see implemented in fall, 2015.

In this spirit of innovation, we are seeking to become leaders in the delivery of hybrid web-based courses. This year, one of our professors, James Brooke-Smith, is teaching a course on science fiction literature and film in the hybrid web-based format. We hope this course will illuminate ways to implement online learning that is both exciting and inviting to students while also maintaining academic standards.

WEAKNESSES

The Department has only one full-time professor, Seymour Mayne, teaching creative writing. Professor Mayne receives excellent scores on his student teaching evaluations and regularly holds events such as evening readings for student writers, but his efforts would benefit from help from additional colleagues in his area. In most years, we also have a writer-in-residence for one semester. While the WIR is available to students and helps to generate excitement for the creative writing program, the WIR is not obligated to teach a course. For the past two years, we have supplemented the two courses Professor Mayne usually offers with one additional course offered by an invited professor. However, our offerings in creative writing are still far slimmer than those of the other departments we compete with for students. For example, this academic year Carleton University, our most direct competitor for students from the region, is offering a fiction workshop in the summer, fiction, creative non-fiction, and screenwriting in the fall, and poetry and fiction in the winter, for a total of six creative writing courses, or double our offerings, with a much wider range of topics and teachers than we are able to offer students. Creative writing is a “loss leader” that is expensive to run but that attracts English majors to the program. Given the budgetary situation, it seems unlikely that we will be able to compete in this area, which means the loss of some prospective students to other universities.

In both the 2002 and 2009-10 undergraduate program reviews, the external evaluators recommended we add more course offerings in world literature (literature in English outside of Britain and North America), and develop a minor in “World Literatures in English” that had been contemplated. As a result of this suggestion, we did create a new elective course for majors at the 3000-level on “Postcolonial Literature.” However, further movement in this direction largely rested upon the hiring of a new full-time professor in world literature in English, a position that we were slated to receive under Destination 2020. Unfortunately, that hire never took place, and we do not have many resources for offering courses in world literature. Full-time professors occasionally teach out of field to offer our course in world literature at the second-year level, and one professor, Jennifer Blair, teaches the 3000-level course on “Postcolonial Literature,”
even though it is not her primary research area. We are doing our best to expand into this area, but absent hiring, we have to work with the limited resources available.

The Department would like to participate in the proposed new program in World Cinemas. However, at present we list only one course in film in the calendar. We would like to expand our offerings in film studies by creating additional courses within the major and as electives for non-majors. We have been warned that, in the current climate, it may be difficult to get approval for such courses.

**OPPORTUNITIES**

We are currently engaged in an extensive review of our undergraduate program, which we hope will result in enhanced integration of new students into the program in first year, a better second year experience with more emphasis on research and the study of special topics in literature, a more open choice of courses at the third year level, and a fourth year capstone experience that will make students ready to put their skills to work in graduate programs, professional school, or the non-academic workplace. Beginning in the spring and working throughout the summer, we have already developed concrete ideas that are now being discussed in the Departmental Assembly—we are very serious about offering the best possible program, and plan to have changes in effect for fall, 2015.

Members of the Department wish to combat the perception in some quarters that an English degree does not give students “employable” skills. A recent preliminary search turned up a list of a dozen recent articles in the mainstream media praising the skills of English degree recipients in the workplace. With the aid of the new website (when launched), we should be able to make prospective students and their parents more aware of the career value of an English degree.

Members of the English Department have expressed a desire to develop bilingual programs in literature in cooperation with other departments, such as Theatre, Translation, and Français. We envision the possibility of an undergraduate major program in which students could take courses in a variety of departments in both languages, thus receiving a degree that would certify their bilingual status, along with master’s and doctoral programs in Canadian literature in both languages. There are currently no PhD programs in Canada in which students are able to do work in both languages. There would seem to be an obvious need for such a program, a need we are well positioned to meet as an institution. Such programs might involve the creation of one new bilingual core course at each level, with the rest of the coursework filled out with a certain number of credits in French and in English drawn from existing courses offered by the participating departments. We believe that a bilingual PhD program in Canadian literature
would be viewed across Canada as an elite program whose graduates would receive much interest on the academic job market.

In general, we believe we should advertise the strength and unique character of the university by appealing to the many excellent prospective students who want to study in a bilingual environment, even if their focus is English literature.

**THREATS**

The English Department suffers from the phenomenon of declining enrolment that has afflicted humanities programs across North America. The ubiquity of this decline across institutions has been described in media coverage and in email discussion lists for department chairs. While speculation about the causes of this decline has produced many theories, we view the current downturn in enrolment as a cyclical, rather than a secular trend. Since the decline in enrolments has affected English departments with all sorts of different curricula, we do not believe that there are any particular changes we could make to our curriculum that would have a notable impact on enrolments. Updating the curriculum is a worthwhile goal for its own sake, but it should not be confused with an effort to reverse an unrelated decline in enrolment.

Nevertheless, the decline in enrolment does pose a threat to the health of the Department, in that a shrinking number of students would likely result in the loss of faculty positions. Since these losses would occur through attrition, we would not be able to plan how we will shrink. We may become very weak in important areas where current faculty members are near retirement. In addition, not hiring at all for a period of several years will have a lasting impact on our graduate enrolments, as young tenure-track faculty typically bring exciting new research areas to a department, attracting graduate students.

Despite these threats, we feel strongly that it would be better to enhance the Department’s reputation for excellence, rather than attempt to bolster our enrolments by lowering admission standards. We welcome the call by central administration to raise the entrance average. It is our consensus view that our long-term success will best be assured by focusing on excellence: in teaching, in research, and in our student population.
Département de français

Les formations du Département de français apportent aux étudiants une connaissance approfondie

- de l’histoire des littératures francophones (Ontario français, Québec, francophonie canadienne, France, Maghreb, Afrique subsaharienne, Antilles);
- de la langue et des procédés du discours en vue d’argumenter et de persuader;
- des différents outils de recherche (bases de données, catalogues bibliographiques électroniques) qui, alliée à la maîtrise des diverses approches théoriques du phénomène littéraire, permet de réaliser une analyse fine et pertinente des textes, des discours et des pratiques culturelles.

Elles visent également à permettre aux étudiants de développer leur créativité et la capacité à structurer leur pensée, d’acquérir une maîtrise professionnelle de la communication orale et écrite en français de façon à rédiger des textes cohérents et argumentés, répondant aux attentes de leurs destinataires, de même qu’à mettre en pages des documents en vue d’une édition imprimée ou électronique.

1. Premier cycle

Globalement, au cours des dernières années, les inscriptions dans les programmes du Département de français ont connu une évolution positive :

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Néanmoins, le Département continue de travailler à accroître le nombre de ses étudiants. Deux plans promotionnels (Lettres françaises et French Studies) ont été élaborés par l’équipe marketing de la Faculté des arts : le Département y prend sa part.

1.1. Lettres françaises

Les programmes en lettres françaises sont les suivants :

- baccalauréat spécialisé approfondi, majeure et mineure en lettres françaises (en combinant les cours, obligatoires et au choix, l’étudiant peut spécialiser son programme
en fonction de cinq parcours : littérature, histoire et culture, langue, rédaction et édition, création littéraire, francophonie);

- baccalauréat spécialisé bidisciplinaire en communication et lettres françaises;
- mineure et certificat en rédaction professionnelle et édition;
- mineure en écriture et style.


Les programmes du Département de français visent, à travers une formation riche et diversifiée, à ouvrir aux étudiants les portes de l’enseignement du français et de la littérature (de l’école primaire à l’université), des relations publiques, du journalisme culturel, de la rédaction professionnelle, de la révision et de l’édition. Cette formation prépare donc, comme en témoignent les parcours professionnels de ses diplômés, à tous les postes faisant appel à des capacités avancées de synthèse et d’expression des idées, postes particulièrement en demande dans la Capitale nationale, dans le secteur privé (sièges sociaux, médias, relations publiques, etc.) mais aussi dans la fonction publique.

Ces programmes ont fait l’objet d’une évaluation septennale externe en février 2012. Voici quelques extraits du rapport des évaluateurs externes (Robert Dion, UQAM, et Yves Thomas, Trent) :

- « un bon programme, bien balancé et bien équilibré, en phase avec l’état de l’effectif enseignant et avec celui de la discipline » et « qui a su évoluter et se renouveler au fil des dernières années »;
- « la qualité du corps professoral est incontestable; l’équipe semble soudée et les compétences individuelles sont indéniables »;
- « les professeurs sont des chercheurs accomplis, dynamiques et productifs »;
- « les diplômés trouvent de bons emplois et semblent globalement très satisfaits de leur préparation au marché du travail »;
• « le fait que 86 % des diplômés restent à l’Université d’Ottawa pour leurs études supérieures est très positif; il rend compte d’un fort sentiment d’appartenance au département ».

Le Département de français donne également un certain nombre de cours de service, et ce, pour le compte de

• la Faculté des arts et de la Faculté des sciences sociales : FRA 1710 Analyse, écriture et argumentation I et FRA 1720 Analyse, écriture et argumentation II (chacun de ces deux cours, qui ont été complètement remodelés, compte une dizaine de sections avec des cours magistraux d’environ 120 étudiants et des DGD d’une trentaine d’étudiants qui, eux, sont donnés par des étudiants titulaires de bourses d’études supérieures), FRA 1705 Perfectionnement du français (ateliers regroupant chacun 30 étudiants sélectionnés au moyen d’un test diagnostique);

• l’École de gestion Telfer : FRA 1518 Le français, langue des affaires;

• la Faculté de génie : FRA 1528 La rédaction technique et scientifique;

• l’École des sciences infirmières : FRA 1538 Rédaction en sciences infirmières.

À noter que les étudiants appartenant à d’autres programmes que ceux du Département de français sont de plus en plus nombreux à s’inscrire dans ses cours de langue, de rédaction et même de littérature.

Depuis deux ans, le Département de français reçoit une cohorte d’étudiants de l’Université de Poitiers. Des négociations, actuellement menées avec le concours du Bureau international, devraient prochainement aboutir en vue d’échanges avec l’Université de Cergy-Pontoise (France), l’Universität Mannheim (Allemagne) et l’Université de Marmara (Turquie).

Au moment où l’on assiste à une importante revalorisation de la formation littéraire pour la production de textes efficaces et adaptés à leurs destinataires, il apparaît fondamental de renforcer la visibilité de ce second volet de formation au moyen d’un programme plus étendu que la mineure en rédaction professionnelle et édition. C’est à cet objectif que correspond le projet de création d’une majeure en écriture et édition. Cette majeure s’adresserait plus particulièrement aux étudiants souhaitant développer leurs capacités d’écriture (en création littéraire, en rédaction professionnelle ou en révision) et leurs compétences dans le domaine de l’édition (traditionnelle ou électronique). Elle serait le complément idéal à une majeure en sciences politiques, en études canadiennes, en anthropologie, en philosophie, en sociologie ou en études environnementales, par exemple. Elle conviendrait aussi parfaitement à tous les étudiants qui souhaitent combiner leur intérêt pour une discipline particulière et leur passion pour l’écriture. Ce serait, notamment, une formation idéale pour ceux qui s’intéressent au
domaine, en pleine expansion, de la communication et de la vulgarisation scientifiques.
L’obtention de cette majeure donnerait, aux étudiants qui le souhaitent et qui disposent de la
moyenne suffisante, la possibilité de s’inscrire à la maîtrise en lettres françaises, qui, en plus des
littératures de langue française, offre deux autres champs : langue et discours, création
littéraire.

1.2. French Studies

À l’intention des étudiants dont le français n’est pas la langue première, le Département de
français offre, après le succès à un test d’admission, un baccalauréat spécialisé approfondi et
une majeure en French Studies.

Ces programmes, qui ont été entièrement refondus en 2010, visent d’abord l’amélioration du
français écrit et parlé au moyen de cours de langue FLS spécialement conçus pour les étudiants
non francophones et donnés par l’ILOB (Institut des langues officielles et du bilinguisme). Un
trimestre de cette formation peut être remplacé par un séjour linguistique au Centre de français
langue étrangère de l’Université de Poitiers. Cette maîtrise de la langue permet d’étudier
ensuite avec succès les cultures et les littératures françaises, québécoises, franco-ontariennes et
du reste de la francophonie en suivant des cours qui ont été spécialement conçus pour ces
étudiants et qui comportent tous une dimension langagière, littéraire et culturelle.

Cette formation est idéale pour les étudiants qui visent l’enseignement du français langue
seconde : à l’issue du programme en French Studies, il leur suffit de s’inscrire à la Faculté
d’éducation.

Autre avantage du programme en French Studies : il peut permettre de poursuivre à la
maîtrise en lettres françaises, ce qui ouvre les portes de l’enseignement au niveau collégial ou
d’une carrière très intéressante, par exemple dans la fonction publique.

Ainsi, le programme en French Studies se distingue des programmes offerts par l’ILOB :
programme FLS, qui a pour seul but d’améliorer le niveau de langue seconde, et programme de
didactique des langues secondes (DLS) qui, à lui seul, ne permet d’enseigner le français qu’aux
adultes dans une école de langue privée.

Les programmes en French Studies ont fait l’objet d’une évaluation septennale externe en
février 2012. Voici quelques extraits du rapport des évaluateurs externes (Marie-Christine
Pioffet, Université York, et Guy Poirier, Université de Waterloo) :
• un programme « particulièrement adapté aux étudiants dont la langue maternelle n’est pas le français », qui « se compare avantageusement aux programmes offerts ailleurs en Ontario »;

• les étudiants qui le suivent possèdent un niveau « comparable, à l’oral, au niveau des étudiants dans les programmes “French” des autres universités ontariennes »;

• « la taille relativement restreinte des groupes constitue un des atouts du programme »;

• « 100 % des diplômés interrogés lors d’un sondage ont trouvé un emploi après avoir obtenu leur diplôme »;

• le corps enseignant est « reconnu pour ses compétences de haut niveau et son sens de l’innovation tant en recherche qu’en pédagogie ».

À la suite des recommandations formulées dans ce rapport, un professeur régulier a été nommé responsable du programme et une salle d’étude, disposant d’une bibliothèque, a été spécialement attribuée aux étudiants en French Studies.

Des négociations avec l’Université de Lanzhou et avec l’Université de Sisu devraient aboutir, dès septembre 2014, à la présence d’étudiants chinois dans les cours du programme en French Studies, puis à la maîtrise en lettres françaises.

2. Maîtrise et doctorat

Aux cycles supérieurs, le Département de français permet aux étudiants de choisir leur spécialisation parmi l’ensemble des approches théoriques dans l’un des trois champs de recherche suivants :

• littératures de langue française (littératures de la France, du Québec et du Canada français ainsi que du reste de la francophonie : Maghreb, Afrique subsaharienne, Antilles, Belgique, etc.);

• langue et discours (étude diachronique de la langue française, grammaire, rédaction, analyse du discours, rhétorique et stylistique);

• création littéraire (le Département de français est l’un des rares départements au Canada à offrir une maîtrise et un doctorat dans ce domaine).

À la maîtrise, les étudiants peuvent en outre choisir une spécialisation soit en études des femmes, soit en études médiévales et de la Renaissance. Au doctorat, une spécialisation en études canadiennes est disponible.
Par ailleurs, plusieurs étudiants ont fait ou font encore leur doctorat en cotutelle avec une université française (Université d’Aix-Marseille II, Université Lumière Lyon II).

Au cours des dernières années, les inscriptions au Département de français ont été relativement stables, à la maîtrise :

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comme au doctorat :

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Le Département multiplie néanmoins les actions pour améliorer le recrutement et attirer de nouveaux étudiants. C’est notamment à cet objectif que correspond le projet d’offrir, en plus de la maîtrise avec thèse et de la maîtrise avec mémoire, une maîtrise sans thèse, qui compterait huit séminaires plutôt que quatre (thèse) ou six (mémoire) et que l’étudiant pourrait suivre sur trois semestres ou davantage. Dans les départements de français au Canada, cette formule, nouvelle, existe déjà à Toronto et est à l’étude à l’Université Dalhousie. Elle a été cependant implantée avec succès dans les départements de littérature anglaise (Ottawa, Queen’s, Toronto, Western, UBC). Cette formule permettrait aux étudiants de passer plus rapidement au doctorat. En plus, elle les exposerait à un plus grand éventail de sujets et de méthodes, ce qui faciliterait leur choix de sujet (et de directeur) de thèse au doctorat. En l’absence de thèse à écrire, cette maîtrise serait également moins intimidante aux yeux des étudiants finissant leur premier cycle, notamment ceux de French Studies.

Les programmes de maîtrise et de doctorat du Département de français ont fait l’objet d’une évaluation septennale externe en février 2013. Voici des extraits du rapport des évaluatrices externes (Johanne Bénard, Université Queen’s, et Lucie Robert, UQAM) :

- « le nouveau champ “Langue et discours” permet de reconnaître le rôle de leader que joue le Département dans l’étude des usages du français en Amérique »;

- « le taux de satisfaction des étudiants nous permet de conclure à la qualité des cours et de l’encadrement pour ce qui a trait à la rédaction des thèses »;

- « les étudiants bénéficient d’une aide financière importante, qui est liée à la qualité de leur dossier »;
les professeurs « sont tous actifs en recherche et/ou en création; leur taux de succès aux divers concours externes est comparable à celui des meilleurs départements; ils jouissent de la reconnaissance de leurs pairs ».

Les programmes ont reçu « bonne qualité » comme appréciation finale de la part du Comité d'évaluation des programmes d'études supérieures de la Faculté des études supérieures et postdoctorales.

Le Département de français offre à ses étudiants les avantages suivants :

- travailler dans des séminaires à faibles effectifs (dix étudiants au maximum);
- bénéficier de la disponibilité de professeurs qui ne dirigent chacun qu’un petit nombre de thèses;
- obtenir des assistanats de recherche et d’enseignement (cf. plus haut FRA 1710 et FRA 1720), une expérience de travail qui sera précieuse dans leur curriculum vitae;
- présenter des communications dans des colloques organisés par et pour les étudiants aux cycles supérieurs;
- pouvoir publier des recensions ou des articles dans la revue savante en ligne *@analyses*, *créée par le Département en 2006 et dont le « rayonnement international est largement attesté »*.

L’excellence en recherche continue d’être une caractéristique du Département de français : avec, durant les cinq dernières années, d’importants revenus de recherche (558 916 $, 817 429 $, 196 161 $, 478 381 $ et 604 039 $), il continue de se classer, à la Faculté des arts, dans le peloton de tête. Le Département détient trois chaires de recherche (sur un nombre total de 19 à la Faculté des arts) :

- chaire de recherche sur les cultures et littératures francophones du Canada, dont Lucie Hotte, par ailleurs vice-doyenne à la recherche, est la titulaire depuis 2004;
- chaire de recherche en changements socio-culturels au Canada, dont Patrick Imbert, l’un des 15 professeurs éminents de l’Université d’Ottawa, est titulaire depuis 2003;
Le Département de français compte actuellement 16 professeurs réguliers. Au cours des deux dernières années, il en a perdu cinq (deux en dramaturgie, deux en langue et discours, un en études médiévales). Seul celui-ci a été remplacé à ce jour. Le Département ne peut donc qu’être d’accord avec les recommandations des deux évaluatrices externes : « Nous encourageons le Département à envisager de créer un poste dans le champ “Langue et discours” », « nous recommandons que la Faculté des arts envisage la possibilité d’accorder au Département de français un poste en dramaturgie (en double affectation avec le Département de théâtre ».
The Department of Geography/Environmental Studies teaches several programs:

- BA Geography, BA Géographie
- BA Geomatics, BA Géomatique
- BA Environmental Studies (Bilingual)
- BA Joint Honours ENV/GEG (bilingual)

At the Graduate levels, there is:

- MA in Human Geography
- MSc in Physical Geography
- PhD in Geography

A joint program with Sociology is in the process of being cancelled. Admissions to the MGEG (non-thesis, course based Master’s) have been suspended pending cancellation of the program. Another program, the BSc Physical Geography/BSc géographie physique is in the process of being transferred to the department from the Faculty of Science. We are reviewing the future of the Geomatics program.

