

UTQAP Cyclical Review: Final Assessment Report and Implementation Plan

1 Review Summary

Program(s) Reviewed:	Linguistics (HBA): Major, Minor English Language Linguistics (HBA): Minor French Studies (HBA): Specialist, Major, Minor French & Italian (HBA): Specialist Francophone Studies (HBA): Minor Functional French (HBA): Minor Italian (HBA): Specialist, Major Italian Language & Culture (HBA): Minor Chinese Language & Culture (HBA): Minor Language Teaching & Learning: French & Italian (HBA): Specialist Language Teaching & Learning: French (HBA): Major Language Teaching & Learning: Italian (HBA): Major Education Studies (HBA): Minor Certificate in Global Perspectives
Unit Reviewed:	Department of Language Studies
Commissioning Officer:	Vice-Principal Academic & Dean, University of Toronto Mississauga
Reviewers (Name, Affiliation):	<ul style="list-style-type: none"> • John Archibald, Department of Linguistics, University of Victoria • David Birdsong, Department of French and Italian, University of Texas at Austin • Cristina Della Coletta, Dean, School of Arts and Humanities, University of California San Diego
Date of Review Visit:	February 26 – 27, 2024
Review Report Received by VPAP:	April 25, 2024
Administrative Response(s) Received by VPAP:	September 16, 2024
Date Reported to AP&P:	October 22, 2024

Previous UTQAP Review

Date: February 29 – March 1, 2016

Summary of Findings and Recommendations

Significant Program Strengths

- High quality, popular programs with sharp, high-achieving students
- Remarkable Italian program with the right mix of language/cultural instruction, reflecting the strong community base in Toronto
- Impressive French course offerings, especially considering the size of the department
- Strong outreach programs with excellent reputations, including French Summer Camp, Italian play, and study abroad programs
- Highly productive faculty, especially given the small size of the complement, within a very collegial work environment
- Many professors collaborate with colleagues in other universities and organizations on research projects
- Sound organizational structure with well-handled finances
- Personnel are courteous and dedicated to the administrative and academic mission of the department
- Strong, well-balanced unit, with a great potential for increasing its already impressive ranking

Opportunities for Program Enhancement

- Consolidating the programs under the four disciplines—French, Italian, Linguistics and Teaching and Learning—in order to build on current strengths
- Examining the frequency of course offerings and a clear calendar of course offerings, the possibility of summer courses and, as the complement expands, offering classes with a popular cultural focus on a more regular basis
- Reflecting on the right mix of responsibilities and appointment categories to support its many programs and courses and to support the research mission
- Focusing on supporting existing programs in terms of faculty growth and research output, specifically in French and Italian rather than expanding into new academic programs
- Maintaining the strong outreach programs offered by the department

Current Review: Documentation and Consultation

Documentation Provided to Reviewers

Terms of Reference; Self-Study; Previous review documents (including External Reviewers Report, Summary Report, Decanal Administrative Response, and Final Assessment Report/Implementation Plan); UTM Undergraduate Degree Level Expectations (UUDLEs); UofT Facts & Figures (2021); UTM Vision Statement (2017); UTM Academic Plan (2017); UTM Viewbook (2023-24); U of T's "Framework for a New Structure of Academic Administration for the Three Campuses" (aka Tri-Campus Framework); Access to all Visual Studies course descriptions; Access to the curricula vitae of faculty.

Consultation Process

As determined by the Commissioning Officer, the reviewers met with Vice-Dean, Teaching & Learning and Associate Dean, Academic Programs; Department Chair; Administrative Staff; Program Coordinators; Undergraduate Students; Tenure-Stream Faculty; Teaching-Stream Faculty; Sessional Lecturers; Teaching Assistants, Postdoctoral Fellows, and Research Associates; Chairs of Collaborating UTM Undergraduate Departments (Mathematical and Computational Sciences, Historical Studies, Psychology, English & Drama).

Current Review: Findings and Recommendations

1. Undergraduate Program(s)

Unless otherwise noted, all bulleted comments apply to all programs reviewed.

The reviewers observed the following **strengths**:

- Overall quality
 - ▶ Department's linguistics programs described as "top-tier", offering a "first-rate program that stands with the best in North America"
 - ▶ Reviewers greatly impressed with the Italian Language and Culture programs, describing the Italian program's overall quality as "among the highest among competitors at other peer institutions despite the imminent lack of faculty resources"
 - ▶ The Chinese Language and Culture Minor has grown substantially and reflects the University's mission to "educate highly accomplished individuals who are capable of leadership in the global knowledge economy"
 - ▶ The Certificate in Global Perspectives is an interdisciplinary program with great value
- Objectives
 - ▶ Outcomes in all French programs "are consistent with UTM Degree Level Expectations"

- ▶ The Italian Major and Specialist programs are “well aligned with the University’s goal to educate future leaders to be global citizens by providing diverse courses ‘reflecting a priority to explore, challenge, and advance the role of Italian culture and identity in a globalized world’”
- ▶ Reviewers found the targeted learning outcomes of the Major in Language Teaching & Learning, French desirable for professional preparation
- Admissions requirements
 - ▶ Admissions requirements appear to be appropriate in all programs
 - ▶ Placement tests for the Minor in Chinese Language and Culture and the additional use of one-on-one interviews “is noteworthy and emphasizes the rigor of the program”
- Curriculum and program delivery
 - ▶ The Linguistics programs are well-structured, comprehensive, with additional breadth through a joint appointment in computational linguistics and the formal cross-listing of courses between Linguistics and Psychology
 - ▶ Linguistics students comprehend their program’s structure and requirements and appear to be well-satisfied; enrolment numbers are strong
 - ▶ Linguistics’ curriculum mapping is “thorough and informative”; all programs are consistent with UTM Degree Level Expectations
 - ▶ The English Language Linguistics Minor is distinct from the Linguistics Minor and clearly viable
 - ▶ The Functional French Minor has undergone a complete revision with a focus on course offerings, requirements, instructional methods and co- and extra-curricular learning enhancements; “these measures hold the promise of raising enrollments in the program”
 - ▶ Italian Language and Culture is “a leader in the field of Italian Studies because of its strong curriculum and program delivery.”
 - ▶ The Italian program has effectively diversified its course offerings, used technology to create high-impact educational practices, and strengthened its experiential learning opportunities “that are rarely available at other institutions”
 - ▶ “The curricular design of the Chinese Minor is strong, with structured scaffolding that allows students to build on their baseline proficiency and enhance their skills progressively”
 - ▶ Students commented favourably on the Language Teaching & Learning French Major, appreciating the small class sizes with enhanced opportunities for student-instructor interactions
 - ▶ The Language Teaching & Learning French Major provides students with opportunities to conduct faculty-supervised research, work as teaching assistances, and to participate in exchanges
 - ▶ The Language Teaching & Learning Italian Major has its curriculum “clearly mapped out... and includes an experiential learning component”
 - ▶ The Education Studies minor has shown continual growth since its launch in 2015

- Innovation
 - ▶ Instructors in the Chinese Language & Culture Minor learned from online teaching experiences during COVID-19 “and retained innovative instructional technologies that promote active participation and collaborative learning”
- Assessment of learning
 - ▶ Overall, the Department’s assessment methods are appropriate; the Chinese Minor in particular is rigorous with well-defined learning outcomes
- Student engagement, experience and program support services
 - ▶ Reviewers commend initiatives in the French language programs that foster co-curricular and extracurricular activities, study abroad, internships, and other opportunities for enrichment
 - ▶ The French Studies Minor has had steady enrollments over the past ten years, “one likely factor in the program’s popularity is the relative freedom of choice of courses at all levels.”
 - ▶ Students in Chinese Language & Culture find their course requirements clear and instructors “accessible and accommodating of individual students’ needs”
 - ▶ Linguistics students spoke positively of the research opportunities made available to them by faculty members
- Quality indicators – undergraduate students
 - ▶ Reviewers remarked that Italian Language & Culture students are very bright and expressed a “healthy sense of ‘ownership’ of and belonging in the program”
- Quality indicators – faculty
 - ▶ Both tenure and teaching-stream faculty appear engaged and productive

The reviewers identified the following **areas of concern**:

- Curriculum and program delivery
 - ▶ “Except for the Minor in French Studies, where enrollments have held steady over the past ten years, the numbers in all French programs are down significantly since Fall 2014.”
 - ▶ Reviewers note that curricular coverage in the French Studies Major is limited due to “the absence of instruction in the languages, literatures, cultures and histories of Francophone Africa, Magreb/Mashriq and the Caribbean”
 - ▶ Students expressed concern over the diversity of course offerings in the Italian Language & Culture program following the retirement of two key faculty members
 - ▶ Reviewers observed that the closure of the Concurrent Teaching Program has negatively impacted enrolments in the Italian Language & Culture Major
 - ▶ “Italian language classes have been eliminated from some of the local elementary and high schools and as a teaching subject recognized by the Ontario Ministry of Education. This has had a notable negative impact on enrollments in the program”
- Assessment of learning
 - ▶ Language proficiency does not appear to be systematically or objectively assessed
- Student engagement, experience and program support services
 - ▶ “The Self-Study mentions administrative obstacles to exchange opportunities with institutions in French-speaking Canada, particularly in Québec”

The reviewers made the following **recommendations**:

- Curriculum and program delivery
 - ▶ Consider a tenure-track specialist in the French of Sub-Saharan Africa, the Caribbean, and the Maghreb/Mashriq to better represent the historical and emergent Francophone world, its literatures, languages and cultures
 - ▶ The Language Teaching & Learning Italian program should “partner with the relevant unit at the University of Toronto to engage in a data-driven long-term assessment of student interest in the program, given the changing demographics of Mississauga and the greater Toronto region, and the new directives by the Ministry of Education” before attending to faculty hires
 - ▶ The administration should “infuse fresh resources into the Italian program” by filling the gaps caused by faculty retirements; additional cross-unit opportunities should also be considered
- Assessment of learning
 - ▶ Explore the use of adaptive computer-based assessment products to score language proficiency outcomes with standards set out in both the Common European Framework for Languages (CEFR) and ACTFL Proficiency Guidelines
- Student engagement, experience and program support services
 - ▶ “Expand student exchange and experiential learning in Francophone Canada, particularly Québec”
 - ▶ Consider additional experiential learning supports such as student participation in the Institute for Field Education (IFE) that could be offset by partial or full scholarships

2. Graduate Program(s) – n/a

3. Faculty/Research

The reviewers observed the following **strengths**:

- Overall quality
 - ▶ “From our meetings with all faculty groups, we came away with strong impressions of collaboration, purposefulness and collegiality. These indicators of departmental morale translate tangibly into high levels of functionality and accomplishment”
- Research
 - ▶ Reviewers observed that the faculty’s research output is on par with peer-institutions
 - ▶ “Faculty prestige is also demonstrated by the number of grants and awards (with steady growth in both the highly competitive SSHRC and NSERC funding competitions)”
- Faculty
 - ▶ The department is very well-balanced across ranks

The reviewers identified the following **areas of concern**:

- Faculty
 - ▶ Retirements in the Italian program has resulted in a “problematic gap”
 - ▶ Faculty workload is at times described as “unsustainable” with program coordinators across the Department noting that their workload “limits their ability to interact with and learn from one another as well as pursue professional development opportunities”

The reviewers made the following **recommendations**:

- Faculty
 - ▶ Reviewers recommend reducing course loads for teaching-stream faculty and program coordinators “to allow time for professional development and innovation in experiential learning methodologies and partnerships”
 - ▶ “We recommend rewarding this loyalty and deep commitment by investing forward in the department, as the return on investment will likely positively affect the university as a whole and help maintain its international prestige in very competitive times”
 - ▶ Explore a cross-appointment between Spanish and Italian to improve collaboration and innovation in such areas as translanguaging pedagogies and practices, and/or on multilingualism and intersectionality

4. Administration

Note: Issues that are addressed through specific University processes and therefore considered out of scope for UTQAP reviews (e.g., individual Human Resources issues, specific health and safety concerns) are routed to proper University offices to be addressed, and are therefore not included in the Review Summary component of the Final Assessment Report and Implementation Plan.