**Undergraduate Education & Student Experience**

The learning outcomes of the geography curriculum, if better marketed, are a significant opportunity for student. Students from GEG/ENV are found in a broad range of careers, due to skills learned such as data analysis and geomatics. Field camps – required in both GEG and ENV – are seen as a positive part of our curriculum and attract students to the programs. Given the centrality of Geography and Environmental Studies to many current issues, there are significant opportunities for the programs. An easily implemented and immediate step would be to change the name of the Department to “Geography and Environmental Studies”, as is common at other Universities. This better reflects our offerings and may attract more students by giving a higher profile to the ENV program.

At the undergraduate level, a particular strength is the presence of the bilingual Environmental Studies Program, which is unique at both the University and Provincial level. It has been a remarkable success in training students for careers in environmental policy and science, with graduates now working in government, academia and the private sector. Unlike most departments in the Faculty, GEG/ENV is still looked upon with some favour in current discourse on the subject of ranking of disciplines for salary or job potential after graduation, particularly due to (a) environmental orientation of both the Environmental Studies and Geography programs and (b) Geomatics program.
Although Environmental Studies is a solid program in our department, its potential is not being fully recognized. Students are generally happy with the program, although they feel it is somewhat unfocussed and too broad. This may be partly due to the lack of professors, or due to the structure of the program. For example, fourth-year courses (which should be a synthesis of the material they learned in the many cross-Faculty disciplinary courses that are required parts of the curriculum) are often taught by inexperienced sessionals, lacking knowledge or experience to make sense of this interdisciplinary field. One possibility to increase enrolment is to remove the bilingual requirement, but this would detract from the uniqueness of the program. We believe we could get larger numbers if the bilingual requirement were removed (although it is not clear if this would simply rob geography), but, this would require significantly more resources (to teach courses in both languages instead of bilingual courses offered now). To be blunt, however, there is little need for a French-only program, but an English-only one in addition to the bilingual program may bring in more enrolment. But this would also make graduates less desirable; a bilingual degree makes candidates more marketable for government jobs, for example. The self-selection that comes with bilingualism does seem to ensure more capable and enthusiastic students in the program.

Certainly, Geomatics is a major opportunity, in research and development, with GPS and web-based GIS (e.g., GoogleEarth, smart-phone apps) becoming mainstream. Geomatics is one field where jobs are pretty much guaranteed after graduation; even students who do not have a Geomatics major, but simply took several courses are sought after. However, we are not exploiting this well; we have only one professor full time teaching in geomatics, (with several others from physical geography contributing to the program), and our curriculum is considered minimal. The Geomatics program is under threat in part because French side has very few students, but we have no capacity to build this program up. To increase the program would require major investment, but it is difficult to see where this would come from given enrolments. Another issue is that Carleton University has a strong program; we have discussed among ourselves approaching them to create a joint program, but why would they want to do it? Given university policy that prohibits cutting of a French program, which would be a logical under this situation, we don’t really see a solution to the problem, in spite of a concerted effort over the past year to deal with it.

Enrolment in our undergraduate programs has been declining slightly in recent years. This may be due to a number of factors: i) by association since we are in the Faculty of Arts, ii) that high school students don’t know what geography or Geomatics is about; or iii) their parents simply remember “I never liked geography in high school”. We think this decline is temporary and not systematic. We are in the process of transferring the BSc Physical Geography to our department from the Faculty of Science, which will increase our number of undergraduate students, although only by a small amount. Apart from that, a solution is not readily evident. The declining French enrolments, leading to a growing imbalance of class sizes between English and French
courses, affects workload and our traditional attempt to balance the numbers of francophone and anglophone professors.

Unfortunately, our undergraduate teaching must rely greatly on sessional instructors, due in part to course releases related to administrative duties and research. Nearly half of our courses are taught by sessionals, and these are not service courses, but our core curriculum. Considering all of the course reductions, regular professors are teaching only ~40 courses per year. We attempt to have most first-year and many second-year courses given by regular professors, but this means the major subject matter courses (3rd year) and synthesis courses (4th year) are given by sessionals, sometimes by graduate students. Some of the persons hired are very good, but others, frankly, are not, but we must continue to hire persons we know are unsuitable year after year due to Union rules or lack of candidates. In addition, to reduce the cost of the sessional budget, we offer the absolute minimum courses that allow students to graduate on time. Just the administrative load of hiring sessional is great.

Another issue is the state of our undergraduate laboratories. Although the computer laboratories are maintained, it is a constant struggle since our needs are greater than a typical faculty of Arts office. The GIS software we use is extremely hardware-intensive and needs special memory and graphics requirements. Although they do run, our teaching laboratories are just adequate, but not particularly well equipped compared even to places like Algonquin College. Similarly for the Physical Geography Laboratory; the equipment budget is negligible, greatly reducing options for maintaining up to date and state-of-the art teaching compared to most Earth Sciences departments.

Research & Graduate Program

Our faculty members are research intensive: publishing, securing grants, and supervising graduate students. This is shown by comparing both the total (2008-2012) and per capita revenue brought in by geography professors; we are second in the Faculty after ILOB, and therefore first among the “regular departments”. The subject matter of GEG/Env is the kind that does fundable research (NSERC, SSHRC and CIHR), so our grant inputs are above the norm in the Faculty. We can also do contract work or collaborations with the private sector, supplying GIS and other expertise. We research significant issues that are of interest to society, to governments and the private sector, for example, climate change, climate change impacts, biodiversity loss, immigration, minority rights and issues, health geography, and policy implications of scientific and environmental issues. Our faculty members are recognized by the University and outside of the University for their research and service accomplishments and this will only increase in the future, as our assistant professors establish themselves and obtain more funding.
At the graduate level, numbers are not large but remain stable, and the students complete their degree in due time. This is in spite of the expensive nature of the research done, requiring labs and long and expensive field expeditions. An overwhelming number of the graduate students have entrance scholarships. Unlike other departments in the Faculty, but in line with the Science Faculty, many professors in Geography financially support their graduate students who do not have scholarships (this year ~40% have SSHRC, OGS or NSERC scholarships). This expense reduces the total number of graduate students in the program, but it does ensure students finish quickly and without going into debt.

A strength that has developed in recent years is Northern-Aboriginal Studies. Traditionally, we have expressed northern research as a focus of our physical geography program: northern ecosystems and climate, permafrost, etc, and this is well established, well-funded and popular among graduate and undergraduate students. Increasingly our northern work is reorienting to include human/environmental geography as well and there is collaborative research in the physical-social-policy aspects of environmental change in the Arctic. The department has three human geographers with specialty in Aboriginal studies and the north, leading to a capacity to teach in these areas and develop strong interdisciplinary research programs in ways that support both the social/cultural Geography side of the department as well as the Physical Geography and Environment programs. ENV and GEG students are trained in both the sciences and the social sciences, so the interface of science and policy is an integral part of geography. The great rise in resource development in the north is a significant opportunity at all levels, from undergrad student assistants to grad student theses, to research programs of the professors. As northern research is today obligatorily interdisciplinary, is an increased focus on this work is a major opportunity.

**Professorial Staff**

We currently have 19 professors on our official list (six Full professors, seven Associate, and five Assistant Professors; one fixed-term Asst). The department spans an evenly dispersed set of ages. Only 33% of the professors are female, however 80% of the Assistant Professors (recent hires) are. One retirement is anticipated in the coming years, but after that, few retirements are planned. Our professors approaching retirement years remain productive and in fact are at or above the norm in terms of research productivity and funding, and their courses do not suffer in teaching evaluations. However, due to high administrative loads, these professors teach little.

Faculty members are implicated around the University, in the CRCCF, the ISSP, the Aboriginal Studies Program, the Canadian Studies Program, and for this work receive course releases. In addition some professors are formally associated at the graduate level with the Ottawa-Carleton Institute of Biology, Ottawa-Carleton Geoscience Centre, History Department and
International Studies Program. In some cases, the association is a significant workload, ie the heads of CRCCF and ISSP are with the Geography Department as their main academic Department although their main role at the University is with the Institute they direct. There are two Research Chairs in the department, cross-appointed with Aboriginal Studies and ISSP and one University Research Chair.

Facilities

There are two undergraduate teaching computer labs, which must be maintained and upgraded on a regular basis, and two workrooms for undergraduate students as well. There are also physical geography laboratories. These laboratories require full time technicians to maintain them, as well as to ensure health and safety of the lab and field programs. The Physical Geography technician also teaches courses. Several courses have required laboratory sections, taught in the physical geography or computer labs, which require either supplemental effort or teaching assistantship support. The department, by the nature of the subject, is relatively expensive for an Arts department and this is compensated only partly by an increase in BIU per student, relative to other Arts Faculty departments, but less than is received in the Faculty of Science.

In addition to the teaching laboratories, there are seven research laboratories, funded by a combination of CFI and other sources. Some laboratories are brand new, whereas others are starting to show their age.

Geography / Environmental Studies at UO

The subject of geography is a combination of sciences and social sciences and a goal of geography is to understand human-environment relations, so why it was placed in the Arts Faculty is unclear. At the UO, teaching and research in the environmental field are split between faculties, dissipating student and professorial efforts. For example, several years ago, the Faculty of Science created the Environmental Sciences program, which greatly overlaps our Physical Geography program. Indeed, several Department members supervise Environmental Science student 4th year thesis projects. At the moment collaborations exist, especially in research, but these are on ad hoc bases.
Département d’histoire

Rapport FFOM

« State of the Department »

Introduction

The Department of History currently has 25 regular professors, three cross-appointed professors, one of whom has a teaching obligation in the department (two courses per year), and 3 adjunct professors. Our department offers programs in both English and French at the BA, MA, and PhD levels, and we participate actively in immersion courses. We are the second-largest department in the Faculty of Arts in terms of undergraduate student enrolments. On average, since Fall 2010, more than 1000 students per year are enrolled in undergraduate History programs (BA Honours specialization, Joint BA Honours specialization with Political Science, BA Major, BA Minor, all offered in both French and English). In addition, an average of 7,500 students per year have enrolled in history courses since 2009. Nevertheless, following a broader province-wide and Faculty-wide trend, these averages mask a decline that has been occurring over the same period. At the graduate level, the History Department currently has the largest PhD program in the Faculty of Arts, and the second-largest MA program (after Communication). Currently, 84 students are enrolled in graduate programs in History, 55% at the PhD level.

Forces / Strengths

The strengths and characteristics of the History Department must be weighed in relation to the nature and evolution of the discipline. History training is writing-intensive and strongly research-oriented. Students receive extensive training in the cross-analysis of multiform evidence (documents, artifacts, maps, statistics, visual evidence, oral history, cultural productions, etc.). These traits have made history departments throughout North America among the most prominent training grounds for those intending to study law. In addition, historians’ emphasis on developing a holistic understanding of social, cultural, and political systems as they evolve interactively over time has made this discipline a prominent training ground for those wanting to enter domains such as diplomacy or to work in international organizations or government, or for individuals already working in these domains and wishing to pursue advanced studies.
History has the primary mission of studying how societies evolve over time (notably over long periods of time), and in their pursuit of this mission, historians serve as both creators and authenticators of society’s collective memory. Historians fulfill this role not only through their careers as authors, educators, curators, and archivists, but also through their services as experts for governments, courts, news organizations, entertainment mass media, etc. Members of our department have been active in and have been consulted for a range of such activities, from heraldry to museum exhibits and film productions. Several members of our department have been asked to serve as expert witness in court cases, and we are regularly asked to provide authoritative historical knowledge for news media or for government bodies. Through these many roles, historians in our department regularly apply their knowledge to help understand and find solutions to fundamental questions facing society today.

The work of historians has contributed significantly to nation building, but nation-states are also changing in ways that place new demands on historical inquiry. Especially since WWII, nation-state governance has had to operate increasingly in competition with other ways of ordering the world and its resources, people, and places on global, transnational, and sub-national scales. Historians have responded by seeking out the historical roots of our increasingly global, interconnected condition and by building a new, global collective memory. This new mission in turn requires much greater emphasis on transregional and transnational approaches to history, more efforts to understand national developments within transnational and global contexts, and more expertise on a wider range of geographical areas and heritages. The profiles of leading history departments visibly reflect this new trend, and no history department today can hope to achieve international prominence without contributing in a significant way to this new enterprise.

**Characteristics**

Given the transformation of our discipline, some unique characteristics of the Department of History at the University of Ottawa become more evident and significant. First, the University of Ottawa is one of very few bilingual French-English history departments in the country, certainly the largest in Canada, and probably the largest in the world. Bilingualism contributes to the ability of our department to play a leadership role in Canadian history and to our ability to become a leader in the discipline’s increasing shift to transnational and global history. French and English both have global reach, serving as official and archival languages in countries on every continent.

Our geographical location also positions us advantageously for national and international leadership in our discipline in at least two respects. **First**, being in Ottawa, our department exists in close physical proximity to major national libraries (the National Library, CISTI, the
Parliamentary Library, as well as a host of government libraries, Canada’s National Archives, and national museums (the Museum of Canadian History, the Canadian Museum of Science and Technology (and library), the Canada Aviation and Space Museum (and library), the Canadian War Museum, the Canadian Museum of Nature, and the Diefenbunker (“Canada’s Cold War Museum”). Many history students—particularly at the graduate level—are attracted to the University of Ottawa for this very reason, and easy access to these institutions and their resources gives students a huge advantage, whether their focus is on Canadian or transnational history. For it must be emphasized that the reach of these archives, museums, and libraries is global, even if their primary missions are national.

Second, our geographic position draws many uniquely trained individuals from various government sectors to our department for graduate training. These students bring a diversity of expertise to our department, and they need and deserve access to a comprehensive, high quality, outward-looking, fully bilingual program, such as we seek to provide. Our Ottawa location also attracts students from all parts of Canada because it gives them a unique spectrum of job opportunities. Each year students serving as Parliamentary Pages enter our program, and many of our students develop their career paths through our co-op programs at the BA and MA levels. Many of our MA and PhD graduates establish careers in the archives, museums, research units, and government agencies in Ottawa. Further, researchers in these institutions regularly offer courses in our department, such as courses on public history or material history. The material history course, for example, taught by a curator at the Canadian Science and Technology Museum, gives students hands-on training in working with material artifacts as historical sources, and the course has gained international recognition within the history of science and technology community. This situation of close interaction with Canadian government and public institutions calls for our bilingual department to play a leadership role in Canadian history and also in transnational and global history as they bear upon the understanding of Canada in the world.

Evidence of the significance ascribed to our department’s location and profile can be seen in recent requests to establish international agreements with us. The School of History at the University of Kent (Canterbury, UK) contacted our department in September 2012 with the hope of pursuing collaborative efforts in teaching and research. According to the “Times Higher Education Table of Excellence,” in 2008 the University of Kent’s School of History ranked second (with the University of Warwick, mentioned below) in national research excellence among Britain’s history departments (after Oxford). The department at Kent sought us out partly because of our strategic location in Ottawa, but also because of our complementary research strengths. Kent’s School of History defines its areas of expertise as “African, American, British, European, Irish, Indian and Russian history, with strengths in the history of medicine and science, military history, propaganda and medieval culture.” Our colleagues at Kent deemed our
expertise in Canadian and European military history to be the best in Canada, an ideal collaborative fit with their Centre for the Study of War, Propaganda, and Society. Our departments have formally agreed to exchange students, academic staff, and academic and professional information, and to co-direct theses at the doctoral level. We have also been invited to establish a similar agreement with the Department of History at the University of Warwick, ranked 16th among history departments worldwide (QS World University Rankings).

Les inscriptions et le programme

Le Département d’histoire a connu une progression continue, voire vertigineuse, de ses effectifs étudiants jusqu’en 2009. Entre 2000 et 2009 le nombre d’inscrits en « Histoire-premier programme » a augmenté de 103% (pendant la même période, l’Université avait une croissance de 53% et la Faculté des arts de 40%) ; ce nombre est monté à 142% tous programmes confondus au cours de la même période. Depuis 2009, le Département éprouve une décroissance (-26%), qui suit la tendance générale de la Faculté. Il reste cependant au 2e rang de la Faculté des arts en termes d’inscriptions et au 3e rang en termes de revenus. Il offre des programmes à coût réduit, dans la mesure où il n’a pas de besoins majeurs en équipement ou infrastructure.

Au premier cycle, le Département se distingue par des séminaires à petits effectifs (15 étudiants maximum) en dernière année de sa spécialisation. Ces cours constituent une expérience d’apprentissage irremplaçable et un élément essentiel de la formation fondamentale. En plus, les séminaires contribuent énormément à l’identité unique de nos programmes de spécialisation et à la «satisfaction étudiante». Aux études supérieures, les étudiants bénéficient d’un programme totalement repensé en 2007 pour mettre en évidence les spécificités de la recherche qui s’y fait et renforcer la cohésion entre les doctorants. Il faut souligner aussi la création d’un programme d’études coopératif au deuxième cycle qui offre une expérience de recherche et de travail dans les institutions gouvernementales, qui débouche régulièrement sur l’embauche de ces étudiants ou oriente fortement la poursuite de leurs études avancées.

Les professeurs du Département sont des chercheurs actifs comme l’attestent leurs activités de publications, leur implication dans des projets subventionnés, dans des équipes d’envergure internationale ou l’obtention de bourses et de prix. En ce qui concerne l’enseignement, les professeurs du Département (réguliers ou chargés de cours) sont jugés meilleurs que la moyenne de la Faculté, qui elle-même est jugée la meilleure de toutes les facultés pour l’enseignement. De plus, certains professeurs sont activement impliqués au sein de la communauté universitaire : le programme de Globalisation et Développement international, le programme d’apprentissage expérientiel, et le Portail francophile sont trois initiatives conçues
et développées par des professeurs du Département avant de devenir des projets phares de l’université.

La collégialité est un des traits distinctifs du Département. Avec le déménagement dans ses nouveaux locaux (2012), il a pu développer cet aspect en intégrant plus étroitement les professeurs à temps partiel et les étudiants diplômés à la vie du département grâce aux locaux qui leur sont réservés. Le Département a la chance de compter sur un personnel remarquable, qui contribue largement à l’efficacité avec lesquelles sont traités le personnel enseignant et les étudiants à tous les niveaux.

**Faiblesses et défis actuels / Current Weaknesses and Challenges**

One of the most pressing problems we currently face is the impact on our teaching programs occasioned by the loss, since 2009, of seven regular professors, four of whom were in Canadian history. The departure of several renowned, senior Canadianists, as yet with not even one full replacement in sight, has affected the way that prospective students view our program and its profile, and it has affected our ability to train graduate students in this essential area. In addition to these important departures, we lost a Latin Americanist, leaving us with only one cross-appointed professor covering the long history of this region of the world, and who teaches only two courses per year in our department, even though we must cover Latin American history on both the French and English sides. And we lost our only East Asian expert, leaving us with no regular professor to cover this highly important region, which includes China, Japan, North and South Korea and much of the Pacific World. We are now the only history department in Ontario awarding the PhD degree that has no expert specifically focused on East Asia. Given East Asia’s growing importance to Canada in terms of trade, security, science, technology and innovation, environment, immigration, and geopolitics, and given our university’s role in training government experts, this gap harms our ability to compete with other history departments in student recruitment. Our students continue to express their desire for more East Asian history. Admittedly, we still have an expert in Southeast Asia, but these two areas (East Asia and Southeast Asia) represent quite different terrains of expertise, each with a history extending back for more than 2000 years, involving different language skills, and knowledge of different historical traditions. No history department can hope to attain a major international stature with only one regular professor covering all of East and South Asia, and moreover in both English and French. It is also difficult to find competent part-time professors to teach our Asian history courses, particularly on the French side.

The second major problem we currently face is a continuing decline in student enrolments that has been ongoing since 2009. At a very broad level, this decline follows larger demographic
trends that are beyond university control, which affect the entire Faculty of Arts. More immediately, enrolment declines in programs in the Faculty of Arts reflect the continuing fallout of the 2008 economic crisis, which seems to have reoriented students and their families toward areas of study that are perceived to lead immediately to accessible and adequately remunerated career paths. There seems to be a perception that Arts degrees (such as History) involve less secure and lower paying job prospects. We feel this is a misperception (as evidenced, e.g., by the success of our coop programs), but the persistence of this view shows that we need to do more to convince prospective students and their parents that history programs offer an excellent investment for future employability in a wide range of careers in both the public and private sectors, and in domains ranging from Fortune 500 companies, to the intelligence sector, to humanitarian NGOs (students from our programs have established careers in these domains and more).