The reviewers observed the following **strengths**:

- Relationships
 - ▶ Reviewers describe the Department’s climate as “excellent” with students commenting that professors were “open, accessible, and accommodating”
 - ▶ “The unit is fully devoted to the University's mission and goals, something that the administration should appreciate and, indeed, celebrate”
 - ▶ Senior Teaching Stream faculty stated they were “‘at the table’ for departmental decision-making”
 - ▶ “Junior Teaching Stream Faculty members were generally pleased with the absence of stratification within DLS, and they felt supported and validated”
 - ▶ Sessional Lecturers appear to be a harmonious group
 - ▶ TAs were “enthusiastic ambassadors of UTM and felt it to be a collegial and congenial home”

- ▶ The Department has forged relationships and collaborated with several UTM units through cross-listed and joint courses, and joint hires.
- ▶ The Department has also formed relationships with several external institutions to the University, both within Canada and internationally
- Organizational and financial structure
 - ▶ Staff feel respected, heard, and supported by the Department and its “outstanding leadership”
 - ▶ “The Department of Language Studies is housed in a relatively new building, with ample and welcoming shared spaces”
- International comparators
 - ▶ The Department reflects the overall strengths of the University and is comparable to faculty at peer institutions
 - ▶ Reviewers note that compared to U.S. peers, U of T maintains “unrivalled pre-eminence in the Experiential Learning and Community Engagement arenas” and that the Department of Language Studies is no exception, “undoubtedly a leader in a global space where experiential learning opportunities are often tied to the science & technology sectors and their well-articulated practical requirements”

The reviewers identified the following **areas of concern**:

- Relationships
 - ▶ Some senior faculty members expressed difficulties navigating “the unwieldiness of programmatic expansions within DLS”
 - ▶ Junior faculty pointed to “issues of confusion around roles, identity, and goals”
 - ▶ Sessional lecturers expressed some displeasure “over workspace conditions: one communal office, with no window, is uncomfortably cramped and inhibits face-to-face meetings with students”
 - ▶ Some individual staff concerns with overlapping responsibilities and unclear delineation of positions and expectations.
- Organizational and financial structure
 - ▶ Reviewers noted some non-tenure stream faculty raised concerns over lack of office space, or having to share with colleagues
 - ▶ In discussions with TAs, reviewers became aware of the “lack of dedicated space to meet with students”
- Long-range planning and overall assessment
 - ▶ “A recurring issue that we heard about frequently was the teaching-stream faculty’s teaching load of 3.5 FCE per year”
 - ▶ Concern expressed by some teaching-stream faculty members over “the need to conduct research in combination with this heavy teaching load” possibly due to a perceived lack of clarity of the research demands of their position

The reviewers made the following **recommendations**:

- Relationships
 - ▶ “Reducing course loads for teaching-stream faculty and program coordinators will be essential to allow time for professional development and innovation in experiential learning methodologies and partnerships. Failure to attend to this urgent matter will adversely affect departmental climate and erode the overall excellence of its programs”
- Organizational and financial structure
 - ▶ Reviewers were pleased to learn of a planned hire to support the Global Leadership minor and Global Perspectives certificate and anticipated that this change will be helpful in alleviating some of the pressure points on workload for the Department, that is “providing a valuable service to the University by hosting this program”
 - ▶ Consider clarifying the definition of certain staff roles
- Long-range planning and overall assessment
 - ▶ The Department should explore the streamlining of some programs, possibly by utilizing streams to reflect distinct languages and requirements
 - ▶ “We recommend elimination of the Specialist in French Studies.”
 - ▶ “We recommend closing the Specialist in Italian Language & Culture.”
 - ▶ “Close the suspended programs: Specialist in French & Italian; Major in French Language and French Linguistics; Minor in Francophone Studies. These have been inaccessible to students for some time, and we see no reason to bring them back”
 - ▶ “The Department could consider whether the English Language Linguistics minor could be morphed into an [Language Teaching & Learning] (English) minor to further harmonize the terminology”
 - ▶ “Move Education Studies (EDS) to the Institute for the Study of University Pedagogy (ISUP). ISUP seemed like a natural home for the faculty members in EDS”
 - ▶ Reviewers encourage exploring ways to reduce the teaching-stream teaching load from 3.5 FCE to 3.0 FCE to reflect the heavy service loads carried by teaching-stream faculty within the Department
- International comparators
 - ▶ “We recommend sustaining the department’s (and University’s) global leadership in the experiential learning arena. The sophistication of the Canadian model is matched only by wealthy small liberal arts colleges in the U.S. and still fairly spotty in Europe”
 - ▶ To support maintaining the Department’s international standing, reviewers encourage providing faculty with the time to “build new opportunities and stay abreast of the swift evolution of global job markets” by addressing the teaching load concerns



September 16, 2024

Professor Susan McCahan
Vice-Provost, Academic Programs
University of Toronto

RE: UTQAP cyclical review of the Department of Language Studies and its programs

Dear Professor McCahan,

Thank you for your letter of June 4, 2024 requesting the decanal administrative response to the February 26-27, 2024 review of the Department of Language Studies and its undergraduate programs: Chinese Language & Culture Minor; English Language Linguistics Minor; Francophone Studies Minor; French Studies (HBA) Specialist, Major, Minor; French & Italian (HBA) Specialist; Functional French Minor; Italian (HBA) Specialist, Major; Italian Language & Culture Minor; Language Teaching & Learning: French (HBA) Major; Language Teaching & Learning: French & Italian (HBA) Specialist; Language Teaching & Learning: Italian (HBA) Major; Linguistics (HBA) Major, Minor; Certificate in Global Perspectives.

On behalf of the University of Toronto Mississauga, we would first like to thank the reviewers, John Archibald, University of Victoria, David Birdsong, University of Texas at Austin, and Cristina Della Coletta, UC San Diego, for their very comprehensive review of the Department of Language Studies and its programs. We would also like to thank the Chair, Prof. Arsalan Kahnemuyipour, and faculty, administrative staff, and all those who contributed to the preparation of the self-study. We also want to thank the many staff, students, and faculty members who met with the external reviewers and provided thoughtful feedback.

Overall, the reviewers found that the department is strong, with extraordinary levels of faculty accomplishment, engagement, and collegiality. The reviewer report noted that students, faculty, and staff all expressed a sense of belonging to the department and its programs. The reviewers also noted the appropriately structured admission and completion requirements for the programs and highlighted the sophistication of the experiential learning opportunities available to the students in the programs under review. In their recommendations, the reviewers advised expanding curricular coverage in French through a new faculty hire; revisiting teaching stream workload policy; engaging data-driven, long-term assessment of student interest to determine the future of Italian studies programs; and reassessing the future home of the Education Studies program.

The reviewers' recommendations have been addressed in the enclosed Review Recommendations Table that outlines the Department's response, the Decanal response, and the Implementation Plan identifying action items and timelines for each recommendation (immediate, medium, or long term). This response was developed in consultation with the Department through a Town Hall held on June 6, 2024, and from a Chair's administrative response submitted by the Chair of the Department.

Progress checks and monitoring of the implementation plan will occur through the Chair's Annual Report to the Dean. We also acknowledge your office will request a brief Interim Monitoring Report

midway between the February 2024 review and the next cyclical review, which is scheduled to take place in the **2030-31** academic year.

Sincerely,



Nicholas Rule
Vice-Principal, Academic & Dean

Encl.: 2023-24 UTQAP Review of the UTM Department of English and Drama – Review
Recommendations (table)

CC: Arsalan Kahnemuyipour, Chair, Department of Language Studies University of Toronto
Mississauga
Bryan Stewart, Vice-Dean, Academic Programs, University of Toronto Mississauga
Ferzeen Sammy, Manager, Academic Programs, Reviews & Quality Assurance, University of
Toronto Mississauga
Tatevik Nersisyan, Research Analyst, Academic Programs & Reviews, University of Toronto
Mississauga

2023-24 UTQAP Review of the UTM Department of Language Studies - Review Recommendations

Please do the following for each recommendation in the table:

- If you **intend** to act on a recommendation, please provide an **Implementation Plan** identifying actions to be taken, the time frame (immediate, medium, long term) for each, and who will take the lead in each area. If appropriate, please identify any necessary changes in organization, policy or governance; and any resources, financial and otherwise, that will be provided, and who will provide them.
- If you **do not** intend to act on a recommendation, please briefly explain why the actions recommended have not been prioritized.
- In accordance with the UTQAP and Ontario's Quality Assurance Framework, "it is important to note that, while the external reviewers' report may include **commentary** on issues such as faculty complement and/or space requirements when related to the quality of the program under review, **recommendations** on these or any other elements that are within the purview of the university's internal budgetary decision-making processes must be tied directly to issues of program quality or sustainability" (emphasis added)
- You may wish to refer to the [sample table](#) provided by the Office of the Vice-Provost, Academic Programs

Request Prompt <i>verbatim from the request</i>	Rec #	Recommendations from Review Report <i>verbatim from the review report</i>	Unit Response	Dean's Response	Implementation Plan <i>Timeline: immediate (6 months to 12 months), medium (1 to 3 years) and long (4 to 7 years) term. Lead (e.g. Program Director, Dean)</i>
The reviewers observed that "The French language, in all its varieties and in all its sociolinguistic and ethnic identities, in all its literary and cultural expressions, cannot be adequately studied or represented from European and Canadian perspectives," and recommended that the department consider expanding curricular coverage and faculty expertise to include French-speaking peoples and cultures of Sub-Saharan Africa, the Caribbean, and the Maghreb/Mashriq.	1	"To bring French quality up another notch, the UTM administration should take seriously the indisputable need for a tenure-track specialist in the French of Sub-Saharan Africa, the Caribbean, and the Maghreb/Mashriq. The French language, in all its varieties and in all its sociolinguistic and ethnic identities, in all its literary and cultural expressions, cannot be adequately studied or represented from European and Canadian perspectives."	The hiring of a faculty member in French studies outside of France and Quebec was already a departmental priority, not only for the future faculty members' contribution to diversification of our MAJ/SPEC in French studies as well as the French language series but also to address under representation of BIPOC faculty among our French professors and the departmental faculty more generally.	The Department may proceed through the faculty complement planning process to request new faculty positions. In this process, the Department's request will be considered alongside all other units' requests for new positions and are assessed based on criteria set by the OVPAD complement planning committee and available campus budget allocation for new faculty searches. The OVPAD received requests for over 40 faculty positions and only 10 were approved. We encourage the Department to consider resubmitting as part of the next	Immediate term (12 months): The Department will request a position in Black francophone media next year. (Dept Chair)
	2	"...curricular coverage in MajFS [the Major in French Studies] is limited due to the absence of instruction in the languages, literatures, cultures and histories of Francophone Africa,	Instruction in these areas is indeed important to a contemporary French Studies curriculum. Departmental French courses already include		Medium term (2 years): If a new faculty position in Black French cultural & media studies is obtained, these two courses will be offered regularly as well as