There may also be two additional reasons for declining enrolments in History programs. First, we are convinced that part of our drop in enrolments is linked to the loss of so many regular professors in such a short period. Second, the decline may also stem from the reputational effects (propagated by today’s pervasive social networks) of a preceding period from 2002-2008 that saw rapid growth in student numbers, increasingly large classes, and ever-higher ratios of courses taught by part-time professors, all of which negatively affected the student experience.

Even with the significant enrolment declines that have occurred since 2009, our student-professor ratio remains well above the average for comparable History departments in Ontario. Since we teach full programs in both English and French, and since courses on the French side tend to be smaller than those on the English side, the problem is even more aggravated on the English side than suggested by the statistical averages.

Another challenge is to keep the structure of our programs and offerings in line with evolving trends in student interest and training needs, and with major trends in our discipline nationally and internationally. Here we believe that reorganization of our undergraduate programs is needed: we want this reorganization to maximize training outcomes and student satisfaction, to reflect leading trends in our discipline, and to provide greater flexibility to accommodate inevitable economic cycles and academic staffing cycles.

In attempting to chart our department’s future, however, we find ourselves playing a smaller role than ever before in defining the positions to be filled. The situation stems primarily from the growth of cross-appointments. This trend means that hiring decisions affecting our department and its offerings increasingly are being taken wholly or partly out of our purview, e.g. because the job description is not defined by the History Department and/or because the hiring committee is not controlled by the History Department. As a result, we have observed a growing disconnect between student interests and the university’s staffing decisions when it
comes to recruiting the historians we need to strengthen our programs and recruit students at all levels. Moreover, professors cross-appointed to History teach few courses in the department. For example, today our single expert in Latin American history is cross-appointed to another faculty, teaching only two courses per year for our department, whereas previously, we always had a Latin Americanist who taught five courses per year for the department. Our students need and want training in Latin American history, and our department’s national and international reputation demands that this area be adequately covered. But it cannot be covered adequately in two languages under the present circumstances. It is also important to stress that there is no tradition of specialization of top-quality history departments to simply leave out entire continents.

Aux études supérieures, on assiste à un déclin des nouvelles inscriptions, de 42 en 2009 à 29 en 2013. Plus alarmant est la chute des demandes d’admissions qui se situaient entre 120 et 138 par an entre 2009 et 2012, mais qui ont décliné à 85 en 2012-2013. Il ne fait aucun doute que la réduction du corps professoral régulier joue ici un rôle de premier plan. L’année précédente nous avons perdu deux professeurs (partis dans d’autres universités) dont l’un dirigeait 14 étudiants et l’autre 5 étudiants (MA et PhD). Leur départ, conjugué aux départs précédents, a non seulement réduit la capacité du corps professoral à diriger des recherches, mais a diminué l’attrait que nos programmes pouvaient avoir aux yeux de futurs étudiants potentiels. Pour preuve : en 2009 nous avons refusé 5 demandes d’admission parce que nous n’avions pas de superviseur dans le domaine souhaité, 14 en 2012 et 18 en 2013.

D’un point de vue administratif, l’avalanche de cours à la leçon et de chargés de cours à embaucher ont alourdi la tâche de l’adjointe administrative. Le problème de la dispersion du personnel s’est également accru ces dernières années pour les adjointes académiques, de plus en plus sollicitées par une gestion centralisée. Cet état de choses contribue à réduire le temps de contact du personnel avec les étudiants, ce qui entraîne une baisse de la satisfaction étudiante dans l’un des domaines où le Département (et la Faculté des arts) se distinguait très clairement des autres unités du campus.

Opportunités / Opportunities

L’exercice d’évaluation de nos programmes à tous les niveaux en 2013-2014 va être l’occasion de revoir en profondeur nos pratiques et nos structures. Pour l’instant les efforts du Département consistent en une réflexion amorcée au Comité du baccalauréat pour revoir les programmes de premier cycle. L’objectif est de se pencher sur les contenus, les méthodes et la progression au sein des programmes, afin d’optimiser les ressources humaines et d’attirer de nouveaux étudiants en améliorant l’expérience étudiante, tout en répondant à de nouveaux
paradigmes historiques qui favorisent des approches par thèmes et un intérêt pour une histoire « mondiale ».

Au premier cycle, le succès incontestable du programme de double majeure HIS-POL nous mène à penser à d’autres collaborations possibles avec des programmes de Sciences sociales, c’est-à-dire avec des disciplines qui ont une affinité intellectuelle naturelle avec la discipline historique (sociologie, anthropologie, sciences politiques, etc.). Ce faisant, nous souhaitons déplacer l’optique « cours de service » qui prévaut face à la formation historique dans cette Faculté, vers une optique de collaboration « inter-départementale » afin de pouvoir ouvrir notre champ à une pratique plus interdisciplinaire, par exemple dans les « Humanités numériques ».

Par sa composition et ses programmes, le Département a l’occasion de contribuer à différents objectifs de l’université et des politiques provinciales, notamment en accroissant le recrutement de francophones : la diffusion de la nouvelle politique universitaire d’exemption des frais de scolarité internationaux pour les francophones hors Canada et frais réduits pour les étudiants en immersion permettra d’accroître le nombre d’étudiants dans les cours en français.

As we look into the future, we are committed to fostering a dynamic and vital department of history at the University of Ottawa with cutting-edge, internationally respected programs of study, and with faculty members who set intellectual and educational trends in our discipline, both nationally and internationally. As our department evolves according to our students’ and society’s needs and as we anticipate them, we expect to welcome colleagues who seriously consider the role of historians as experts who are called on to authenticate the interpretation and uses of the past (and who train students to BE experts in the critical analysis and interpretation of the past). And we envision our department seeking to bridge the digital divide between our predecessors’ ways of working and our own (and who train students to use digital data or to publish in digital forums); who work in different narrative forms or who publish hyperlinked texts connecting readers to troves of online imagery, mapping and other data (and train students in these technologies). These approaches are already apparent in the work, research, and teaching of many of us. We crave the institutional support that would help us to take maximum advantage of these and other areas of potential growth to better incorporate these changes into our programs, and to increase our department’s visibility as a leader in innovative and authoritative history in Canada and the world.
Contexte

En avril 2007, l’Institut des langues officielles et du bilinguisme (ILOB) est créé par le Sénat de l’Université avec comme mission de :

1. Satisfaire les besoins d’apprentissage de l’anglais langue seconde et du français langue seconde d’une population large et variée tant à l’intérieur qu’à l’extérieur de l’Université d’Ottawa.

2. Dispenser une formation complète et de haut niveau, à tous les cycles d’études, dans le domaine de la didactique des langues, ou plus largement de l’enseignement et l’acquisition des langues, ou dans d’autres domaines apparentés de la linguistique appliquée.

3. Devenir la référence, au Canada et à l’étranger, dans le domaine de la mesure et l’évaluation des compétences linguistiques.


La structure du nouvel Institut reflète ces responsabilités :
On y trouve, entre autres, un centre de recherche, le CCERBAL, et un directorat du développement et de la promotion qui, en plus de gérer les activités de marketing et la dissémination de la recherche, opère une école de langue (anglais intensif) à l’intention des étudiants ayant reçu une acceptation conditionnelle à un programme universitaire et organise des cours de langue et de didactique des langues secondes destinés aux besoins de groupes spécifiques.

En janvier 2014, l’ILOB compte 10 professeurs de langue et 9 professeurs avec rang académique. Les professeurs de langue donnent normalement 7 cours. La distribution de leurs tâches comprend de l’enseignement (60 %), des activités savantes (20 %) et des activités de service (20 %). Les professeurs avec rang académique donnent 5 cours, comme les autres professeurs de la Faculté des arts. Leurs tâches incluent l’enseignement (40 %), la recherche (40 %) et les activités de service (20 %).

Analyse FFOM

L’analyse FFOM qui suit a pour thème le développement continu de l’ILOB dans le contexte du rétablissement budgétaire de la Faculté. Elle aborde successivement des aspects qu’il faut
protéger et des aspects qui peuvent changer dans l’esprit de réduire les coûts et d’augmenter les revenus. Le tableau en annexe résume la situation de l’ILOB par rapport à la Faculté dans son ensemble.

**Forces**

1. De toutes les forces de l’ILOB, le fait d’être associé à la mission centrale de l’Université et de faire à la fois partie de Vision 2010 et de Destination 2020 est la plus importante. L’ILOB fait partie de l’image de marque de l’Université et pour cette raison agit comme porte-parole et référence en matière de bilinguisme. Ceci étend son mandat tant à l’intérieur de l’Université qu’à l’extérieur et a des conséquences importantes quant à sa visibilité et à la croissance de ses activités.

2. L’ILOB est doté d’un corps professoral entièrement voué à l’enseignement des langues officielles tant sur le plan de l’enseignement que de la recherche. L’ILOB est donc à la fine pointe de l’innovation en matière de pédagogie, promouvant une approche basée sur la communication et l’interaction, procurant du même coup une expérience étudiante positive. La totalité de ses étudiants FLS (Français langue seconde) se disent satisfaits ou très satisfaits. L’évaluation des cours dépasse largement 4 (sur l’échelle de 5 points) pour le FLS et l’ESL (English as a second language). Le nombre de diplômes accordés a cru de 27 % entre 2011 et 2012 (2,8 % pour la Faculté) après une croissance continue. La totalité des diplômés se trouvent un emploi.

3. L’ILOB a des fonctions pan universitaires au plan de la formation, de l’enseignement et de l’évaluation. Il intervient auprès des employés, des professeurs et des étudiants et adapte ses programmes en conséquence. Ses activités sont également étroitement liées à celles du Bureau international dans le contexte de l’accueil et de la formation des étudiants internationaux. Cette importance n’a fait que croître au cours des dernières années comme en font foi l’augmentation constante du nombre d’étudiants équivalents à temps complet. Entre autres, une augmentation de 12 % de 2011 à 2012, contre une augmentation de 1 % pour la Faculté. Dans le même ordre d’idée, les revenus totaux générés pour la Faculté grimpotent de 17 % de 2012 à 2013 alors que le total pour la Faculté se situait à 2 %.

5. Les forces précédentes ont permis à l’ILOB de s’établir comme autorité internationale en matière de bilinguisme. L’ILOB a noué des liens contractuels avec des universités chinoises (Shenzhen et Zhejiang, entre autres), des partenaires européens (le Centre européen de langues vivantes de Graz et le Centre international d’études pédagogiques de Paris). Dans le contexte des Amériques, l’ILOB a initié le Réseau international de formation en langue sous l’égide de l’Organisation universitaire interaméricaine. Enfin, nous sommes un partenaire principal du projet d’intégration sociale par les langues au Sri Lanka.

**Faiblesses**

1. Les faiblesses de l’ILOB vont de pair avec quelques-unes de ses forces. L’augmentation rapide du régime d’immersion a obligé l’embauche d’un nombre important de professeurs à la leçon. 74 % des cours FLS sont donnés par des professeurs APTPUO; cette proportion est de 52 % pour la Faculté dans son ensemble. Ceci crée des difficultés au niveau de la cohérence des cours et des programmes.

2. L’ILOB n’offre que des majeures (et des mineures) en FLS et ESL. Le programme spécialisé en didactique des langues seconde est partagé avec la Faculté d’éducation. Ceci a une incidence budgétaire ainsi qu’au niveau de notre impact pédagogique.

3. Les professeurs de langue de l’ILOB, la moitié des effectifs, ont une charge d’enseignement de 7 cours, ce qui réduit forcément leur implication au niveau des activités savantes. Ceci a une incidence sur le volume (mais non la qualité) de recherche de l’ILOB et sur la possibilité d’obtenir des fonds externes via les agences subventionnaires habituelles.

5. La gamme des tests de langue de l’ILOB est maintenant en mal d’une mise à jour majeure et d’un passage plus systématique à la haute technologie. Ceci exigera un investissement important.

**Occasions**

1. Destination 2020. Des sommes appréciables ont été mises de côté pour la réalisation des objectifs 2020. Parallèlement, nous pouvons démontrer que pour ramener le nombre de professeurs APTPUO à un ratio semblable à celui de l’Université (50 %), nous pourrions justifier l’embauche de 5 professeurs de langue FLS, libérant ainsi 35 sections du budget APTPUO.

2. L’augmentation des étudiants internationaux a un impact appréciable sur la formation ESL. De nombreuses sections ont été créées pour subvenir, entre autres, aux besoins des étudiants en gestion et en génie. Il semblerait normal que ces coûts soient couverts par le budget des principaux intéressés plutôt que par le nôtre.

3. L’ILOB doit continuer à desservir les besoins du Régime d’immersion en français qui ne fait que croître. En même temps, il est important de suivre de près son impact sur les cours d’encadrement linguistique et sur les cours FLS réguliers qui sont peuplés par les étudiants d’immersion. Pour l’année courante, nous avons obtenu 20 sections du central, ce qui comble les besoins, pour le moment.

4. Il n’existe présentement aucune façon d’intégrer les étudiants allophones aux programmes FLS et ESL. Leur classification comme anglophone OU francophone les exclut des cours L2 correspondant. Une classification différente (‘I’) leur permettrait d’intégrer les programmes de langue. On pense ici surtout à la mineure en ESL.

5. L’expansion des services à recouvrement (formation des enseignants, cours ESL sur mesure, évaluation) pourrait s’effectuer au niveau international.

6. L’utilisation de la réserve importante des Programmes intensifs de langues secondes faciliterait la croissance. On pense ici à des investissements judicieux au niveau
   a. de la création de nouveaux locaux d’enseignement des langues
   b. de la mise à jour des tests de langue
   c. de l’application des technologies à l’ensemble des activités
7. La création d’un cours FLS du genre « Français pour voyage » ou « Français pour la vie de tous les jours » destiné aux étudiants qui ne suivront vraisemblablement qu’un seul cours FLS. Ceci serait un cours à grands effectifs, appuyé par des instruments technologiques de pointe. Le pendant ESL pourrait également être créé au besoin.

8. Après l’ultime approbation du programme de maîtrise, celui-ci démarrera en septembre 2014, avec l’intention d’excellence qui rehaussera encore la réputation de l’ILOB.


**Menaces**

1. Les changements au niveau des règles concernant le B.Ed. Chez nous comme ailleurs, ceci a un impact sur le nombre d’étudiants inscrits aux programmes de FLS.

2. L’abolition du programme fédéral appuyant les études universitaires dans la langue seconde.

3. Le non remplacement des professeurs partant à la retraite.

4. La tentation d’augmenter le nombre d’étudiants dans chaque section, avec des impacts négatifs sur la qualité pédagogique et la qualité de l’expérience étudiante.

5. La tendance à percevoir les fusions comme une solution aux problèmes budgétaires.
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<td>450.4</td>
<td>505.4</td>
<td>+12%</td>
</tr>
<tr>
<td></td>
<td>Faculté</td>
<td>7411</td>
<td>7523</td>
<td>7601</td>
<td>+1%</td>
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<td>Degree granted</td>
<td>ILOB</td>
<td>49</td>
<td>48</td>
<td>61</td>
<td>+27%</td>
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<td></td>
<td>Faculté</td>
<td>1390</td>
<td>1390</td>
<td>1426</td>
<td>+3%</td>
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<td>Employment rate</td>
<td>ILOB (FLS)</td>
<td>100%</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Faculté</td>
<td>86%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ressources Profs (FESP)</td>
<td>ILOB Prof. de langue</td>
<td>9</td>
<td>10</td>
<td>10</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>ILOB Prof. Acad.</td>
<td>10</td>
<td>10 (90%)</td>
<td>8 (88%)</td>
<td>9 (88%)</td>
</tr>
<tr>
<td></td>
<td>Faculté</td>
<td>272 (84%)</td>
<td>272 (86%)</td>
<td>268 (87%)</td>
<td>-1% (+1%)</td>
</tr>
<tr>
<td>Ressources régulier</td>
<td>ILOB</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>Faculté</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>0%</td>
</tr>
</tbody>
</table>
1. Incluant tous les postes autofinancés ou financés par une source externe.

2. Incluant Didactique des langues secondes. ILOB est au 6ᵉ rang de la faculté

<table>
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<tr>
<th>Soutien administratif</th>
<th>ILOB</th>
<th>Faculté</th>
<th>ILOB</th>
<th>Faculté</th>
<th>ILOB</th>
<th>Faculté</th>
<th>ILOB</th>
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<td>Finance ment externe¹</td>
<td>15</td>
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<td>138</td>
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<td>Revenus Recherche</td>
<td>ILOB</td>
<td>$1.85M</td>
<td>$1.89M</td>
<td>-11%</td>
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<td></td>
<td>Faculté</td>
<td>$6.8M</td>
<td>$6.4M</td>
<td>-25%</td>
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<tr>
<td>Blended Revenue</td>
<td>ILOB²</td>
<td>$3.8M</td>
<td>$4.1M</td>
<td>$4.8 M</td>
<td>+17%</td>
<td></td>
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<td></td>
<td>Faculté</td>
<td>$82.5M</td>
<td>$85.3M</td>
<td>$86.9M</td>
<td>+1.9%</td>
<td></td>
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Institute for Science, Society, and Policy

The ISSP in Brief & SWOT Analysis

January 2014

Marc Saner

Director, ISSP

www.issp.uottawa.ca

ISSP Mandate

Build (broad, non-partisan) capacity at the interface of science, society & policy via:

- Teaching program (graduate, executive)
- Research (academic and on-contract)
- Outreach and dialogue

ISSP Scope

<table>
<thead>
<tr>
<th>Policy FOR</th>
<th>Science</th>
<th>Technology</th>
<th>Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Science Innovation Policy</td>
<td>Technology (Assessment)&amp;Governance</td>
<td>Evidence-based decision-making</td>
</tr>
</tbody>
</table>

Science FOR
ISSP Snapshot

3 Years young
12 Core Members from Arts, Science, Engineering, Law, Business, Medicine
16 Eminent Members in the Advisory Committee
5 Cross-appointed Faculty / Adjunct Professors
10 Affiliates
8 Fellows
18 Members in the ISSP Student Group
7 Institutional SSP Network Members
850 (opt-in) News Subscribers

Noteworthy Activities

• Bromley Events (Annual US/CAN student exchange)
  – Prof. Jonathan Linton, Telfer School of Management

• Innovation Decalogue
  – Prof. Richard Hawkins, uCalgary, ISSP Fellow

• Distinguished Lecture Series
  – Prof. Daniel Paré, Faculty of Arts

• Collaborative MA/MSc and Diploma (Fall 2014, TBC)
  – Prof. Scott Findlay, Faculty of Science

• Science and Society 2013 (Oct 21-23) and other international events

• Fulbright Visiting Chair in Science and Society (2014)
  – Senior Fellow, Margaret McCuaig-Johnston
SWOT

Immediate

Positive

STRENGTHS

• Engaged management team from six faculties
• Very productive considering the ISSP’s size
• High caliber scholars and staff
• Led by a tenured professor
• Network large and rapidly growing
• VPR, Rector, very supportive
• Government players very supportive
• Major products successful – e.g. the Innovation Decalogue, Bromley lectures, conferences, contracts

Negative

WEAKNESSES

• Have not yet achieved full awareness of Arts professors and students
• Not (yet) on Faculty of Arts 2015 priority list
• Understaffed (one Level 9 full-time staff)
• No dedicated space like other Institutes
• Archaic website template

Future

OPPORTUNITIES

• “Science, Society and Policy” programs: Collaborative Masters and Diploma
• School of Government
• New multi-disciplinary program with Faculty of Science (“ELITE” – early idea only)
• Executive Training (with Odell House, FSS)
• SSHRC Partnership with York, UQAM,
• Could become a major player on Science Policy in Canada

THREATS

• Inability to secure the interest of Faculty of Arts students and professors
• No approvals for new programs by Queen’s Park
• Internationally (but not domestically), science policy is a crowded field
• Expectations raised could be unsustainable (in the mind of outsiders, we are a major undertaking)
• On-going offers and opportunities (eg hosting a complete history of science policy library)
• Many international opportunities
• Time needed for the ISSP to prove itself (and generate revenue) may be greater than the patience of its supporters

Addressing Weaknesses and Threats

• Increase connections throughout the faculty through shared events, new affiliations and departmental presentations on the new program
• Work with Nicole Ouimette to improve staff situation
• Focus on ISSP programs to improve chances of approval
• Build the reputation of the ISSP with Faculty and VPR through quality work!
Department of Linguistics

SWOT analysis

Strengths

- The department is positioned high in international rankings.
- Department of Linguistics now in top 5 departments in Canada.
- SSHRC funding. We have been for many years the richest department at the Faculty of Arts (and the second richest linguistics department in Canada – after McGill). The yearly average in research funding is $845,904. This represents an increase of over 200% since 2004. This table lists all external research funding received by the program, by source and by year, for the 2004-2011 period (we have not added numbers for 2012 because of lack of time). These grants allow us to carry out our research, while providing financial support for our graduate students.