		Magreb/Mashriq and the Caribbean. Well-conceived courses in these areas would attract more students to MajFS (as well as to the other programs in French), while desirably representing the social, ethnic, and historical diversities that now characterize the Francophone world.”	FRE395H5 <i>Francophone Media and Global Culture</i> and FRE397H <i>Francophone African and Caribbean Cinema</i> . However, given the small number of French faculty (2) in literary & cultural studies due to retirements over the past five years, it is not currently possible to offer these courses.	complement planning cycle in Winter 2025. However, the Department may re-submit this proposal in Winter 2025 for consideration in the 2024/25 complement planning process.	new courses in the faculty member’s area of specialization aligned with the MajFS learning objectives. (Dept Chair)
The reviewers noted serious concerns regarding the department’s programs in Italian, observing that recent faculty retirements and changes in policy at the Ontario Ministry of Education have brought the program to “a major turning point”; they recommended engaging in a data-driven, long-term assessment of student interest in these programs to determine future directions for curriculum and faculty complement planning.	3	“Before attending to faculty hires, the LTL [Language Teaching and Learning] Program-Italian should partner with the relevant unit at the University of Toronto to engage in a data-driven long-term assessment of student interest in the program, given the changing demographics of Mississauga and the greater Toronto region, and the new directives by the Ministry of Education.”	The Language Teaching and Learning - Italian Major is currently undergoing changes to its curriculum and requirements which address the Major’s viability as a stand-alone program.	The Office of the Vice-Principal, Academic and Dean (OVPAD) supports the Department’s review of the curriculum. The Vice-Dean, Academic Programs and the Programs and Curriculum Unit (PCU) are available to guide the program through curriculum changes in this area.	Immediate to medium term (6 months to 1 year): Follow through with current changes to the Italian-LTL program. (Dept Chair) Medium term (2 years): A departmental committee has been struck to collapse the existing Italian LTL Major program into a new LTL Major program that will incorporate other languages of study offered by DLS. (Dept Chair)
	4	“... we urge the administration to infuse fresh resources into the Italian program. The gaps caused by the two retirements should be filled with two new hires to preserve the innovative research and teaching happening in the program.”	We are in full agreement with the reviewers’ recommendation. The addition of faculty positions are paramount to maintaining the quality and the mere presence of the Italian program. With replacement hires, Italian can respond to the increasing student interest in several of its course offerings, namely in Cultural Studies; sustain and expand its Experiential Learning - activities that make the program unique in North America; transform its curriculum and existing curricula in areas such as language,	As noted in recommendation 1, the Department may request a new position in Italian Studies through the faculty complement planning process.	Immediate term (12 months): The Department will request a faculty complement position in Italian in 2024-25. (Dept Chair)

			teaching and learning, and literature.		
	5	“At least one research-stream hire in Italian will be essential to maintain the program’s viability and quality.”	We are in full agreement with the reviewers’ recommendation. Without a research-stream hire, the research, education and experiences for which Italian Studies are known are compromised. Course offerings cannot be sustained, the curriculum risks stagnation, and students will not be introduced to all of the facets of Italian Studies which heighten their appreciation for the area of study and which, in turn, motivate them to subscribe to Italian courses. New faculty positions in Italian should represent a wider range of perspectives that more accurately reflect today’s globalized experience of Italy and of Italian Studies which align with the areas of growth, in Cultural Studies, that have been noted in the Italian program.		
	6	“A cross-appointment between Spanish and Italian could improve collaboration and allow innovation in areas such as translanguaging pedagogies and practices, and/or multilingualism and intersectionality.”	<p>We find the reviewers’ recommendation worthy of further exploration. This is a natural pairing and both Italian and Spanish faculty are interested in seriously exploring this suggestion.</p> <p>A joint position would also be useful for the new LTL Major which intends to bridge multiple languages including Italian and Spanish.</p>		<p>Immediate (6 months): The Italian and Spanish faculty will further explore this recommendation and will come up with a proposal to present to the faculty in 24-25 retreat. (Dept Chair)</p> <p>Medium term (2 to 3 years): Proposal will be discussed in 24-25 retreat and a decision will be made. If approved, a faculty complement request will be</p>

					submitted in 2025 or 2026. (Dept Chair)
The reviewers recommended that the department consider streamlining some of their program offerings, and suggested that the UTM Institute for the Study of University Pedagogy might be a more natural home for the Education Studies minor and its faculty members.	7	“Close the suspended programs: Specialist in French & Italian; Major in French Language and French Linguistics; Minor in Francophone Studies. These have been inaccessible to students for some time, and we see no reason to bring them back.”	The Major in French Language and French Linguistics has not been active for some time. We will assess the potential the closure of the Specialist in French & Italian as well as the Minor in Francophone Studies more closely.	As noted above, the Vice-Dean, Academic Programs and the Programs and Curriculum Unit (PCU) are available to guide the program through curriculum changes and assessing potential closures or other modifications to their programs.	Immediate term (6 months): The closure of these programs will be discussed by the Departmental Curriculum Committee in Fall 2024. If accepted, the closure requests will be submitted during the Fall 2025 curriculum renewal round. (Dept Chair, Vice-Dean, Academic Programs)
	8	“Close the Specialist programs in French Studies and Italian. There are very few students enrolled in these programs so few students will be impacted. We also feel that for students who are seeking preparation for entry to graduate school, the Major program will be sufficient. Students applying for graduate school will not be likely to be adversely affected as peer-institutions do not typically have programs called ‘Specialist’ though many have ‘Honours’ programs.”	Given that offering these Specialist programs has absolutely no resource implications for the department, we do not wish to reduce student program options unnecessarily. Such a move would go against a general trend in North American universities to offer students more options (e.g. customized degrees). Students who complete the Specialist are competitive candidates for graduate programs in Italian/French, Education, Comparative Literature, etc. They graduate with a detailed and diversified portfolio that offers them more theoretical and practical experience than other program options can afford.		
	9	“We would encourage the department to consider some streamlining of these [Language Learning and Teaching] programs. Perhaps the LTL could become a program with diverse streams in it related to different languages (Chinese, Italian, Arabic,	This is precisely the plan that has been in the works for the Department, a new LTL Major which intends to bridge multiple languages. The Department has been in communication with the Dean’s Office about this LTL	The OVPAD issues an annual call for potential academic change proposals, including new programs and major modifications, through an annual Expression of Interest (EOI) process. We encourage the	Immediate (6 to 12 months): Finalize revisions to LTL Major Proposal in the Departmental Curriculum Committee and submit to the UTM Curriculum Committee in 2024-25. (Dept Chair)

		etc.) ... It is possible that an LTL Minor could serve the needs of Spanish, Chinese, and Functional French as well, to further streamline offerings.”	Major for two years. The original proposal has undergone several rounds of revisions. Its submission to the UTM Curriculum Committee was postponed while the External Review was underway. With the Review process nearly complete and the recommendation from the reviewers, we intend to follow through with this Major proposal in the 24-25 academic year. The extension of this idea to an LTL Minor is an issue that requires further examination and discussion.	Department to submit this potential proposal in 2025.	Medium to long term (3 to 4 years): Explore the idea of extending this structure to the LTL Minor. This will depend on the decisions made with respect to the identity/structure of the department in the 24-25 faculty retreat. (Dept Chair)
	10	“The department could consider whether the English Language Linguistics minor could be morphed into an LTL (English) minor to further harmonize the terminology.”	A current priority for the Linguistics section is to reconsider the broad focus and program outcomes for the ELL minor program. Based on the outcome of this discussion, and in consultation with other relevant sections such as LTL, we will consider where it best fits into the department structure.	The OVPAD supports the Department’s plans to assess the ELL curriculum.	Medium to long term (2 to 4 years): Depending on the decisions made with respect to the identity/structure of the department in the 24-25 faculty retreat, it will be decided where ELL best fits in the department structure. (Dept Chair)
	11	“Move Education Studies (EDS) to the Institute for the Study of University Pedagogy (ISUP). ISUP seemed like a natural home for the faculty members in EDS. It would also provide a cohort of scholars for the two EDS professors to interact with.”	This is a suggestion that requires a very careful study on the impact of such a move for EDS and its faculty, DLS and also for ISUP. We immediately formed a committee called “The Future of EDS” when we received the external report. The committee has already had a few meetings and will continue to meet during the 24-25 academic year to prepare a report for the 24-25 faculty retreat. The committee will	The OVPAD will support conversations about the future of the Minor program in EDS. OVPAD supports the Department’s plans to consider all aspects of this potential change, including Department structure, faculty and student impacts, and best fit for the curriculum.	Immediate (6 to 12 months): The Chair has formed a Future of EDS committee. which has a mandate to explore the implications of such a move for EDS, DLS and ISUP. The committee is also mandated to study ways of better integrating the EDS program in the departmental structure, should the decision be made for EDS to remain within DLS. (Dept Chair)
	12	“... we feel that [moving the Education Studies minor] to ISUP would be positive in that it could allow the program to grow, allow the faculty members to be more supported, and to			

		continue to allow the experiential learning support to happen in DLS.”	provide reports to the faculty throughout the year. The goal is to make a decision about such a move at the faculty retreat. If the decision is for EDS to stay in DLS, we will devise plans to better integrate the program in the department structure. The committee chair, EDS Program Coordinator and the Department Chair met with then Vice-Dean Teaching, Tracey Bowen, in June to share some initial thoughts/questions. In the coming months, the department will also engage the new ISUP Director in discussions.	ISUP was recently established in 2020 and will have its first external review in 2027-2028. This will be a good opportunity to think about potential directions and curriculum for ISUP.	<p>Immediate to medium term (6 months to 2 years): The committee will report to the faculty throughout the year and will present its final report at the 24-25 faculty retreat. At the faculty retreat, the Department will decide in this regard based on collaboratively developed criteria that will examine content implications, financial implications, FCE implications, faculty complement and student experience implications. (Dept Chair)</p> <p>Medium to long term (2 to 4 years): If the decision is to move EDS to ISUP, we will need to first engage other relevant parties to implement the plan. If the decision is to keep EDS with DLS, we will implement the plans to better integrate it into DLS. This will likely require curricular changes over the following 2-3 years and is closely tied to item 22 (“departmental identity”). (Dept Chair)</p>
The reviewers recommended that the department expand student exchange and experiential learning opportunities in Francophone Canada, particularly in Québec.	13	“Expand student exchange and experiential learning in Francophone Canada, particularly Québec.”	The Department strongly supports all experiential learning initiatives and the French faculty have previously discussed the interest of having study elsewhere programs in Quebec, not only because of lower costs to students, but also because students need immersion in	There are existing partnerships with Study Abroad for students to enroll in credit courses and internship opportunities at universities in Quebec.	<p>Immediate (6 to 12 months): OVPAD has connected the Department with the Centre for International Experience to continue the discussion about options. (Dept Chair/Program Director)</p>
	14	“Given the educational richness of [exchange opportunities] ... their value to the French curriculum, and their low cost to students relative to study overseas, we urge that this restriction be revisited.”			