<table>
<thead>
<tr>
<th>Year</th>
<th>Granting Councils</th>
<th>Other Peer Adjudicated</th>
<th>Contracts</th>
<th>Others (including SSHRC minor grants)</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>629,794.17</td>
<td>77,343.67</td>
<td>6,500.00</td>
<td>35,376.33</td>
<td>749,014.17</td>
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<tr>
<td>2005</td>
<td>547,474.00</td>
<td>114,624.33</td>
<td>0</td>
<td>62,440.33</td>
<td>724,538.66</td>
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<tr>
<td>2006</td>
<td>670,341.67</td>
<td>109,679.33</td>
<td>284,608.00</td>
<td>86,068.33</td>
<td>1,150,697.33</td>
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<tr>
<td>2007</td>
<td>381,627.00</td>
<td>153,019.17</td>
<td>45,878.00</td>
<td>37,408.33</td>
<td>617,932.50</td>
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<tr>
<td>2008</td>
<td>403,828.57</td>
<td>234,600.92</td>
<td>250,000.00</td>
<td>46,733.33</td>
<td>935,162.82</td>
</tr>
<tr>
<td>2009</td>
<td>109,742.00</td>
<td>348,307.30</td>
<td>237,804.26</td>
<td>31,875.00</td>
<td>727,728.56</td>
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<tr>
<td>2010</td>
<td>301,502.37</td>
<td>378,392.00</td>
<td>361,723.00</td>
<td>26,664.33</td>
<td>1,068,280.70</td>
</tr>
<tr>
<td>2011</td>
<td>373,895.67</td>
<td>334,691.00</td>
<td>0</td>
<td>85,291.67</td>
<td>793,878.33</td>
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<tr>
<td>Totals</td>
<td>3,418,205.45</td>
<td>1,750,656.72</td>
<td>1,186,513.26</td>
<td>411,857.65</td>
<td>6,767,233.07</td>
</tr>
</tbody>
</table>
Of the 16 core members of the program (12 regular professors in the department, 1 emeritus professor and 3 cross-appointed professors), no fewer than 13 have been awarded at least one SSHRC standard research grant as principal investigator between 2004 and 2011. This level of funding is expected to be maintained in coming years since many new SSHRC grants were awarded to professors in the program in 2012 and in 2013. As of October 2012, 8 of the 12 core regular professors in the department of linguistics held a SSHRC grant (a standard research grant or one of the new Insight grants). As a measure of our success in linguistics across Canada and within the University of Ottawa across disciplines, we note that of the 13 Insight grants awarded in linguistics in the country in March 2012, 3 (23%) went to professors in our Department. These three grants represent 50% of all the Insight grants secured by professors in the Faculty of Arts at the University of Ottawa (approximately 270 professors in 18 units).

- Top researchers in all disciplines. We publish in the best journals. Dynamic professoriate active in cutting-edge research and internationally recognized as being of a very high standard.

- The department has very considerable strengths in what are usually considered the five fundamental areas: syntax, semantics, phonetics, phonology and morphology. The department also has significant coverage of a wide range of subfields, including psycholinguistics, language acquisition, sociolinguistics, descriptive linguistics and language documentation, neurolinguistics, historical linguistics, and laboratory phonology.

- Our program is unique in the way it offers expertise in both theoretical and experimental linguistics. Most departments in Canada have one or the other.

- The department is internally cohesive and very focused from the point of view of pedagogical goals, theoretical interests and research. This is a great advantage that derives from the fact that we are solely focused on linguistic research (as opposed to including other independent fields of study such as literature, translation, or second language teaching). Historically, linguistics departments have separated from other units, and we observe that the strongest departments in the field are, like ours, exclusively focused on linguistics. We consider this cohesion one of our great strengths.

- Professors in the department are excellent teachers with excellent satisfaction expressed by undergraduates and graduates in the programs.

- The Department of Linguistics is the only linguistics department in Canada with a significant bilingual component (although this is not without problems, see below)

- We have a very competitive doctoral program. Not all departments at the Faculty of Arts have a Ph.D. program (see below for the amount of work that this represents for us).
- We have expertise in a wide range of languages, including aboriginal languages.

- The number of laboratories, supplied with state-of-the-art facilities, is a particular strength of the department. We have five laboratories: Linguistics Research Laboratory (equipment for recording, acoustic analysis, articulatory analysis, perceptual study, etc.), Sound Patterns Laboratory (sound-proof booths, ultra sound and electropalatography equipment, etc.), Sociolinguistics Laboratory (corpora, thousands of hours of audio tapes, and associated transcripts and concordances), the Brain and Language Laboratory (three behavioural/RT testing rooms, one ERP equipped testing room, workstations available for data analysis and stimuli/experiment preparation), Centre for Child Language Research (Eyelink 1000 remote eye-tracking system that provides precise on-line measurements of language processing). Laboratories cater to research of professors and graduate students, but are also part of undergraduate experience.

- We also have Reading groups for disciplines such as Syntax and Semantics. These essentially function like labs. Students make presentations, discuss each other’s work, test hypotheses, etc. We also have a reading group called OCP (Ottawa Carleton Phonology) and a sociolinguistics reading group called SRG (Sociolinguistics Research Group).

- We have a Ph.D. seminar where students learn the different steps and components of a research project and how to disseminate their research results effectively. This is in addition to the 6 courses required. The seminar is about the profession of linguistics. It is very popular and other units have considered creating such a seminar for their programs.

- We organize many conferences (some regular): Psychoshorts, MOT, TOM, DiGS, NWAV, LSRL, Algonquian Conference, etc. This is excellent for the department’s visibility but also for the university’s visibility.

- The Joint Honours Psychology-Linguistics program is unique. We know of no other program that provides a combined honours with such intense concentration on a range of material in two disciplines that is so focused on fulfilling entrance requirements for master’s programs in human communication disorders. This program is extremely popular and the numbers are up (including this year). The program has been specifically designed to prepare students to apply for master’s training in speech-language pathology and audiology. It attracts students from quite a distance; students from southern Ontario who have universities much closer. There is strong placement of students into the graduate programs for which it prepares them, i.e., speech-language pathology at both the University of Ottawa (for francophones) and elsewhere in Canada (for anglophones).
Another thing that we do differently from many other linguistics programs has to with the nature of our required introductory courses. They are split over two semesters (sound versus structure/meaning) and thus cover a lot of ground right at the outset.

The department has excellent administrators and we are grateful for all their work that they do (and the number of tasks that they have to carry out is growing constantly): Jeanne D’Arc Turpin, Danielle O’Connor, Soraya Boubekeur and Donna Desbiens.

We have excellent technical help by Maurice Bélanger, who we thank for his continued assistance.

We have won the Student Prize for the best presentation at the Canadian Linguistic Association 4 times in 10 years (Kharlamov 2010 – also Honorable mention in 2009 -, Lochbihler 2007, Manouilidou 2005, Sedighi 2004) and at N WAV (New Ways of Analyzing Variation): 2010 Runner-up for best student paper (Fuller Medina & Roy), Cambridge University Prize for best student paper (Jarmaz & Leroux), Santa Vinerte won third prize with her poster, titled “Effects of Bilingualism on Cognitive Control in Stroop and ANT Tasks” at the International Workshop on Bilingualism and Cognitive Control.

Faculty members have won many prizes, honours, distinctions: Marie-Hélène Côté, Professor of the Year 2013, Shana Poplack: Prix de recherche de la Fondation Pierre Elliott Trudeau, 2007 ($225000), SSHRC Gold Medal ($100000) Prix Killam 2007 ($100000), Premier’s Discovery Award (Social Sciences and Humanities), Ontario Ministry of Research and Innovation, 2008 ($250000), Fellow of the Linguistic Society of America, 2008, Canadian Research Chair Tier x 2 ($1400000 each); André Lapierre: Fellow of the Royal Society of Canada, 2008, recipient of the Queen Elizabeth II Diamond Jubilee Medal, 2013; Maria Luisa Rivero: Fellow of the Royal Society of Canada, 2004.

Student employment: Of the 27 students who have been awarded a PhD since 2003 (up to 2012), we have information on 25. Of those 25, 6 (24%) have continued their education at the postdoctoral level (at least one of them having later secured a tenure-track position in the US) and 1 has momentarily left professional life. The remaining 18 have found employment in the following areas: 13 (52%) as professors in universities (in Canada, the US, Rwanda, Greece, Tunisia, Qatar, Slovenia, the UK and Saudi Arabia); 4 (16%) as lecturers or visiting assistant professors in Canada and the US; 1 as a high-ranking civil servant at the Privy Council office in Ottawa; 1 works for an educational NGO in Kuwait. The fact that the majority of our PhD graduates remain in academia and, immediately or after a few years, find permanent positions in post-secondary institutions is a good indication that our program fulfills its mandate. Of the 60 students who have received an MA since 2003, we have obtained information on 51. Of those 51: 25 (49%) have continued their education at the doctoral level (and 16 of them have
chosen the University of Ottawa for their studies); 7 (14%) have undertaken MAs in speech-language pathology, audiology or communication disorders; 2 (4%) have undertaken other MAs (Information Science and Logic); 12 (24%) have found employment in language-related areas (4 for University research centers, 7 as language teachers, 1 as translator); 4 (8%) have worked in a different field (1 editor for a publisher, 1 librarian, 1 schoolteacher, and 1 in health and fitness); 1 (2%) is raising her children at home.

- Employment six months after graduation (undergrads): The rates are quite similar to the comparison group (Geography), and satisfaction appears to be higher.

- The rate of satisfaction with the content of the program: the results are, overall, good to excellent.

- The rate of withdrawal from the university is lower among linguistics students than among the two comparison groups: for Linguistics, 17% of the initial cohort; for Geography, 46%; for Arts, 31%.

- The annual conference for linguistics undergraduate (OCLU) organized by students provides a stimulating forum where students can hone their academic skills, disseminate their own research findings, and commune with other students and scholars in the field. Student life in the department is also greatly enhanced by the undergraduate linguistics student association, ADELSA, which is an important academic and social resource for students.

- Excellent record of student/prof collaboration in presentations and publications.

- The number of graduating students in linguistics over the past 8 years has been remarkably stable. This is especially true if one considers that the numbers of new students each year has fluctuated somewhat. While we do not have statistics for the number of students graduating each year across the Faculty of Arts, we do know that the number of registrations in the Faculty has been dropping; the stable size of the cohort of graduating students in Linguistics is likely therefore to be contrary to the overall trend in Arts. In fact, this year we have 7 new Ph.D. students, that’s 20% (18.9 to be exact) of the new Ph.D. students at the Faculty of Arts!

- The apparent weakness of falling enrolment in fact masks several strengths. Total numbers are up (when we include joint programs). Numbers are extremely good too for the graduate program (see above). Even if the numbers are down for the undergraduate main linguistics program, we do not see any reasons to panic. Numbers fluctuate over the years. Much of the grim prognosis we have seen in certain reports about the future is, we believe, mere speculation at this stage. It appears that while the overall numbers
of offers to francophone students has dropped, with a sharp drop in the most two recent years, the number of offers of admission to anglophone students has remained approximately the same (though there has been considerable fluctuation). At the same time, the number of offers across the Faculty of Arts to anglophone students has dropped, as have the numbers of offers to francophone students. Thus, the anglophone numbers have held steadier in Linguistics than in the Faculty, though the francophone numbers have fallen more in the department than across the Faculty.

In terms of the numbers of students actually registered, among anglophone students the number has risen over this period while it has fallen across the Faculty during this same period. Again, due to fluctuations there is no simple trend in the Linguistics registration numbers so the rise may simply reflect a holding steady. During this same period, numbers of students registered has dropped among francophones in both the department and the faculty (and across the university), although the numbers have dropped more sharply in the department. This is a weakness (see below), but one for which we are not responsible.

We are of the opinion that the fact that Linguistics enrolments are relatively steady among anglophones against a backdrop of falling humanities enrolments has a considerable amount to do with the Joint Honours program. Of course, the reputation of the department for “pure” linguistics likewise plays a positive role in the enrolment situation.

Weaknesses

- While the department feels that very many—indeed most—things are being done well and that the quality of our programs is very high, we are dedicated to the continual enhancement of the programs. That said, some of the challenges are outside of the ability of the department to greatly influence. For example, the level of writing skills which is often very poor among students can be influenced within the department, but it is not possible, while fulfilling our mandate, to devote a great deal of time to this. In this context, several years ago the Faculty of Arts reviewed what it calls the formation fondamentale, which is to say the courses required of all students taking a BA. While the topic of L1 language skills, including writing, was discussed, and there were proposals to use broad testing to catch students in need of remediation, the actions actually taken were considerably more timid in this respect.

- Website: The department continues to have concerns about the inflexibility of the departmental website. We are sympathetic to the need for consistency of look and the authority of the posted information, but the department continues to wish to have an online presence that can be rapidly changed in response to changing conditions. Our website is poorly designed and unfortunately does not represent the strength of the
department. This is most unfortunate in that the website is often the first point of entry for a prospective candidate. The recent graduate report says that no website at all would be better than what we have currently (the relationship between artsites and the department is chaotic, and links between the department and faculty sites are random, often misinformation, constant errors, documents disappear, also many problems on the FÉSP website). Very poor marketing strategies.

- We are understaffed. The number of part-timers has increased dramatically in recent years. In our undergraduate evaluation in 2006, reviewers noticed the high number of part-timers and complained about it. This is obviously a problem for the quality of the program (and the program is about to be evaluated again) and does not bode well for the student experience. Things got better, but have deteriorated recently. This year we have 20 courses for which we have no regular professors. It is not an unusual year (one professor is on leave and one other is on sabbatical, but it is likely we will have at least one professor if not two on sabbatical next year and the following years). We wrote to the Faculty about this, but we have had no reply.

<table>
<thead>
<tr>
<th>Year</th>
<th>Number</th>
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<tbody>
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<td>2009/2010</td>
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<tr>
<td>2010/2011</td>
<td>6</td>
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<tr>
<td>2011/2012</td>
<td>10</td>
</tr>
<tr>
<td>2012/2013</td>
<td>14</td>
</tr>
<tr>
<td>2013/2014</td>
<td>20</td>
</tr>
</tbody>
</table>

- Lack of space (students are crammed in offices).

- Refurbishment badly needed (reception area, Salon Monet) – most other units in the Faculty of Arts had a refurbishment except us. We need to look professional. We need a friendly, safe and welcoming environment for our students.

- Not enough funding for international students. We attract many international students. Many go elsewhere because either a) we don’t have funding for them; b) we’re often too slow in offering international scholarships when they finally arrive (on average, we lose two students a year). Obviously, this contradicts Vision 2020, since it mentions the need to increase the number of international students at the university.
• Our graduate scholarships are not necessarily competitive (for example, at McGill, similar amount, but no TA duties for student in the first year of program).

• We are far too slow generally sending out offers to students. Our deadlines are too late in the year (not competitive). At the department level, we are very quick at making decisions about incoming student files and we often make decisions as the files arrive, not waiting for the deadline. The bottle neck is at the Faculty level. We have mentioned this many times over the years. There was much improvement three years ago, but we are now back to a very slow, inefficient system. This is a bureaucratic problem that could easily be addressed, enabling the Department to compete favourably with other linguistics departments in terms of attracting students and sustaining enrolment levels.

• Xtender is not user-friendly. We need an all electronic system where, for example, a reviewer is sent an email with information on how to fill an e-form directly (no scanning should be necessary). This is standard in most, if not all, other Canadian universities.

• Given the department’s size, the necessity of offering all required courses every year in two languages reduces the selection of optional courses that may be offered in a given year. This does affect students: 1) it reduces the number of options (we have a great number of courses that we would like to give every year, but we are unable to do so) and many students cannot finish the program on time.

• Shortage of francophone teaching assistants.

• The falling enrolment numbers among francophone students is a matter of concern. We note that, recently, students in universities in both Quebec and Ontario have been increasing, and the University of Ottawa has greater competition now. For instance, for a period of time, only the University of Ottawa and Laurentian University offered a program in Orthophonie in French that permitted access from a variety of backgrounds. (L’Université de Montréal has had such a masters program, but admits only its own undergraduates.) Francophone students may have been attracted to do their undergraduate preparation for admission to this university’s clinical masters at this university because this is where they hoped to do their masters. At the present time, clinical masters in French are offered at Université Laval and Université du Québec à Trois Rivières. Additionally, the programs and courses available at the Université du Québec en Outaouais have increased. These latter changes may have led to francophone students having more opportunities and may partially explain the drop in francophone registrations in the department. We should add this reduction in francophone registrations in the department is all the more regrettable in the light of the desiderata enumerated in the University’s Vision 2020 strategy.
Opportunities

- Perhaps closer links with our colleagues at Carleton: Cognitive Science Program and the Linguistics section?

- Perhaps the linguistics department should move to the Faculty of Social Sciences? We have more in common with psychology than with literature.

- Perhaps an Institute of Cognitive Science should be created? A university-level institute with colleagues from linguistics, social sciences, computer science, anthropology, some colleagues from mathematics, and Carleton? This would better represent what we do.

- We would like to better integrate undergraduate students in our research. Several professors have noted that, although undergraduates are involved in many different aspects of the department’s research activities, there is no formalized structure at the faculty level that promotes and actively sustains the involvement of 4th year undergraduates in research. The current criteria associated with UROP disqualify 4th year students from participating. Such a formalized structure would enable many of our most talented undergraduates to refine their research capabilities and would also be an invaluable marketing strategy for promoting the attractiveness of our own graduate programs. Other universities (e.g. Toronto) have formalized programs where undergraduates earn credits for research activities.

- If a way can be found about BIUs etc. perhaps we should have more Joint programs. Presently, the linguistics dpt. does not formally participate in joint programs other than the Joint Honours Psychology-Linguistics.

- The field is not well known and incoming students often do not take it simply because it is unknown to them. We need to do a better job advertising our programs in schools. We used to do this. What is the situation now? Is there money for this? We were asked a few years back for volunteers for this program (a couple of professors were happy to help) but we never heard back from the faculty. These visits were essential in getting more students in our programs. We are sometimes discouraged by the lack of response from the Faculty of Arts.

Threats

- Classes are getting bigger. The student-professor ratio is not very good (in lower-level courses in English, in particular). Not good for the student experience. Students want smaller classes. If classes get bigger we need more TAs. It is standard in some universities to assign one TA per 15 students.

- We often turn down students because rooms are too small (we are talking about classes of 60, for example, and are in no way proposing classes with 300-400 students!!).
• It seems that there is a desire to cut options, courses, programs. In our experience, students love options: we have to think about the student experience. Students want to be able to choose. They should definitely be consulted.

• We are a big faculty, strong, lots of money, lots of talent, wonderful administrative staff. We welcome many students from other faculties for free: a new system needs to be created whereby we get money for this (see above).

• We are understaffed: we need 3 new positions (if not more).