			Canadian French language & culture.		
	15	“Experiential learning opportunity. For students in French or Spanish programs, course credits for experiential learning (internships, research) and advanced language study can be obtained through participation in the Institute for Field Education (IFE) a non-profit European organization that sets students up in suitable positions in Paris, Strasbourg, Brussels and Asturias... Costs for IFE participation might be offset by partial or full scholarships for outstanding students (typically majors).”	We are grateful to the external reviewers for bringing this opportunity to our attention. This particular experiential learning experience is of great interest given that, unlike current university-based exchanges in France and Spain that are academic in nature, IFE focuses rather on internships and research experience outside the university.		Immediate to medium term (6 months to 3 years): The Associate Chair as well as French and Language Program coordinators met with representatives from IFE in June 2024. Both the UTM and IFE representatives agreed to continue discussions in Fall 2024. We hope to be able to take advantage of these opportunities in the next 2-3 years onward. (Dept Chair)
The reviewers observed that student proficiency outcomes are not systematically or objectively assessed for any DLS language programs, and recommended this for consideration by the department.	16	“Language proficiency assessment. It appears that student proficiency outcomes are not systematically or objectively assessed for any of the programs in the Department of Language Studies. As an idea for how to go about this, the Department might explore an adaptive computer-based assessment product (Avant STAMP) that scores students in 4 skills with reference to proficiency standards set out in both the Common European Framework for Languages (CEFR) and ACTFL Proficiency Guidelines.”	The Department would indeed benefit from developing shared proficiency assessment practices across the languages taught. We would like to explore external assessment tests such as Avant STAMP. We would also like to do a feasibility study of developing our own assessment tools. We do have the expertise in the department and, in principle, this could turn into a revenue generator for us.	The OVPAD supports the Department’s approach.	<p>Immediate to medium term (6 months to 3 years): In 2024-25, Program Coordinators and language instructors will meet to discuss the best ways to increase shared assessment practices, including the possibility of using external tests. We will also explore the possibility of developing our own assessment tests. The outcome of this feasibility study will be presented at the faculty retreat. (Dept Chair)</p> <p>Medium to long term (2 to 6 years): If the decision is to develop department-internal assessment tests, the relevant university offices will be approached for further discussion and possible implementation. The implementation may take 3-5 years. (Dept Chair)</p>

<p>The reviewers noted urgent concerns regarding course teaching loads for teaching-stream faculty members and program coordinators across all programs; they strongly recommended that course loads be reduced “to allow time for professional development and innovation in experiential learning methodologies and partnerships.”</p>	17	<p>“Reducing course loads for teaching-stream faculty and program coordinators will be essential to allow time for professional development and innovation in experiential learning methodologies and partnerships. Failure to attend to this urgent matter will adversely affect departmental climate and erode the overall excellence of its programs.”</p>	<p>We are in full agreement with the external reviewers. We submitted a request to reduce the teaching load of our teaching-stream faculty from 3.5 to 3.0 in 2023. The response to this request was postponed to July 2024. In the meantime, we presented a supplemental document with new rationale in June 2024. On July 17, 2024, we received a response to this request from the Dean’s office. According to this response, our request was not approved, but the issue can be revisited after an impact analysis is conducted by the OVPAD. This issue is a top priority for the department for the very reasons laid out by the external reviewers.</p>	<p>The OVPAD is undertaking an impact analysis of the proposed teaching reduction in the Department of Language Studies (as well as in other departments with high numbers of teaching stream faculty who requested a reduction in teaching workload). The Vice-Dean, Faculty portfolio plans to complete the impact analysis during the 2024/25 academic year. Workload policies must be reviewed at least every 3 years, which means that the department could submit another request for workload reduction once the impact assessment is complete, in advance of the 3-year window. The OVPAD will meet with the Department to discuss the impact analysis process and any information OVPAD might require as part of the analysis.</p>	<p>Immediate to medium term (6 months to 2 years): The Department will submit a new request following the completion of the impact analysis. (Dept Chair, Vice-Dean, Faculty)</p>
	18	<p>“A proposal to review the teaching-stream workload is currently with the Dean’s Office... We urge the Dean’s Office to take this request under serious consideration. This will not only improve the department’s climate in terms of equitable workload (we can confirm that the workload is heavier than that at peer-institutions) but also allow teaching faculty to invest in program building and innovation”</p>			
	19	<p>“The external reviewers agree... that the duties of Program Coordinators are excessive and should be reduced or redistributed, and that the teaching load of Teaching Stream faculty should be reduced from 3.5 [FCE] to 3.0 [FCE].”</p>	<p>We agree with the external reviewers that the duties of the Program Coordinators are excessive, necessitating reduction of their teaching load. At this time, following directives from the Dean’s Office, the teaching reduction for our Associate Chair is set at 0.5 FCE and our PCs at 0.25 FCE. We think the reduction for the Associate Chair should be set at 1.0 and the Program Coordinators at 0.5.</p>	<p>The OVPAD is undertaking an analysis of non-AAA department administrative roles and compensation packages across the campus to ensure equity (i.e., compensation appropriately reflects workload). Once the analysis is completed, the OVPAD may make adjustments to various compensation packages (e.g., teaching reduction) on a case-by-case basis.</p>	<p>Immediate to medium term (6 months to 2 years): Department will continue discussions with the Dean’s Office to increase the course reduction of PCs to 0.5 FCE. (Vice-Dean, Faculty)</p>
	20	<p>“We recommend sustaining the department’s (and University’s) global</p>	<p><i>Same as 17-18</i></p>	<p><i>Same as 17-18</i></p>	<p><i>Same as 17-18</i></p>