• We have recently lost two main players in the field of phonology and phonetics: Jeff Mielke and Marie-Hélène Côté. We need to replace them with senior colleagues who will be able to keep the revenue generating capacity of these two professors: both had big research grants. We also need to replace them with appropriate colleagues, with the right expertise.

• We have had a generation gap for years. Many colleagues find themselves in administrative positions too early in their careers. We need to hire one or more senior professors who are leaders in the field but also able to run the department and important committees (graduate studies, undergraduate studies).

• There is a supervision overload. We take students well above the 3 credits that we are allowed as teaching release. This is somehow unfair. Other departments either do not supervise much or do not have a Ph.D. program. We have this year 7 new Ph.D. students, 20% of the Faculty of Arts! And we are 12 professors able to supervise (although two are on leave this year) – 13 professors altogether – out of 270 professors at the Faculty of Arts! We are clearly disadvantaged, especially since we have intense supervision for our two papers for the comprehensive exams. In other units/faculties, either there is no comprehensive exam at all or the exam is a proper exam, not an article, as in our department, that requires time and effort, but which also results in many cases in publication during the student’s tenure at the university.

• Because we are a smallish department we tend to do more administration than colleagues in other departments (we sit on 2-3 committees) and because we are smallish we have to teach in both English and French whereas in other departments that is not necessarily the case. In French, there is a shortage of relevant teaching material (this situation is even more significant than in many disciplines) and we spend much time preparing and creating additional material. Despite these constraints, we manage to do extremely well (see Sections above), but we cannot guarantee that this trend will continue in the future if nothing is done about the number of Faculty members in Linguistics.
• We do not currently have the resources to maintain a fully bilingual graduate program. Most of our international students (with independent funding) would not be able to function well in a francophone environment and we do not have sufficient internal funding for international graduate students to allow us to attract enough strong francophone students to balance this population. We would be interested in maintaining a graduate program with distinct English and French language obligatory courses, but do not currently have enough professors to be able to cover all the classes. In order to achieve this, we would need to be, we speculate, about 20 professors altogether.

• We believe that attacks on the arts and the humanities found in certain newspapers and alluded to recently should taken with a pinch of salt. Many conclusions reached by commentators (not experts) from certain studies are falsified by other studies. Opinions are not based on fact (the “Nasty Effect”, recent article in Journal of Computer-Mediated Communication). We see a bright future for the arts and humanities. The Faculty of Arts needs a vision, one that is independent of hearsay and one that showcases our multiple talents.
DMLL PRESENTATION

▸ **Mandate and Areas of Expertise:**

DMLL’s mandate is to advance teaching and research in the areas of world literatures and cultures, intercultural/multicultural relations and multilingualism. Our teaching and research are closely linked, allowing us to draw on a world-leading scholarship to teach a broad range of languages, literatures and cultures of the world.

▸ **To fulfill this mandate, DMLL provides expert training in world languages and cultures**, including:

- Unique German program offering culture and literature courses in German, English, and French
- The only BA with Major in Arabic Language and Culture in Canada
- A thriving Asian Studies Minor program with over 770 enrolments in 2012-2013
- The only Celtic Studies Minor in Canada which teaches major Celtic languages and their cultures
- A solid Spanish BA with Honours in target language leading to Graduate studies
- Large enrolments and summer courses in Italian
- The only BA with Major in Russian accessible to francophone students in Canada
- A collaborative BA in International Studies and Modern Languages at the Faculty of Social Sciences
- A successful Spanish graduate program and a unique MA in World Literatures and Cultures

▸ **DMLL is one of the most diverse departments in the Faculty of Arts.** By the very nature of its academic fields and its vibrant student community, it attracts an average of 5700 enrolments (FTEs) every year from the Faculty of Arts, Social Sciences, Telfer, Health Sciences in addition to students from Carleton University.
DMLL houses 5 BAs with Major (and Minors) in Arabic, German, Italian, Russian and Spanish. It also houses 3 Minors in Asian Studies, Celtic Studies and Latin American Studies. We also teach language and culture courses in Polish, Portuguese and Yiddish.

DMLL offers 2 graduate programs: an MA and a PhD in Spanish (40 students in 2013-2014) in addition to the new MA in World Literatures and Cultures (6 students in 2013-2014). DMLL offers courses in English and French in addition to language courses, teaching 14 different languages.

DMLL has 17 APUO professors (including 1 LTRP in Spanish, one Replacement professor in Russian and one professor cross-appointed with Religious Studies) who offer their expertise in foreign language teaching (other than English and French), second language acquisition, linguistics and bilingualism, literary theory, world literatures, film studies, post-colonial theory, intercultural studies, Diaspora theories, women and gender studies, and travel theories among other fields of interest.

DMLL houses four research groups: the internationally renowned Slavic Research Group, the well established Language Acquisition Research Lab, the pan-Canadian Arab Canadian Studies Research Group and the newly founded Central and Eastern European Studies Research Group. Each of these groups has a large network of Canadian and International researchers and an active website. DMLL also hosts the leading peer reviewed for Spanish Studies in Canada, Revista Canadiense de Estudios Hispánicos and the Spanish Resource Center (for Ottawa-Gatineau Spanish teachers).

STRENGTHS

ENROLMENTS:

DMLL has a stable and a strong enrolment pool: In 2012-2013, DMLL had 177 undergraduate program students; 45 Graduate program students, and 5701 student enrolments (FTEs).

REVENUES:

1) DMLL students' generated revenues are $5,321,762 in 2012-2013.

2) Other sources of revenue include two endowed chairs in Arabic Studies and in Celtic Studies. In 2012-2013, revenues from interest on Arabic Chair were $80,032; revenues from
interest on Celtic Chair were $59,623. External visiting professorship funded by the Italian and
the Portuguese embassies. Books offered regularly to central library by different embassies and
cultural centers.

3) SSHRC funded activities: The Slavic Research Group received the following SSHRC funds in
the four recent consecutive competitions: $64,968 (2011-2014); $92,235 (2006-2009); 78,113
(2002-2005) and $42,000 (1999-2002) for a grand total of $277,316. Individual research
projects by DMLL professors received $103,183 SSHRC funding in 2011-2013. Every year, 4-6
DMLL professors submit SSHRC grant applications.

- STUDENT EXPERIENCE AND BILINGUALISM (Destination 20/20):

DMLL's learning outcomes are consistent with the University's mission and match the criteria
set by Destination 20/20 Plan regarding student experience. We offer courses in English and in
French and all professors and administrative staff are actively bilingual in both official
languages. Thanks to their multilingualism, DMLL students are able to build an international
profile that helps them in many contemporary careers.

INTERNATIONALIZATION (Destination 20/20):

DMLL actively contributes to the internationalization of the University of Ottawa in accordance
with Destination 20/20 plan, in THREE specific areas:

1) International Agreements and Enhancement of Student Experience:

There is a wealth of opportunities for DMLL students to go on exchange programs through
numerous international agreements with Universities in Argentina, Brazil, Chile, China, Egypt,
Germany, Ireland, Italy, Mexico, Morocco, Peru, Poland, Russia, Spain and Tunisia. DMLL also
provides support and expertise to the International Office and the Centre for Global and
Community Engagement.

2) Global and Community Engagement (Arts 2015):

DMLL has strong ties with over 30 foreign embassies in Ottawa and insures constant
relationships with the international community through Government Foreign Affairs offices,
cultural centers (e.g. Cervantes, Goethe Institute, CGCE) and diasporic organizations. The
successful Ambassador Lecture Series and the End of Year ceremony attended by foreign
ambassadors and other members of the diplomatic missions attest to this.

3) Research Excellence and SSHRC (Destination 20/20):
Research activities undertaken by DMLL research groups, individual professors and graduate students fulfill the requirements of the SSHRC Report issued in May 2013, "Imagining Canada's Future", according to which: "Having a deep understanding of the languages, histories, literatures, cultures and civilizations of potential new trading partners or security allies will assist Canada in building and maintaining human relationships in connecting present decision-making process to past developments in their histories." (p.22-23)

DIFFERENTIATION:  
Although the School of Linguistics and Language Studies at Carleton University offers language training-only Minors in German, Italian and Spanish, DMLL stands out as a solid department, offering BA programs with Honours and 5 Majors in language and culture, in addition to 65 culture courses offered in English, French, Spanish and German. DMLL helps students develop communication skills in international languages and prepare them for the global professional world. To achieve this goal, we developed a compulsory international exchange component in ALG, ARB, ITA and RUS Majors. We also encourage bilingual pairs of students to take second and third languages combining for example a Spanish Major and a German Minor or an Arabic Major with a Spanish Minor.

WEAKNESSES

.getResourceManagementAndEquity:

With 10 units in the department, including 8 undergraduate programs (Major and Minor) and 2 graduate programs, there is room to improve resource management and equity. Cost of teaching in some units is higher than others, discrepancies should be addressed and ratio student/professor should be improved. Currently, the ratio is 348 student enrolments for each APUO professor across the department. This ratio fluctuates from one section to another. Unlike Arabic, Celtic, German and Russian, other sections such as the Spanish and Italian sections do not hire APTPUO professors, but rather depend on group tutorials taught by students, which weakens the quality of language teaching.

 ROOM FOR IMPROVEMENT THROUGH LARGE ENROLMENT COURSES:

Content courses: DMLL offers 65 content courses out of 168 course offerings per year (including both MAs and PhD). Content courses enrolments range between 15 and 80 enrolments per course, except for the two Arabic culture courses which attract an average of
130 enrolments per course. DMLL is currently discussing the creation of large enrolments courses (using LLM Selected topics codes) to attract larger numbers of students. **Language courses:** DMLL offers 103 cost-intensive language courses (max. of 35 enrolments per course). While Spanish and Italian sections offer cost-efficient large-enrolment language lectures at the 1st year level (ESP 500 enrolments; ITA 180 enrolments), all other sections maintain language course offerings at a maximum of 35 students/course offered by APTPUO professors. Many DMLL professors concur that the smaller-class structure enhances the students' learning experience and provides quality teaching to a larger pool of language students.

**OPPORTUNITIES**

- **NAME OF THE DEPARTMENT AND REORGANIZATION OF COURSE BANK:**

  In addition to redefining DMLL's mandate, over the past two years DMLL professors have discussed the possibility of changing the name of the department to give more visibility to the professors' fields of research. Among the potential names suggested by colleagues was *World Languages, Literatures and Cultures; Modern Languages and Cultures*, etc.

  To reach this goal and help rebranding the Department, DMLL professors aim to streamline and balance course offerings across Years 1, 2 and 3 in the 8 different sections, abolishing dormant courses and readjusting the sequence of courses for Minor and Major programs.

- **COLLABORATIVE TEACHING AND RESEARCH PROJECTS:**

  Different forms of cooperation are currently discussed to establish strong ties with partners at THREE different levels:

  **1) Interdepartmental level:** development of collaborative projects with ILOB and the Department of Communication in two areas: foreign language teaching and cooperation with the European Center for Modern Languages on one hand, and Film studies (Major in World Cinema) on the other hand.

  **2) Inter-faculty level** with Telfer School of Business: the Spanish program is actively participating in Global Entrepreneurship Week, co-organizing with Telfer a special workshop on Entrepreneurship for the Arts. This is the first time such a workshop is held specifically for Arts students. Different DMLL sections would like to pursue the idea of offering a joint Major with the School of Business, in conjunction with joint Majors between languages and business.
3) Inter-university level with Carleton University: DMLL professors are discussing potential for collaboration with the School of Linguistics and Language Studies at Carleton University.

❖ ONLINE AND BLENDED COURSES TO SAVE SPACE AND REDUCE TEACHING COSTS:
In addition to DMLL professors (e.g. Italian) who expressed their interest in offering online courses, a larger number of professors view this new trend as an opportunity to teach blended courses.

❖ CURRENT SITUATION OF MODERN LANGUAGES ACROSS CANADA:
Recently, a few Modern Languages and Literatures programs gave up on teaching world literatures and cultures while others were closed (e.g. Alberta U). This is an opportunity for DMLL to flourish and to become a leader in the field by providing top-level undergraduate and graduate training in world languages and cultures and filling up a crucial need for research in the field. Our goal is to become the focal point of Modern Languages and Literatures departments in Ontario by 2015.

THREATS

➢ THE FACULTY OF ARTS FINANCIAL DEFICIT:
The deficit has negatively affected DMLL in terms of EXPOSURE AND ADMINISTRATION. The department’s website is obsolete and crumbled with unnecessary information while the excessive centralization of access to the webpage prevents the department from updating this information; administrative staff is increasingly shared with other departments; the department’s operating budget has shrunk by almost 25% in the past 6 years; marketing and recruitment in undergraduate and graduate programs depends on scarce Faculty of Arts resources.

➢ THE IMPACT OF FINANCIAL DEFICIT AND LACK OF RESOURCES ON STUDENT EXPERIENCE:
Non-renewal of positions held by retired faculty members is threatening to both small and large programs in DMLL; APTPUO professors teach 61.4% of course offerings per year (including language courses and content courses) while the ratio in some other departments ranges
between 35% and 50% courses taught by APTPUO professors. This situation hinders the commitment to the long-term development of the BAs offered in DMLL and has a disastrous impact on student enrolments.

1) Threatening Situation in the German Program (ALG):

The perception that German is an “expensive” section due to part-time budget could induce the Faculty of Arts to: 1) make cuts in that budget and 2) impose a different language course structure involving large lectures taught by a professor and group tutorials by teaching assistants. This would very negatively impact the quality of language learning as we do not have a graduate program in German from which to draw our teaching assistants.

2) Threatening Situation in the Arabic Program (ARB):

Despite large research endowment (1.2 million$), a thriving Major (the only Arabic Major across Canada), large enrolment numbers (850 FTEs per year), the Arabic program is disadvantaged as it has only one APUO professor who teaches 2 to 4 courses in the program per year. In 2013-2014, 90% of the Arabic language and culture courses are taught by APTPUO professors, including the two largest core courses in the program that attract 130 enrolments each.

3) Lack of regular appointments in Asian Studies (ASI):

We currently have one sessional appointment in Asian Studies who teaches 4 courses in the Minor and coordinates the program. With over 770 enrolments and 42 Minor students in 2012-2013, the section requires a full-time position to insure the fluidity of the program and propose a Major in Asian Studies in the near future in accordance with the Faculty of Arts Vision 2015.

4) Threatening Situation in the Spanish Program (ESP):

Non-renewal of retired professors in Spanish: one position was lost to the central administration in 2009. The program expects 2 retirements in the next two years and needs both retirements replaced by tenure-track positions to maintain a viable graduate program (with 40 MA and PhD students).

5) Threatening Situation in the Russian Program (RUS):

Non-renewal of retired professors in Russian. In 2011, a tenure-track position was replaced by a limited term appointment for one year renewable only once. Teaching in the Russian section (11 courses) depends on 1) the LTRP professor and coordinator of the program, 2) a half regular appointment, and 3) emeritus professors and APTPUO.

SUMMARY OF DMLL HUMAN RESOURCES, TEACHING COST AND ENROLMENTS
<table>
<thead>
<tr>
<th>PROGRAM 2012-2013</th>
<th>APUO Member s</th>
<th>COURSES /APUO</th>
<th>COURSES /APTPUO</th>
<th>Courses/ GRAD. + Lecturers</th>
<th>Courses/ Visiting Prof.</th>
<th>FTEs 2012-2013</th>
<th>Teaching COST</th>
<th>COMMENTS</th>
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</thead>
<tbody>
<tr>
<td>ALG</td>
<td>2</td>
<td>6</td>
<td>18</td>
<td>--</td>
<td>--</td>
<td>610</td>
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<tr>
<td>ARB</td>
<td>1</td>
<td>3</td>
<td>18</td>
<td>--</td>
<td>--</td>
<td>829</td>
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<td>Endowment</td>
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<tr>
<td>ASI</td>
<td>--</td>
<td>--</td>
<td>18</td>
<td>4</td>
<td>--</td>
<td>774</td>
<td>$203.570</td>
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<tr>
<td>CLT</td>
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<td>4</td>
<td>6</td>
<td>--</td>
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<td>392</td>
<td>$36.780</td>
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<tr>
<td>ELA</td>
<td>1/2</td>
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<td>1</td>
<td>--</td>
<td>--</td>
<td>68</td>
<td>$165.907</td>
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<tr>
<td>ESP</td>
<td>7 1/2</td>
<td>27</td>
<td>--</td>
<td>22</td>
<td>--</td>
<td>1848</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ITA</td>
<td>2</td>
<td>9</td>
<td>--</td>
<td>3</td>
<td>--</td>
<td>581</td>
<td>--</td>
<td>External</td>
</tr>
<tr>
<td>LCM (MA)</td>
<td>--</td>
<td>5</td>
<td>--</td>
<td>--</td>
<td>1</td>
<td>28</td>
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<td></td>
</tr>
<tr>
<td>PLN</td>
<td>1/2</td>
<td>3</td>
<td>--</td>
<td>--</td>
<td>8</td>
<td>147</td>
<td>$8.176</td>
<td>External</td>
</tr>
<tr>
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<td>1</td>
<td>--</td>
<td>8</td>
<td>147</td>
<td>$8.176</td>
<td></td>
</tr>
<tr>
<td>RUS</td>
<td>1 1/2</td>
<td>8</td>
<td>1</td>
<td>--</td>
<td>2</td>
<td>328</td>
<td>$16.352</td>
<td></td>
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<tr>
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<td>1</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>13</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>17 prof.</strong></td>
<td><strong>65 courses</strong></td>
<td><strong>By APUO Prof.</strong></td>
<td><em><em>5701</em> FTEs</em>*</td>
<td><strong>103 courses by APTPUO incl. 63 courses by PT Profs. + 22 courses by Grad. students +4 courses by lecturer + 14 courses by visiting Profs.</strong></td>
<td><strong>$358.924</strong></td>
<td><strong>Endowment</strong></td>
<td></td>
</tr>
</tbody>
</table>

* Numbers compiled by DMLL. Administration provided a slightly different number: 5629 FTEs
** The Faculty of Graduate and Postdoctoral Studies Admission scholarship is used to pay ESP language courses taught by bursary graduate students. Every bursary graduate student brings $9,500 per year. Revenue on FGPS Admission scholarship for 2013-2014 is $171,250
<table>
<thead>
<tr>
<th>GOALS</th>
<th>CHALLENGES</th>
<th>ACTION PLAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Redefine DMLL mandate; become the focal point of Modern Languages in Ontario</td>
<td>• Lack of exposure; old website; scare resources for marketing and recruitment.</td>
<td>• Marketing plan; review course bank; organize annual DMLL symposium</td>
</tr>
<tr>
<td>• Gain visibility as a research-intensive unit</td>
<td>• Non-renewal of retired professor and dependence on APTPUO</td>
<td>• Ad hoc committee to work on a strategic hiring plan</td>
</tr>
<tr>
<td>• Develop spaces for growth and collaboration (Telfer, Carleton...)</td>
<td>• Threats of cutting programs and courses; Faculty of Arts deficit</td>
<td>• Online and blended courses; partnerships; fund raising</td>
</tr>
</tbody>
</table>
ANNEX: SECTIONS' SWOT

GERMAN (ALG):

- strong and growing numbers of Majors and Minors.
- high-quality language teaching with opportunity to qualify for the Goethe Institute’s internationally recognized Certificate in German at the B1 level.
- multiple and well-established exchange opportunities in Germany and Austria
- two dedicated full-time faculty members covering a broad range of areas of expertise and committed to the long-term development of the program.
- strong pool of highly qualified and experienced part-time instructors.
- well-established links to the Embassies of Germany, Austria and Switzerland, to the Goethe Institute, and to organizations of the German community in Ottawa.
- expanding opportunities for extra-curricular activities and community learning experiences in the local German and diplomatic communities

ARABIC LANGUAGE AND CULTURE (ARB):

- The section offers a Minor (created in 2006) and a Major (created in 2010) and works in close collaboration with the Chair of Arabic Studies (endowed chair) which covers the teaching costs of almost all language courses.
- The section attracts +/- 850 enrolments per year; it has currently 37 students enrolled in the Minor, and 8 students in the Major. 15 bursaries and awards are offered to Minor and Major students every year, reaching up to 3500$/student.
- There is one full-time professor in the section; the Director of the Chair of Arabic Studies is also the section coordinator and teaches two language courses per year. Qualified APTPUO professors teach 90% of the course offerings in 2013-2014.
- As experts of Arab and Middle Eastern studies, members of the Arabic section are regularly solicited by Canadian media (TV and press) and invited to share their expertise with Canadian foreign affairs offices and 15 different Arab embassies in Ottawa.
- The University of Ottawa, in close collaboration with the Chair of Arabic Studies, attracts thousands of international students every year from Saudi Arabia, Kuwait, Tunisia and other Arab countries.
ASIAN STUDIES (ASI): Primarily offering courses on Chinese and Japanese languages and cultures, the Asian Studies Minor program introduces students to an inter-regional and international perspective to study Asia. Enrolment has been steadily increasing in the past three years. In 2012-13, total enrolment was over 770. We need to further develop the strength of this thriving program by opening a permanent tenure-track position, broadening course offering and broadening international connections, such as exchange program with Chinese and Japanese educational institutions.

CELTIC STUDIES (CLT): The Celtic Studies program offers students a comprehensive training in the discipline which is unique in Canada. With stable annual enrolments between 400 and 500 students, CLT has the highest average enrolment in the Department (as per the Dean’s statistics) and the highest student numbers in any Celtic Studies program in Canada. With one of the oldest endowed Chairs in the Faculty, CLT with one full-time professor and five part-timers provides a wide multi-disciplinary range of courses from the earliest to the modern periods. These fields cover such areas as Iron-Age archaeology, Medieval literatures, the Arthurian Cycle as well as language training, socio-linguistics, PLNitics and modern media in Brittany, Ireland, Scotland and Wales.

LATIN AMERICAN STUDIES (ELA): The Latin American Studies program provides interdepartmental and interfaculty training to students from across the university. The multidisciplinary nature of the field allows the program to teach two high-enrolment courses per academic year while offering students the opportunity to take a wide variety of courses from the Faculties of Arts and Social Sciences.

SPANISH (ESP): Our program’s learning outcomes are consistent with the University’s mission. They match the criteria for Destination 20/20 Plan.

STUDENT EXPERIENCE. We use methods that actively involve students in their learning process. Professors provide the necessary time and resources to help students reach their academic and professional objectives. Students are also asked to get involved in collective extracurricular activities on campus and abroad, in order to increase and consolidate their linguistic and intercultural competency.

RESEARCH. We encourage our students to grow from students to scholars and specialists. Research projects are not only related to mandatory evaluations in classrooms, but also to
individual initiatives promoted by the Undergraduate Research Opportunity Program (UROP), and to the presentation of papers in our Department Annual Undergraduate Symposium. Professors also submit their students’ best essays to the Canadian Association of Hispanists annual award.

INTERNATIONAL. The core of our program is getting students to learn about Hispanic Cultures and societies. We encourage them to participate in our different study abroad programs, which also include teaching English or French in Spain, or being involved in a humanitarian project through the Centre for Global and Community Engagement (CGCE); many of our students apply for the Latin American Community Engagement Scholarship (Professors Abanto and Guerrero are involved in the committee). It is also possible to live an “international” experience on our campus thanks to cultural activities organized in collaboration with EntreAmigos Club, some of Hispanic embassies and local institutions. Students also participate in projects involving collecting funds to help communities in Latin America.

BILINGUALISM: we offer courses in English and French and all professors and administrative staff are bilingual in both official languages.

ITALIAN (ITA):

- Outreach: we collaborated with the Experiential Learning Office and sent 5 students to Toronto to do volunteer work as translators at the Corriere Canadese, thanks to a grant from the Experiential Learning Office.
- The Italian club and the Professors will participate in the October open house with various activities.
- We have large classes (Italian culture, Italian cinema, Italian language) 4. Some Italian classes do not cost anything, because we have a Lettore who teaches two courses per year.
- We have a now well-established summer course in Italy, which doesn't cost the Faculty anything. There is a demand to organize more summer courses.

PLNISH COURSES (PLN): The University of Ottawa is one of only three universities in Canada that offers a variety of interdisciplinary courses in PLNish language and culture (since 1953). Home to a million citizens of PLNish descent, Canada is avidly pursuing relationships (economic, military, scientific-cultural) with PLNand. Excellent liaison with the Embassy has provided important opportunities for Canadian students to study and work in PLNand. Innovative courses
(The PLNes in Canada) are presently being prepared to stimulate interest in this growing relationship.

**PORTUGUESE COURSES (POR):** This is the only university in Canada offering Portuguese language courses at all levels integrating European and Brazilian Portuguese. Culture and cinema/literature courses cover all 8 Lusophone countries. The 9 Portuguese language and culture courses are also part of the Minors in "Latin American Studies" and "International Studies and Modern Languages".

**RUSSIAN (RUS):**

- La majeure en russe est le seul programme de ce type accessible aux francophones du Canada. Depuis deux ans le nombre d’étudiants inscrits à la majeure comme premier programme a triplé.

- We are committed to growing enrolments and expanding the program's appeal by continuously improving course offerings. Despite very limited resources Russian has stable or growing enrolments in culture and language courses, consistently attracting students from other faculties and departments.

- The Slavic Research Group created and led by program faculty members has an internationally recognized reputation for research excellence and provides our undergraduate students with research opportunities.

- Nous nous réjouissons de la collaboration étroite de l’ambassade de la Russie, grâce à laquelle des accords d’échange d’étudiants ont été signés avec deux universités russes. Currently we are seeking accreditation to become the first Canadian centre for the Test of Russian as a Foreign Language.

- The Russian program actively collaborates with student organizations to enhance the student experience. We have an active online presence via Facebook. The program also collaborates with the EURUS graduate program at Carleton and CERBA (Canadian Eurasian Russian Business Association) to provide students with various resources on employment, internships and scholarship opportunities.

**YIDDISH LANGUAGE AND CULTURE COURSES:** Yiddish language and culture courses are offered in conjunction with the University’s minor in Jewish Canadian Studies, the only bilingual program of its kind. They form an integral part of interdisciplinary offerings that examine the Canadian Jewish experience and are attended by students from a wide variety of backgrounds.
Yiddish courses are taught by one full-time professor who is cross-appointed with Canadian Studies and Religious Studies and also teaches courses in those departments.
STRENGTHS

Professorial Resources:

The regular professors of the School of Music demonstrate excellence as specialists in a range of music disciplines that represent performance (8 APUO + 1 sessional lecturer), musicology (3), music theory and composition (4 + 1 sessional lecturer) and music pedagogy and education (1). Our professors maintain international reputations as active performers and researchers. The professorial resources assure that our training is based in a solid pedagogical and musical foundation and that this foundation is commensurate with the standards set by our competitors.

In the Performance division, our APUO professors and lecturers are very strong in the piano and string sectors, with 3 full-time pianists and 4 full-time string professors of the highest caliber; voice is also well represented with 2 APUO professors; brass is represented with 1 APUO professor. While there are no APUO professors in the domains of winds, percussion, and guitar, the team is complemented by an impressive list of APTPUO professors, many of whom have taught for the School of Music for over twenty years. Our access to the professional resources of the National Arts Centre Orchestra (NACO) and the Ottawa Symphony Orchestra (OSO) allows us to build our program around the highest standard of performance excellence in the area of orchestral instrument study (winds, brass, percussion). Most of our part-time orchestral instrument professors hold principal chair positions in the NACO. Music programs in smaller cities do not have access to the quality of instruction and level of international exposure that these professors bring to our program. In addition to the orchestral instruments, we also have a team of guitar professors who are renowned at the international level as the Canadian Guitar Quartet. Given the high demand for vocal studies, we also have a strong team of 5 APTPUO voice professors who have had internationally recognized careers in the field.

In the Academic division, our musicologists, theorists and pedagogy experts are active researchers, many of whom have a solid track record with SSHRC funding (Burns, Comeau, Dineen, Merkley) and the junior faculty show tremendous promise to succeed as demonstrated by their successful requests for university seed funding. Several of our professors participate in programs outside of Music, i.e., Women’s Studies (Burns), Medieval Studies (Merkley), Health Sciences (Comeau). In addition, we augment the academic professors by hiring APTPUO for
some of our core music theory, musicology and musicianship courses, and we are fortunate in this regard to have a strong pool of available experts in the field.

Staff Resources:

The School is staffed with an Administrative Assistant, Cultural Activities Coordinator, Technologist, Secretary-Receptionist, and two Academic Assistants who are shared with Visual Arts and Theatre (one for each of the undergraduate and graduate programs). The first three of these positions are presently filled by experienced staff members who demonstrate career commitments to the School.

Physical Resources:

The majority of our teaching and training activities take place in a dedicated music building, Perez Hall, with the exception of occasional service course offerings that need larger spaces. The building features a 150-seat recital hall that is used for the performance as well as the academic program. We also rely upon the facility of 112 Tabaret for recitals and concerts, and we rent St. Brigid’s Centre for the Arts for the large orchestra concerts (four times per year).

The building is home to a state-of-the-art Piano Pedagogy Research Lab, built and equipped with funding from CFI. This facility engages a strong cohort of students who work on interdisciplinary research that involves cross-fertilization with the Faculties of Social Science, Health Science and Engineering and encourages many research partnerships. The Resource Centre of the Piano Lab houses one of the biggest collections of piano method books in North America, as well as many valuable research documents.

The building is also home to a recently renovated music library, which offers modern study and research spaces.

The program relies heavily upon the infrastructure of good quality musical instruments. We have recently acquired a collection of new brass instruments, funded by a special bequest. We also receive donations of instruments on a regular basis and the Evelyn Greenberg Music Endowment supports the needs for instrument renewal.

Student Experience and Recruitment:

The School of Music recruits a very high caliber of student. Based on the institutional statistics for 2012, more students entered the BMus with averages greater than 85% (34) than with 72-84% (26), and only a few enter with less than 72% (12). Our students also succeed in the competition for external graduate scholarships: the percentage of students in 2011 with external scholarship was 41%.
Due to a very strong donor stewardship approach that has been in place for over 20 years, we have a high number of scholarships (57) to attract and retain students. In 2013 (calendar year), the School of Music awarded over $100,000 in Scholarship funds, and this does not include university scholarships (FESP, Dean, etc.).

Our enrolments have grown from 173 undergraduates / 22 graduate students in 2001, to 287 / 58 in 2008, and to 280 / 63 in 2012-13. The number of degrees granted has increased from 57 in 2008 to 97 in 2012.

Music students are granted double BIUs per FTE. The total revenues for music in 2012-13 were $4.76M. While the additional revenue can be understood to cover the costs of individualized instruction for the BMus program, it should be noted that one third of the undergraduates are enrolled in the B.A. Specialization and the Major in Music programs, and these students also receive double BIUs.

The music program is smaller than our principal competitors (McGill, U of T and Western), where we have approximately 350 students and these larger programs host 600-900 students. This smaller size (in combination with the excellence of the music professors, and the dedicated building) creates a very good learning community in which all students receive strong mentoring, individualized attention and excellent performance opportunities. The size of our school also encourages cross-fertilization between and among music disciplines, as compared with larger programs in Canada and the U.S., where students often interact only with students inside of their own disciplinary group. In our situation, the music students intermingle to form a very solid network. Music training requires that students participate in both large and small ensembles (choirs, orchestra, wind ensemble, opera production, guitar ensemble, jazz band, chamber music) and the positive consequence of this is that the students rehearse together regularly and share common performance goals, thus creating a special learning community. In addition, the learning community for music is inherently culturally diverse and this is further enhanced by the bilingual environment.

Our performance students go on to succeed in high-profile performance positions (principal orchestra positions; operatic careers; collaborative piano careers) and our academic students go on to succeed on excellent career paths (teaching; prestigious PhD programs; administrative positions).

Internal Outreach:

Within the University, the School of Music is highly visible, not only through its public performances, but also in its successful service course offerings. There is a sustained and growing demand for courses such as *Music in the Movies, The Sound of Rock, Popular Music and Society*, which are successful due to the expertise of the professors who commit to the development and pedagogical planning of these courses. Our students are hired to perform at
special events within the university, and our large ensembles contribute regularly to university gatherings and to the overall cultural life of the university.

External Outreach:

Within the larger Ottawa community, the School of Music has excellent visibility and outreach practices. Our strong community support is evident in the attendance at the Orchestra, Wind Ensemble, Opera offerings, as well as in our flagship Music at Tabaret Series. It is also evident in our reception of donations to scholarships and the instrument collection. Our partnerships with Ottawa Symphony Orchestra (OSO), National Arts Centre Orchestra (NACO), Opera Lyra Ottawa (OLO), Ottawa Youth Orchestra (OYO), Ontario Registered Music Teacher Association (ORMTA), the Chamber Music Society and Orkidstra enhance our community visibility as well as our student experience. Our professors are well linked to the high schools in the area, and regularly conduct outreach activities that build community support and lead to strong recruitment.

WEAKNESSES

Professorial Resources:

Although we do extremely well to hire APTPUO professors for instruments that are not covered by the APUO positions, certain sectors do not have any APUO representation. Most notably, we have not filled the position of Robert Cram (flute), who led the winds sector, nor the position of Steven Gellman who was our only regular professor in composition. We have also not filled the position of Nicole Labelle (francophone musicologist), which makes it more difficult to recruit francophone students to the graduate program.

Physical Resources:

The facilities of Perez Hall were designed for a program of 200 music students. Currently with almost 400 students in our programs, we are experiencing major space limitations: large classrooms, adequate recital and practice facilities. Our competitor institutions have impressive concert facilities and practice studios (McGill, U of T, Western).

Marketing/Branding:

Without the necessary support for website development, the School of Music suffers with inadequate support for marketing, promotion and branding. The rich attributes of an active professoriate, strong program and facilities are not readily apparent to potential students or other visitors to the website, which is constrained by a rigid and unimaginative structure. The efforts to improve a professor’s web page would require not only the professor’s participation, but also support staff time. The music website should serve as a place where current achievements and activities are reported. The website should also serve as a place where students are provided with important updates.
Administrative Structures:

Our support staff is under tremendous strain, due to the challenges of administering individual music training, but also due to overly complex bureaucratic systems (e.g., the system of job postings for both CUPE and APTPUO). The administrative tools have not been adapted to manage the complexity of individual music training; i.e., Rabaska does not sufficiently control registration to specialized applied music courses and we have no on-line tools to manage the cycle of competitive auditions.

Our professors also carry heavy administrative responsibilities. Due to the nature of the individualized instruction and assessment, each performance sector requires a Sector Head to coordinate auditions, teacher assignments, as well as dates and expert panels for performance assessment (recitals and juries). Furthermore, the Sector Heads must be coordinated at a higher level by a Director of Performance Studies, in order to ensure overall consistency for program standards and regulations. With only 8 full-time performance professors and with 6 performance sectors (voice, piano, strings, winds, percussion, guitar), there is little opportunity for the rotation of these administrative duties.

Student Expenses

Instrumental and vocal performance requires collaborative pianist support for rehearsal and performance. Music students have to pay for these collaborative pianists, with costs ranging from $45-85 per hour. In order to perform at the highest level, students need to work frequently with a pianist and these costs are over and above tuition fees.

OPPORTUNITIES

Collaborations:

The School of Music has the potential to increase collaboration with external partners (OSO, NACO, OLO, OYO). One major possibility for cross-collaboration with these groups lies in the domain of pre-collegiate instruction. The city of Ottawa does not have a Music Conservatory (unlike most major Canadian cities) and the University does not have a pre-collegiate program (unlike most major competitors). The Ottawa Youth Orchestra Academy comes close to serving this function in the city; it was developed 30 years ago by a uOttawa professor with the intent that it would be strongly linked to the university music program. However, there is no officially articulated institutional connection and the OYOA operates as an independent non-profit organization. There are strong ties in terms of the teachers and the recruitment pathways, and there is a renewed interest in developing and potentially restructuring the pre-collegiate model.
The School of Music has a strong alumni base in the region, and most of the major music schools and high school music programs in the city employ our graduates. We would benefit by an active alumni association.

In the domain of donor stewardship and development, we need to encourage support for more international as well as collaborative piano support scholarships.

The Specialization and Majors comprise an inexpensive group to teach, because they are attributed double BIUs, but do not receive applied music instruction. This is a growing cohort, and we should encourage further growth in that area. The potential expansion of the B.A. Specialization and Major could be achieved with some enhancement of the program(s), i.e., better branding, a capstone course, plus reserved places in high demand courses.

We also have the potential to collaborate more with other units internal to the university as well as with Carleton. In the context of the current industry of digital arts and culture, especially in this era of social media, there is an opportunity to develop interdisciplinary programs with Music-Theatre-Visual Arts as well as with Music-Visual Arts-Communication. An interdisciplinary B.A. in some combination of these fields would be very popular with the current youth market. We should also explore interdisciplinary M.A. programs across these units.

**Graduate Program Development:**

We are currently missing opportunities for graduate recruitment at the PhD level. In strategic clusters of research, we have the core faculty necessary to deliver a high quality PhD, and there is a demand for it.

**Infrastructure:**

With the strength of music, film and media studies, there is potential for success with a CFI infrastructure grant. This would potentially combine the expertise of several scholars: Burns and Merkley (MUS), Reinhartz (SRS), Andacht, Bergeron and Grandena (CMN).

Given our growing student population and our limited space for practice and rehearsal, we must find ways to maximize the space we have. One significant space-saving project would be to develop a digital keyboard lab in which multiple smart keyboards would accommodate the practice of many pianists in one space and facilitate their training by using the smart technology for instant digital recording and playback.

**THREATS**

**Resources**
The strongest threat to our success is the loss of key resources (staff, faculty). We are succeeding in recruitment and retention, and we have the potential to grow further, however, we will need to find solutions to increased administrative pressure that is felt from the volume and complexity of the transactions. We also stand to lose professorial resources not only to cuts but also potentially to competition from other universities.

As efforts might be made to increase the Specialization and Major, to attract students to our large service courses, and to develop interdisciplinary programs, this will have workload impacts upon some key professors who are also needed on graduate training.

The absence of a PhD in Music has a negative impact upon our national and international research reputation. Even for the internal decisions about tenure and promotion, the scholars who cannot supervise PhD students are perceived as lower-tier researchers. The Piano Pedagogy lab sends students to other universities (e.g., Laval), despite the fact that our facilities are the strongest in the country for this field. Many professors invest time serving as external evaluators for students in our competitors’ programs.

Our competitors have developed interdisciplinary programs that attract students (e.g., music and technology at McGill, music and medicine at U of T, music and the brain at McMaster). These programs attract not only students but research partners and funding.

Due to a low enrolment of francophone students, we are no longer able to offer as many seminars as we should.
Département de philosophie

Rapport « SWOT » préparé dans le cadre de l’évaluation stratégique de la Faculté des arts

Forces et atouts

1) Notre département, actuellement composé de 21 professeurs réguliers, présente un profil unique dans le contexte nord-américain, a fortiori dans le contexte ontarien : on y enseigne et on y fait de la recherche dans les deux langues; on y accorde une importance égale aux deux grandes traditions de la philosophie – les traditions continentale et analytique – et une importance toute particulière à l’histoire de la discipline (toutes les périodes principales étant représentées au département hormis la Renaissance), mais aussi à la métaphysique et la théorie de la connaissance, l’éthique et la politique. Aucun autre département en Ontario ne présente ce profil. Les évaluateurs externes de nos programmes ne s’y sont pas trompés qui ont insisté sur ce caractère distinctif de notre département. Des deux grandes universités à Ottawa (Ottawa et Carleton), seule la nôtre propose des programmes à tous les cycles (Carleton ne propose pas de doctorat).

2) Le département joue un rôle capital de formation pour la Faculté des arts, et plus largement pour l’Université, en assurant des cours de formation fondamentale. Il dispense également des cours de bioéthique, d’éthique des affaires, de pensée scientifique et de valeurs sociales qui s’adressent aux étudiants des Facultés de gestion, des Sciences infirmières et des Sciences sociales. Par l’importance qu’il occupe dans la formation de milliers d’étudiants à l’échelle de l’Université, notre département se démarque de la quasi-totalité des départements de philosophie des autres universités canadiennes et contribue à conférer à la Faculté des arts et du même coup à l’Université elle-même un caractère distinct.

3) L’évolution des inscriptions en premier programme de philosophie depuis 1995 montre qu’il y a eu une augmentation nette du nombre d’étudiants de philosophie et, surtout, que la proportion des Philosophy Majors par rapport au nombre total des étudiants inscrits en Arts a augmenté. Ainsi, pour les huit années précédant l’arrivée de la double cohorte, soit de 1995 à 2003, il y avait une moyenne de 140 étudiants en philosophie et une moyenne de 4700 étudiants en Arts. 2,9% des étudiants inscrits à la Faculté étaient donc en philosophie. En 2012, il y avait 208 inscrits (à temps complet) en philosophie et 6464 étudiants à la Faculté, soit 3,2% du total. En 2013, il y avait 6603 étudiants inscrits à la Faculté des arts et 236 en philosophie, soit 3,9% du total. Ces chiffres ne signifient pas que des progrès ne peuvent pas et ne doivent
pas être faits pour encourager davantage d’inscriptions dans nos programmes, mais ils montrent que le programme se porte mieux, en termes d’inscriptions, que ce n’était le cas il y a quinze ans.

4) Le profil international de notre programme est un autre point fort que le département souhaite renforcer, faisant siens les objectifs de Destination 2020. Il existe déjà des liens officiels et des contacts réguliers entre notre département et l’Université de Dehli ainsi qu’avec l’Université de Paris IV. L’année dernière, le département a invité le professeur Christian Trottmann du CNRS (Centre d’Études Supérieures de la Renaissance, Université de Tours), et mis sur pied une collaboration avec l’Université de Tours. En outre, plusieurs collègues ont noué des rapports étroits avec des universités en Amérique Latine (Argentine et Brésil) et en Europe (France, Espagne, Italie, Allemagne, Belgique etc.), attirant des doctorants et post-doctorants, améliorant la visibilité internationale de notre département. Des colloques internationaux sont également régulièrement organisés.


6) La qualité du département est confirmée par les classements internationaux. Notre département est le mieux coté de tous les départements de l’Université d’Ottawa dans l’édition du classement QS Rankings 2013, et le seul de l’Université à figurer dans la catégorie 51-100. Le classement de notre département s’est ainsi amélioré depuis 2011, puisque, comme le rappelle
le document « Arts 2015 » (p. 8), nous étions alors dans la catégorie 100-151, ce qui faisait quand-mêmes de nous l’un des deux seuls départements avec le département de linguistique à être classés.

7) D’après la dernière enquête de fin de programme, notre département compte 100% de satisfaits. Il figure parmi les six programmes (sur 22) affichant le plus haut degré de satisfaction à la question : « How satisfied or dissatisfied are you with your experience in the programm? » et parmi les sept programmes dont les répondants sont le plus d’accord avec l’affirmation suivante : « I believe this program offers high quality training in my field of studies ». De nombreuses mesures ont été prises par l’actuelle équipe de direction du département en vue de créer un climat d’émulation, de promouvoir une culture de l’excellence et de favoriser le sentiment d’appartenance de notre corps étudiant. L’ambiance au département, en dépit de la situation difficile que traverse la Faculté et des incertitudes vis-à-vis des intentions de l’Université, est globalement bonne. C’est une force indéniable.

**Faiblesses**

Les faiblesses dont pâtit le département sont avant tout des **faiblesses institutionnelles** et des faiblesses résultant de **tendances sociétales** ou **démographiques** indépendantes de notre volonté.

1) L’article 5.7.8 de la convention collective de l’APTPUO qui limite à un par année par département le nombre d’étudiants au doctorat pouvant enseigner un cours est une cause majeure de mécontentement chez les étudiants. En amont, cette clause nuit à l’attractivité de nos programmes et à notre capacité à attirer des bons étudiants; en aval, elle implique qu’un doctorant qui sort de nos programmes est moins bien formé et moins bien armé pour affronter le marché du travail que les doctorants issus d’autres universités. L’article 5.7.8 est une honte pour l’Université ; son abrogation est à souhaiter de toute urgence.

2) L’Université d’Ottawa n’est plus en mesure d’offrir un financement compétitif pour les étudiants aux études supérieures. L’absence de financement pendant les mois d’été est un irritant majeur et explique sans doute en partie les difficultés de recrutement d’étudiants de qualité qu’éprouve actuellement la Faculté. Le financement maximal au doctorat pour un maximum de quatre ans chez nous est de $18,500. Ce financement est de $21,000 à Western,
$22,000 à Waterloo, 22,500$ à Guelph, et $22,160 à Toronto, où le financement peut être reconduit pour une cinquième année.

3) La médiocrité de la bibliothèque est une faiblesse incontestable. En raison de la forte croissance d’effectifs étudiants qu’a connue l’Université, mais à cause également de la décision de l’administration de convertir la Bibliothèque Morisset en un lieu de convivialité – alors que sa vocation (qu’elle a conservée dans les principales universités de recherche) est d’être un lieu de réflexion, d’étude et de consultation de livres –, il n’est plus possible de mettre à la disposition de nos étudiants une bibliothèque de recherche digne de ce nom. Et le fait que la bibliothèque figure au 14ᵉ rang des quatorze priorités énumérées sous la rubrique « Recherche » de Destination 2020 n’incite pas particulièrement à l’optimisme.

4) Les inscriptions en français, tant au premier cycle qu’aux cycles supérieurs, sont une source d’inquiétude pour le département. Ce faible niveau d’inscriptions tient à des facteurs démographiques indépendants de notre volonté, mais il est aggravé aussi par des facteurs internes. Ainsi, peu d’anglophones suivent des cours en français, alors que pas mal de francophones suivent des cours en anglais.

5) Comme le montrent les résultats de la dernière Enquête de fin de programme, des efforts restent à faire pour renforcer chez les étudiants un sentiment d’appartenance et de cohésion. Là encore, il s’agit d’un problème institutionnel ou en tout cas lié à la taille de notre institution. On sait en effet que l’indice de satisfaction est plus faible pour les grandes universités urbaines (Toronto, McGill, York, Ottawa) que pour les universités de taille moyenne ou petite. Toutefois, le département de philosophie a pris un certain nombre de mesures concrètes, dans certains cas avec l’appui de la Faculté, pour améliorer la situation et favoriser chez les étudiants de tous les cycles un sentiment d’appartenance disciplinaire. Une de ces mesures concerne la reprise de possession des salles de séminaire situées à l’étage du département, dont celui-ci avait été dépossédé par le Registraire.

Opportunités

1) Les études sont nombreuses qui montrent que la philosophie constitue une préparation hors pair pour les études supérieures et les écoles professionnelles, et que les compétences qu’acquièrent les étudiants dans les bons programmes de philosophie – notamment les compétences dites « transversales » – sont particulièrement valorisées sur le
marché du travail. En 2013, ce sont les Philosophy Majors qui ont obtenu, en moyenne, les meilleurs résultats au concours du GRE, le test standardisé aux études supérieures aux États-Unis. Les philosophes réalisent aussi le deuxième meilleur score au GMAT et le troisième meilleur score au LSAT, toutes disciplines confondues. Le salaire médian d’un diplômé de philosophie est supérieur à un diplômé en psychologie, en biologie et de la plupart des autres sciences humaines. Il importe que le département, avec l’appui de la Faculté et l’Université, fasse un effort pour faire connaître cette réalité aux étudiants et à leurs parents. Le rôle des Anciens sera ici particulièrement important. De récentes démarches ont été entreprises par le département avec l’appui du service de marketing de la Faculté des arts en vue d’intégrer davantage les Anciens dans la politique de sensibilisation aux débouchés du département.

2) La création d’une filière « Éthique et politique » au département, en remplacement du programme Éthique et société, fermé sur décision du Sénat, va créer une opportunité de croissance que le département compte bien exploiter. Cette nouvelle filière, qui cherchera à capitaliser le fort intérêt que suscite l’éthique auprès du public étudiant, aura l’avantage d’être entièrement administré par le département de philosophie, contrairement à ETS, dont la structure administrative compliquée a été la source de multiples dysfonctionnements.

3) Les CÉGEPs dans l’Outaouais et les écoles secondaires de la région d’Ottawa où l’on enseigne la philosophie constituent un bassin de recrutement potentiel que le département va chercher à mieux exploiter, d’autant que ce bassin est en croissance depuis l’implantation de cours de philosophie dans les high schools. Des activités précises ont déjà été mises en œuvre par le département et ont fait l’objet de financements.

4) La décision récemment prise par l’Université d’aligner les frais de scolarité des étudiants étrangers francophones ou souhaitant faire un doctorat en français sur ceux des Canadiens représente une opportunité intéressante que le département devra chercher à exploiter.

5) La nouvelle réalité démographique – déclin relatif de nos bassins traditionnels de recrutement, immigration importante en provenance des pays émergents à destination des grands centre urbains, dont Ottawa – et l’évolution du profil de l’étudiant-type de demain (qui aura des attentes et des objectifs différents de ceux du passé) constituent une opportunité indéniable que le département compte bien exploiter à son avantage.
Menaces

1) Un déclin significatif des inscriptions en philosophie constituerait une menace pour notre département. Même si, comme je l’ai indiqué sous la rubrique « Forces », le département a enregistré depuis 1995 une augmentation du nombre d’étudiants dans ses programmes, il reste que, de 2008 à 2012, le nombre d’étudiants inscrits a baissé. Signe encourageant tout de même: les inscriptions en 2013 sont restées stables par rapport à 2012. Par ailleurs, il y a tout lieu de penser que les réformes dernièrement engagées par le département, en particulier celles visant à assouplir les exigences de la Majeure, vont augmenter son attraitivité et celle de ses programmes. Enfin, le département, avec la collaboration des associations étudiantes, a mis en œuvre plusieurs mesures destinées à conforter l’esprit de corps de ses étudiants et leur sentiment d’appartenance, et d’autres mesures destinées à favoriser la poursuite de l’excellence et à susciter un esprit d’émulation. À titre d’exemple, des lettres personnalisées de félicitations sont envoyées par le directeur à tous les étudiants ayant obtenu A- ou plus dans un des cours de formation fondamentale dispensés par le département. Les avantages d’un diplôme en philosophie sont aussi mis en avant et les étudiants aussi invités à réfléchir à la possibilité d’ajouter une mineure ou une majeure en Philosophie à leur programme existant.


3) La réduction du nombre de professeurs réguliers aurait un impact destructeur sur l’identité du département et nuirait à sa capacité d’offrir le programme rigoureux et diversifié, ancré dans les deux traditions, qui est sa marque de commerce. Qui plus est, cette réduction aurait un impact négatif sur la qualité de la recherche effectuée au département. Ce serait fâcheux à l’extrême au vu des progrès réalisés à cet égard au cours des dernières années, progrès que confirment les évaluations externes et les rankings, et ce serait contraire à l’engagement pris par la Faculté elle-même de « renforcer » le secteur de la recherche (cf. « Arts 2015 », p. 2).
4) La baisse du nombre d’étudiants aux études supérieures, phénomène généralisé à l’ensemble de la Faculté, risque de compromettre la qualité de l’appui à l’enseignement en réduisant le nombre d’assistants à l’enseignement. C’est une menace pour notre département, qui doit assurer de nombreux cours de service, à la Faculté des Arts, à Telfer, en Sciences Sociales et à l’École des Sciences de la Santé.


6) Le seuil auquel a été fixée la moyenne exigible pour l’admission à la Faculté des arts est une source de gêne et a installé durablement dans les esprits des élèves et de leurs parents la réputation de l’Université d’Ottawa comme une « Last-chance-U ». La volonté affichée par le vice-rectorat d’augmenter progressivement les moyennes d’admission a été accueillie avec enthousiasme par les collègues du département. Hélas, c’était sans compter avec la grave crise financière qui frappe notre Faculté : confrontée à une baisse des inscriptions, celle-ci a dû se résoudre à baisser davantage la moyenne minimale d’admission, faisant ainsi une place de plus en plus large à des élèves médiocres qui tirent le niveau général vers le bas et font de notre Faculté un lieu de moins en moins accueillant pour les étudiants forts.

Conclusion

En tant que directeur du département de philosophie, j’ai une impression d’ensemble très positive vis-à-vis du climat qui règne dans mon département. Les collègues travaillent fort et voient une passion à l’enseignement et à la recherche. Certes, la Faculté se trouve dans une posture financière délicate et de nouvelles menaces se profilent à l’horizon, mais ces menaces, qui n’épargnent certainement pas notre département, guettent la Faculté dans son ensemble
et même, si l’on en croit les derniers chiffres, l’Université tout entière. Le département de philosophie se réjouit de continuer à jouer un rôle clé dans le domaine de la recherche et dans celui de la formation des esprits et de prêter son concours et son expertise à la résolution des défis qui nous attendent tous.

Antoine Côté
Directeur
DÉPARTEMENT DE THÉÂTRE

MISE EN contexte

L’intégration d’une nouvelle génération de professeurs au Département de théâtre a été accompagnée d’une mise à jour, d’une précision et d’une multiplication des programmes offerts, d’une reconnaissance des réalités spécifiques aux théâtres canadien, ottavien et franco-ontarien à même l’ensemble des programmes départementaux, et ce, sans pour autant abandonner l’enseignement de l’histoire, de la dramaturgie, du jeu, de la technique et de la mise en scène dans des perspectives francophone, anglophone et internationale. Il s’agissait de modifications parfois difficiles, mais ô combien nécessaires pour rester au diapason des tendances spécifiques à la pratique théâtrale contemporaine et aux études théâtrales comme discipline. Il s’agissait aussi d’une occasion de se positionner sur les plans épistémologique et artistique face à la multiplication des programmes offerts sur un territoire traditionnellement desservi uniquement par le Département de théâtre. En 10 ans, deux nouveaux programmes d’études théâtrales en français ont vu le jour à l’Université Laurentienne (Sudbury) et au Collège Glendon (Toronto), et la Ottawa Theatre School offre maintenant un programme de niveau collégial en jeu. Ce dernier, tout comme le programme offert par l’Algonquin College, utilise un discours clientéliste pour attirer les étudiants en mettant à l’avant-plan la courte durée et l’efficacité du programme, qui dure deux ans au lieu de quatre.

Simultanément, le profil type des apprenants a beaucoup changé. L’enseignement des arts, de la culture et de la littérature dans les écoles secondaires partout au Canada ne cesse de décliner et les nouveaux étudiants inscrits à nos programmes possèdent de moins en moins de références culturelles. Ils arrivent souvent aujourd’hui avec une conception a priori populiste, commerciale et parfois même univoque de l’objet théâtral. Aussi, la proportion des étudiants de naissance étrangère ne cesse d’augmenter : fait connu, leurs parents les découragent souvent à fréquenter des programmes de formation artistique à cause d’une perception voulant qu’il soit impossible de gagner sa vie convenablement comme artiste malgré les preuves statistiques attestant le contraire (91 % de nos finissants ont un emploi à temps plein). Il importe de souligner que cette impression a été exacerbée par une diminution des occasions d’emploi dans le domaine de l’éducation, débouchés que les étudiants utilisent comme argument – peu importe leurs origines – pour convaincre leurs parents de la pertinence de leur choix d’études.

Qui plus est, comme ailleurs, nos chercheurs sont confrontés à une plus grande concurrence dans le cadre des concours du Conseil de recherches en sciences humaines (CRSH) — quoique...
le niveau de succès de nos professeurs est très élevé : voir ci-après. Or, les praticiens du Département sont confrontés à une situation encore plus précaire : non seulement les fonds publics attribués au financement des arts\(^\text{11}\) : non seulement les fonds publics attribués au financement des arts n’ont-ils pas été augmentés depuis 20 ans dans certains cas, mais la plupart des agences subventionnaires privilégient aujourd’hui la diffusion et le développement de nouveaux auditoires plutôt que la création ou la recherche esthétique. Enfin, les installations actuelles du Département de théâtre situées au 135, rue Séraphin-Marion étant inadéquates (manque de plancher de danse dans les studios, absence d’un nombre suffisant de studios de jeu, manque d’insonorisation entre la salle académique et le studio Léonard-Beaulne, ce qui rend leur utilisation simultanée impossible, etc.), ces mêmes chercheurs-praticiens passent un temps considérable, voire démesuré, à développer les partenariats qui leur donnent accès aux salles nécessaires à un travail de calibre professionnel.

**FORCES**

**CORPS PROFESSORAL ET RECHERCHE**

1. Le dynamisme, la rigueur intellectuelle et artistique, l’engagement du corps professoral, sans oublier la synergie qui réunit ses membres, ne font pas de doute. En témoignent les retraites départementales auxquelles ils participent annuellement pour coordonner les efforts de chaque comité. En témoignent aussi les projets communs réalisés : le colloque international bilingue Histoire, mémoire, représentation / History, Memory, Performance (HMR); des publications conjointes; des collaborations artistiques telles que pour la création de *Frères d’hiver*, par Joël Beddows et Daniel Mroz.

2. Depuis 2006, tous les professeurs théoriques (Louise Frappier, Yana Meerzon, Kathryn Prince et Sylvain Schryburt) ont obtenu au moins une subvention importante du CRSH. Daniel Mroz a reçu une subvention de 126 927 $ en tant que chercheur praticien, également de la part du CRSH. Dans une demande collective, le colloque HMR a aussi reçu un appui important du CRSH. Dans le même ordre d’idées, tous nos professeurs créateurs ont reçu des subventions de la part du CAC, du CAO et du CALQ pour des projets depuis 2000. Pour un corps professoral composé de neuf individus, il s’agit d’un rendement exceptionnel.

3. Ce même corps professoral connaît une visibilité sans précédent grâce à une multiplication des publications savantes et aux nombreux prix remportés, tant par les

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\(^{11}\) Conseil des arts du Canada (CAC), Conseil des arts de l’Ontario (CAO), Conseil des arts et des lettres du Québec (CALQ), Ville d’Ottawa, etc.
théoriciens que par les particiens. Joël Beddows, Kevin Orr, Peter Batakliev et Jean
Stéphane Roy dirigent ou ont dirigé des compagnies professionnelles importantes, et
leurs créations ainsi que celles de Daniel Mroz ont été présentées dans le cadre de
programmations festivalières prestigieuses.

4. Cette visibilité accrue, notamment en Allemagne, en Bulgarie, en Chine, au Danemark,
en France, en Irlande, en Israël, en Grande-Bretagne, en République Tchèque et en
Russie sans oublier dans plusieurs pays des Antilles, n’a pas été sans conséquence dans
le domaine du recrutement. Ce n’est pas un effet du hasard si le Département de
théâtre accueille pour la première fois depuis trois ans des étudiants de deuxième cycle
provenant du Chili, de la Chine, des États-Unis et de la France ainsi que deux chercheurs
invités d’origine espagnole et israélienne en 2013-2014.

PREMIER CYCLE

1. Après trois ans de réflexion, le comité des études du premier cycle (CEPC), sous la
direction de Kathryn Prince, vient de compléter une proposition de réaménagement
exhaustif des programmes de premier cycle, tout en annulant un très grand nombre de
cours rarement offerts.

2. Il a aussi été conçu pour offrir certains cours en première et deuxième années aptes à
attirer un plus grand nombre d’étudiants venant de l’extérieur du Département de
théâtre.

3. Pour faire suite à l’annulation du baccalauréat en administration des arts, un nouveau
profil en gestion des arts a été conçu en collaboration avec l’École de musique et le
Département des arts visuels, lequel sera soumis pour approbation cet automne. Il aura
pour avantage un meilleur contrôle du contenu en fonction des réalités propres aux
organismes à but non lucratif.

4. Nos professeurs à temps partiel sont très compétents, nombreux et engagés. Un
système de contrôle et de formation est en place depuis huit ans pour assurer que le
contenu des cours qu’ils offrent respecte les orientations pédagogiques établies par le
CEPC.

5. Nos évaluations externes sont très favorables.

6. Un pourcentage très élevé de nos étudiants de premier cycle terminent leur programme
d’études et obtiennent un diplôme.

DEUXIÈME CYCLE
1. Nos deux programmes de deuxième cycle ont été marqués par une croissance importante grâce à nos efforts de promotion, passant de huit inscriptions en 2008 à 23 en 2013. Le Département s’est donné comme objectif 27 inscriptions, soit une moyenne de trois étudiants par professeur permanent.

2. Nos étudiants sont d’un haut calibre (en 2011, 42 % étaient des boursiers) : en huit ans, trois étudiants ont reçu un appui du CRSH, et dix de la BESO.

3. Encore une fois, grâce à nos efforts de promotion, au deuxième cycle, 50 % des étudiants sont francophones, 40 % sont anglophones et 10 % suivent des cours dans les deux langues.

4. Depuis un an, nous avons ajouté deux options au programme de M.A. en dramaturgie et théorie théâtrales :
   a. M.A. : mémoire avec création;

   Déjà, ces options ont contribué à augmenter les inscriptions et permettent de tirer profit des domaines de spécialisation de certains professeurs (Louise Frappier, Kathryn Prince, etc.).

LIENS COMMUNAUTAIRES COMME STRATÉGIE DE RECRUTEMENT

Le Département de théâtre a multiplié les partenariats, lesquels servent à accroître sa visibilité et à bonifier les inscriptions dans certains programmes. Voici quelques exemples :

1. Chaque deux ans, le Festival Théâtre Action en milieu scolaire (FTAMS) a lieu au sein des murs du Département de théâtre, ce qui permet aux élèves franco-ontariens de Thunder Bay jusqu’à Hawkesbury, de même que de Hearst jusqu’à Windsor de découvrir nos installations et notre corps professoral.

2. Des partenariats avec le festival Zones théâtrales (ZT) et le Magnetic North Theatre Festival (MNTF) ont facilité la participation de nos étudiants de deuxième cycle au programme Compass Points du MNTF et à la création de cours de « théâtre de festival » offerts par Kathryn Prince au MNTF et par Sylvain Schryburt lors des ZT. Dans le cas du cours offert dans le cadre du MNTF, il s’agissait du premier cours estival dans l’histoire de notre unité. C’était aussi le premier à intégrer des étudiants d’au moins trois autres universités ontariennes. Le cours donné dans le cadre des ZT était un projet offert en partenariat avec le programme de théâtre de l’Université Laurentienne.

3. Un premier cours en critique théâtrale a mené à la création de plusieurs sites Internet à ce jour gérés par des cercles créés dans le cadre de ce cours novateur.
4. Le Théâtre anglais du Centre national des arts (CNA) accueille les étudiants des premier et deuxième cycles en salle de répétition et, en échange, reçoit un accès à certaines installations du 135, rue Séraphin-Marion pour un laboratoire de développement dramaturgique auquel certains étudiants auront accès également.

5. Le Département de théâtre organise régulièrement des tables rondes et des colloques avec le Théâtre français du CNA tel L’Événement Beckett.

6. Un partenariat avec les Canadian Improv Games, qui accueillent annuellement jusqu’à 1 000 élèves anglophones à Ottawa venant de partout au Canada, de Vancouver jusqu’à Saint-Jean (Terre-Neuve), nous permettra dès ce printemps de faire de notre Département le lieu d’hébergement officiel de l’événement, et nous espérons reproduire le succès connu par le FTAMS en matière de promotion.

DÉFIS ET FAIBLESSES

CORPS PROFESSORAL ET RECHERCHE

1. Le Département de théâtre ne compte actuellement que neuf professeurs permanents (y compris le directeur). Trois postes n’ont pas été pourvus au moment de départs à la retraite de collègues.

PREMIER CYCLE

1. Même si nous avons complété une réforme importante des cours de jeu il y a trois ans, le profil « Introduction au jeu » n’est pas un programme de conservatoire et ne répond donc pas aux besoins du marché du travail des théâtres francophones du Canada français.

2. Il faut assurer une meilleure gestion du système de production interne au Département de théâtre.

3. Le Département n’offre aucun programme coopératif ou de stages professionnels, un type de programme qui permettrait d’attirer des étudiants et d’améliorer la qualité des programmes offerts.

4. Le niveau de satisfaction de nos étudiants est trop bas. Par contre, une enquête interne semble révéler que cela a à voir, en partie, avec les conditions matérielles de notre édifice.

DEUXIÈME CYCLE
1. Depuis l’automne 2012, le Département n’a plus assez de professeurs permanents pour pouvoir donner tous les cours de maîtrise (M.A. en dramaturgie et en théorie théâtrales) sans qu’il y ait dédoublement (le même professeur qui donne deux cours à la même cohorte).

2. Conséquemment, il est actuellement impossible pour nous de permettre à nos professeurs praticiens permanents de donner des séminaires pratiques dans le programme M.P.T. en mise en scène tellement les demandes sont grandes au premier cycle ou dans le programme M.A.

INSTALLATIONS

1. L’état de l’édifice qui héberge notre Département laisse à désirer. Il n’a pas été entretenu de façon adéquate depuis sa rénovation initiale en 1978; notamment, une partie importante de l’édifice n’a pas été repeinte depuis lors.

2. Par ailleurs, notre édifice constitue l’un des deux seuls du campus qui sont à étages multiples (quatre en tout) et sans ascenseur.

3. Il est impossible d’installer des smart Rooms au 135, rue Séraphin-Marion, car les deux salles de cours théoriques sont utilisées en soirée pour répéter des scènes ou des productions, fonction pour laquelle ces mêmes salles n’ont pas été conçues (absence d’un plancher adéquat au jeu, par exemple).

4. Certains cours en quatrième année sont offerts dans un format bilingue, qu’il est difficile de justifier sur le plan pédagogique.

OCCASIONS

1. Le Département veut créer davantage de ponts avec les unités de la Faculté des arts et partager certains cours : la réforme de nos programmes de premier cycle a été conçue pour faciliter la création de partenariats avec des départements tels français, English ainsi que langues et littératures modernes, et ce, avec l’espoir de pouvoir intégrer à notre cursus certains cours offerts ailleurs et de rendre les nôtres compatibles avec les objectifs pédagogiques des programmes offerts par d’autres unités.

2. La refonte du programme au premier cycle permettra aux professeurs de donner, sur une base cyclique, des cours conçus en fonction de leurs projets de recherche ou de leur domaine de spécialisation (études shakespeariennes, théâtre classique français, théâtre jeune public, théâtre des femmes, etc.).
3. Il faut poursuivre le travail avec la Ville d'Ottawa visant la construction d'une salle à géométrie variable, d'une cabine de régie conçue en fonction de l'enseignement de ce métier et de quatre salles de cours de jeu au 2, avenue Daly, à proximité, donc, avec le 135, rue Séraphin-Marion. Il faut donc poursuivre le travail de lobbying avec l’ATFC et Théâtre Action auprès du ministère du Patrimoine canadien et du ministère de l’Éducation de l’Ontario pour obtenir un financement à long terme afin de pouvoir ouvrir un programme de conservatoire en jeu en français.

4. La construction de ce centre et la création de ce programme représentent des occasions importantes de prélèvement de fonds. La construction des salles offre une possibilité de mention de noms des donateurs (*naming opportunity*) puisqu’elles seront utilisées non seulement par nos étudiants, mais louées à des partenaires importants dont les festivals (MNTF, la biennale ZT, le Festival Danse Canada, le Festival Fringe, etc.).
Report on BA Programs in Translation

STRENGTHS

BA in Translation (3 year and 2 year accelerated.):

- Location and Politics: The School is located in a bilingual region of Canada, and works under the auspices of official bilingualism; it therefore has a regular clientele of aspiring translators, especially for the “accelerated 2-year BA” program. Its BA programs in Translation are the most established in Canada. Only one other such program exists in Ontario.

- History: the School has a 40 year history of training translators, and has perfected both its pedagogical methods and its research output;

- Professors: both full-time and part-time professors are translators, and full-time professors regularly publish academic articles on aspects of translation research;

- Employment Opportunities: graduates of the School’s BA programs easily find employment: at federal level in the Translation Bureau and in many different ministries and related offices, in private agencies; as freelance translators and editors or in many other ‘communications’ branches.

- Options in BA and exchanges: the BA offers students the possibility to develop translation expertise in a third language, Spanish. This is bolstered by various exchange programs to universities in Spain (Salamanca, Granada, Barcelona). Exchanges to ISIT and ESIT in Paris and
the Brussels (L’Institut Marie Haps) help improve French skills, and make international connections.

- Internships and CO-OP programs: all students of the School must do at least one 6 week internship, - COOP students do three such internships - which expose them to the working world of translators and bilingual communicators, and the best have access to the CO-OP option, which provides invaluable work experience.

**WEAKNESSES**

- Enrolments: this year (2013-2014), and over the past two to three years, student enrolments have been decreasing. This is more visible at the 3 year BA levels than at 2 year BA levels, where students are clearer about career opportunities;

- Hiring by Translation Bureau: this federal agency which normally employs our students, and also offers internships and CO-OP options is currently frozen: no employment or internship possibilities exist.

<table>
<thead>
<tr>
<th>Discipline</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Translation and Interpretation</td>
<td>229</td>
<td>246</td>
<td>265</td>
<td>257</td>
<td>247</td>
<td>196</td>
</tr>
</tbody>
</table>

**OPPORTUNITIES**

- Translation remains a vital part of the Canadian administrative landscape; the current slump (cf. Translation Bureau) will adjust. Moreover, our training provides students with various skills in communications, bilingual editing, terminology, proofreading and so on. They generally do
not end up jobless. Translation is an increasingly important aspect of globalization, international contacts and trade. See article below:

- Debunking Translation Myths in Marketing
  
  By Tree Treacy, Published August 17, 2013
  
  The national and global markets are always growing. They are now becoming more diverse than ever before, and that means staying attuned to language trends. Many companies that are working to appeal to a larger audience are having their content translated so multiple demographics will have access to it. Let’s look at some of the common misconceptions about marketing in translation.

  1. Translation is a niche market.

  In fact, the market for translation is worth billions, and is only growing. Last year, outsourced language services were worth over $33 billion, and most of these services were provided by small agencies. The largest portion of this market is written translation, and for good reason. Additionally, according to the US Bureau of Labor Statistics, the job market for translation is expected to grow by 42% by the year 2020, with an annual growth rate of 12.7%. As such, translation is anything but fading away in our global market.

  2. If I have someone bilingual working at the office, they can translate – no need to hire someone else.

  Think of it this way, though. If someone is a native English speaker, does that necessarily mean that they know how to write well? A translator is a person with specialized skills – someone who can write well in both the source language and the translated language. Translators are often highly educated as well, with multiple degrees and certifications, such as by the American Translators Association.
Bilingualism is also not going to cut it if you’re looking for feedback on an already-existing translation. If you’re looking for quality control on a translation, a bilingual coworker is not going to be able to give you the right kind of feedback; it’d be like asking someone who specializes in bicycle repair to fix your car.


If anything is true for this myth, it’s the opposite. Machine translators such as Google Translate are great for translating individual words or giving you the gist of a sentence, but frankly, translation is not a free service. Simply running your text through a machine is not going to convey what you actually mean in your source text.

On the other hand, this is not to say that machine translation should be avoided at all costs. If anything, many translators are using more and more technology because of something called “translation memory,” which archives previous translations into a database and helps translators to be more consistent.

4. Quality assurance is just a way for translators to charge more money.

Actually, believe it or not, the best way to ensure a high-quality translation is to make sure that your source text is well written. A translator who has nothing to go by is going to have a much harder time producing good translated text.

Of course, when it comes to the finished product, it’s also important to involve other professionals – editors and proofers who also specialize in the language in question and will be able to refer back to the source text. If you are wondering why some translation services are charging more than others, the answer is actually quite simple – the ones charging less don’t check for quality.

Understanding the importance of translation is crucial when marketing to a global economy. Good translators are not just people who know how to speak the language, but who also know how to write well and have deep awareness and understanding of how translation is situated in its respective cultural context.

Read more at http://www.business2community.com/marketing/debunking-translation-myths-in-marketing-0583428#jT7UvGMkXBLGAloW.99

THREATS
• Temporary weakness or economic problems at the University of Ottawa, Faculty of Arts can undermine this valuable program

• Outsourcing of translation work (to developing countries, for example) can undermine the local translation industries.

Report on MA in Translation Studies

STRENGTHS:

• Location and History: the School has a long history of training at BA and MA levels in Translation/Translation Studies, and an excellent reputation. It is strategically located in the National Capital area, and can thus attract many strong bilinguals as well as significant numbers of allophones to its graduate programs. It is the only School of Translation and Interpretation in Canada. The MA program is the older and more established of only 2 such programs in Ontario.

• Employment Opportunities: given official bilingualism in Canada, there are many good reasons for students to engage in an MA in Translation Studies; it generally allows them to make considerable professional progress. Given increasing globalization, work opportunities abroad are also developing well.

• Professors and Research/Reputation: the School’s teaching staff and research output is excellent. The School’s reputation both nationally and internationally is very good.

• Enrolments: enrolments have been steady, with strong francophone participation.

Stats on enrolments over past 5 years
Registrations 2008-2012:

<table>
<thead>
<tr>
<th>Program</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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<tbody>
<tr>
<td>MA Translation</td>
<td>47</td>
<td>43</td>
<td>45</td>
<td>40</td>
<td>36</td>
</tr>
<tr>
<td>Qualifying Year for</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Masters</td>
<td>6</td>
<td>9</td>
<td>7</td>
<td>6</td>
<td>4</td>
</tr>
</tbody>
</table>

Source: Registration as of 1st of November, Official Declaration to the Ministry of Training, Colleges and Universities. See email of September 18, 2013 from Josee-Anne Cyr, RE: Stats for retreat update

- Funding for Students: good funding is available for students with a GPA of 8. They gain invaluable research and often university teaching experience.

Stats on numbers of internally funded students –

<table>
<thead>
<tr>
<th>Program</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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</thead>
<tbody>
<tr>
<td>MA Translation</td>
<td>9</td>
<td>12</td>
<td>12</td>
<td>2</td>
<td>8</td>
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</table>

Stats on externally funded students –

<table>
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<tr>
<th>Program</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
</table>
• Research Opportunities/Funds: many funding opportunities for research, travel to conferences and publishing are available to students who are Canadians or permanent residents. The structure for further academic progress is thus well in place.

• Literary Translation Field: this new field is proving very successful, with at least five students having entire novels/collections of short fiction work accepted for publication in Canadian publishing houses since its inception. Those accepted at UOPress (at least three in three years of the new specialization) are supported by funding from the Vice-President Research ($3000) per book, which greatly enhances the student experience.

WEAKNESSES:

• Teaching Staff: the School has seen four departures in the past years, and one full time professor has been seconded to another department. The number of full-time professors who can supervise graduate students is now eight. With an intake of about 12 MA and 5-6 PhD students per year, this means a serious overload of supervision.

• Allophone students: while it is very exciting to take in ‘allophone’ students at graduate level, this weakens the Canadian francophone component of the School, since English is the main language of communication for international or allophone students;

• Course Offerings: Due to funding problems at Faculty level the School cannot offer many of the courses on its course lists. This can create the impression of false advertising.

• Funding for international students is abysmal. However, translation studies is an international business and of international interest. This funding problem is a great obstacle for the School.
OPPORTUNITIES:

• Globalization and Internationalization: there are many opportunities to develop activities, even new programs, to participate in and benefit from the need for translation and translator training at a global level. One such opportunity will be tested in summer 2014, with a summer school for Chinese-English Translation and Interpretation.

THREATS:

• Funding at Faculty and University level: if economic problems at Faculty or University level (pension schemes, construction projects, etc.) are allowed to trickle down and affect the academic programs and especially the hiring and tenure possibilities of new professors, this is a major threat.

• Tenure politics: young professors are increasingly under threat due to apparent changes in the University’s policies regarding tenure. This causes them to look elsewhere, find more promising, more supportive places to work. The departure of such promising young staff is a serious threat to our graduate programs.

Report on Masters in Conference Interpreting

STRENGTHS:

• Location: Strategically located near federal government institutions that require and hire conference interpreters.

• Visibility: Only such program in Canada: prestigious, and strongly supported by federal government.
Training: Practical professional training is offered by senior interpreters from Parliamentary Services and Conference Services;

Funding: Teachers for 9 of the 12 required courses in the program are paid by the Federal Government`s Translation Bureau. This translates into about $72,000 per annum.

Job Opportunities for graduates: since 2007 (if not before that year), all graduates successfully completing the program have been hired by the federal Translation Bureau`s interpretation services;

Political visibility: a TRULY and COMPLETELY bilingual graduate program at UOttawa.

**WEAKNESSES:**

Student Numbers: small enrolment since admission exam is difficult (Bureau's quality standards are high because work is demanding) and laboratory has only 12 booths.

**Stats on enrolments and graduations over the past 5 years**

**MIC admissions 2006-2010:**

<table>
<thead>
<tr>
<th>Program</th>
<th>Data</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>MCI Translation</td>
<td>Total applications</td>
<td>25</td>
<td>28</td>
<td>33</td>
<td>23</td>
<td>33</td>
</tr>
<tr>
<td></td>
<td>Registrations</td>
<td>7</td>
<td>3</td>
<td>11</td>
<td>9</td>
<td>8</td>
</tr>
</tbody>
</table>

**Graduations MIC 2008-2012:**

<table>
<thead>
<tr>
<th>Program</th>
<th>Data</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
</table>
• Teachers: no full-time professor is available for this program. The School coordinates the work and responsibilities of the government-funded teachers, but has little more involvement;

• Laboratory: is out of date and needs complete overhaul;

• Program content: no longer corresponds to the requirements of Ontario Graduate Programs, and requires a complete overhaul.

OPPORTUNITIES:

• Continuing urgent need for trained interpreters at federal and provincial levels. Successful students are guaranteed well-paid, stable employment;

• Recent self-evaluation and subsequent reports put pressure on Faculty and University to concern themselves with this program: i.e. increase funding, improve resources (lab), hire appropriate staff;

• Curricular improvements pending due to recent self-evaluation and subsequent reports = great opportunity to re-structure the program;

• Visible bilingualism at Graduate level. This is a flagship program for the University`s bilingualism politics.

THREATS:

• Economic situation of the Faculty and University as cuts are considered.

• If MCI program is cut, negative impact on mandate of School as a “professional” training organization producing graduates for the language industry job market.

• If MCI program is cut, negative impact on mandate of School as an instrument of institutional bilingualism and promotion of linguistic duality pursuant to the Official Languages Act.

• If MCI program is cut, shift from professional to academic vocation;
If MCI program is cut, there will no doubt be political fallout: reaction from media, federal authorities, Official Languages communities.

Report on PHD in Translation Studies

STRENGTHS:

• Location and reputation of School/Professors: excellent.

• Reputaiton of graduates, and their employment: very good.

• Scholarly production: very good.

• Increasing international focus: evident in graduate student body and applications.

• Strong dual aspect of the program – in both translation studies and translation technologies – thus preparing students for a wide range of employments.

• Increasing enrolments:

<table>
<thead>
<tr>
<th>Discipline</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>PhD</td>
<td>Translation and Interpretation</td>
<td>16</td>
<td>15</td>
<td>20</td>
<td>28</td>
<td>29</td>
</tr>
</tbody>
</table>

WEAKNESSES:

• Recent retirements: need more teaching staff for proper supervision of increasing student numbers;

• Internationalization dilutes Canadian francophone element;

• Insufficient UOttawa funding for increasing number of international students.

OPPORTUNITIES:
• International exposure, and the impact of globalization which causes a great need for translation pedagogy, i.e. academics trained as trainers of translators for developing countries (China, India, Mexico, Brazil, Spanish Latin America) provides an important opportunity to attract those potential PhDs;

• Only PhD program in Translation Studies in North America that can train Anglophones/Allophones = good potential for development.

**THREATS:**

• Problems around Canadian bilingualism requirements at the University of Ottawa;

• Economic issues in the Faculty and University that may hamper hiring of good new professors;

• Tenure issues at UOttawa, which can cause promising young professors to leave.

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i This includes funding received by cross-appointed professors.

ii Grants for travel and publication awarded to faculty are not included in these tables.