		leadership in the experiential learning arena... to maintain this leadership, the Department of Language Studies needs to provide the time for faculty to build new opportunities and stay abreast of the swift evolution of global job markets... Reducing this teaching load will come with a cost but will be a critical investment that will ensure the University's leadership in this important space in the long run."			
The reviewers commented that junior teaching-stream faculty members generally felt supported and validated among their colleagues, but noted some concerns expressed regarding access to the departmental Self-Study as well as confusion around their roles, identity, and goals within the department.	21	"Junior Teaching Stream Faculty members were generally pleased with the absence of stratification within DLS, and they felt supported and validated. However, they noted that they had not seen the Self Study until a week prior to the External Review. This group also pointed to issues of confusion around roles, identity, and goals. Some Junior Teaching Stream faculty felt the need for better mentoring."	We are happy to know that our junior teaching stream faculty feel supported and validated. We certainly see no division among faculty based on employment status or seniority. Since taking office in January 2024, the new Chair has tried to bring even more transparency to departmental practices and to have a more inclusive decision-making process. Mentoring is key to the success of our junior faculty. We will review our mentoring practices to ensure they meet the needs of our faculty.	The OVPAD oversees the mentoring program and holds a workshop for both mentors and mentees. The OVPAD also holds coffee-hours for junior faculty to better understand needs and challenges of the faculty experience. The OVPAD supports the Department's plans to engage and mentor junior faculty.	Immediate to medium term (6 months to 3 years): Department will reach out to junior faculty to ensure their voices are being heard, and will review our mentoring practices to ensure effectiveness. (Dept Chair)
The reviewers praised the department as a "cohesive academic operation," but recommended that time and resources be dedicated to craft a unified vision or image that would help define DLS as a coherent academic unit to an outside audience.	22	"The department should dedicate some time (perhaps at a retreat) to crafting a unified vision or image for the department. In terms of collaboration, collegiality, and common purpose, DLS is decidedly a cohesive academic operation. What remains is to define DLS as a coherent academic unit to an outside audience: What is the story to tell about DLS that other units and administrators and students will be able to read and understand?"	We take great pride in the collaborative and collegial spirit of our department. Meanwhile, we take the reviewers' recommendation with respect to "crafting a unified vision as a coherent academic unit" very seriously. We immediately formed a committee called Departmental Identity and Possible Restructuring when we received the external report. The	The OVPAD supports the Departments efforts and looks forward to the outcomes of the upcoming faculty retreat.	Immediate (6 to 12 months): The Departmental Identity and Possible Restructuring has already been formed. The committee will gather information from different programs, discuss possible ways of defining a coherent identity for the department, study possible restructuring of the department. (Dept Chair)

			committee has already had a few meetings and will continue to meet during the 24-25 academic year to prepare a report for the 24-25 faculty retreat. The committee will also provide reports to the faculty throughout the year. In an attempt to define the departmental identity, we are also considering possible restructuring of the department. This issue will be discussed at length in the 24-25 faculty retreat, as suggested by the reviewers.		<p>Immediate to medium term (12 months to 2 years): The committee will report to the faculty throughout the year and will present its final report at the 24-25 faculty retreat. At the faculty retreat, the Department will make a decision in this regard. (Dept Chair)</p> <p>Medium to long term (3 to 5 years): If the decision is to restructure the department, we will engage other relevant parties to implement the plan. This will be a very involved process with various curricular changes requiring approval at different levels.</p>
Other recommendations not prioritized in the Request for Administrative Response	23	“The review committee was pleased to see that an additional staff person was going to be appointed shortly to help with the administrative burden of the Certificate [in Global Perspectives] (and the new Minor in Global Leadership). That being said, it seems clear that the certificate in global perspectives is not a central mission of DLS. As the department seeks to craft a unified vision and mission across disciplines, we would expect that this program would remain an outlier to the narrative and would hope that the Dean’s Office would not expect them to try to incorporate it on an equal footing. The department is providing a valuable service to the university by hosting this program.”	The new staff member joined our department on July 29, 2024. We are optimistic that their addition will play a key role in developing the Global Leadership minor into a sustainable program that attracts strong student interest. While the program is currently not central to the mission of the department, we will consider ways of integrating the program better into the departmental structure.	The OVPAD supports the Department’s approach.	<p>Immediate to medium term (12 months to 2 years): As we work to define our departmental identity, we will explore the role of the Global Leadership program within our vision and consider strategies for better integrating it into our departmental structure. This topic will be taken up at the 24-25 faculty retreat. (Dept Chair)</p>

	24	<p>“...perhaps it would be useful to explore a standardized and transparent "hotel" module [to address space concerns], where instructors have access to office space on specific times, in selected days of the week.”</p>	<p>Space constraints are a challenge across the University of Toronto, and our department is no exception. This problem is particularly pronounced due to the high number of sessional instructors in our department. We are currently reviewing our space allocations to optimize usage. Our long-standing system of bookable spaces for sessional instructors will remain in place, as it is especially valuable for one-on-one meetings with students requiring private space.</p>	<p>The Department may submit a request through the MCAPS process.</p>	<p>Immediate to medium term (12 months to 2 years): Department to review space allocations to optimize usage (Dept Chair)</p>
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3 Committee on Academic Policy & Programs (AP&P) Findings

The spokesperson for the reading group reported that the review summary had accurately reflected the full review, and that the Dean's administrative response fully addressed the issues identified, noting they presented a forward-looking strategy, outlining immediate, ongoing, and long-term plans to implement the recommendations of the external reviewers. The administrative response also indicated that many concerns raised by the reviewers would be addressed more concretely during an upcoming faculty and staff retreat in 2024-2025. They asked, however, that the department further comment if there was established date for the faculty/staff retreat to address the concerns raised by the external reviewers, and how they planned to address the for additional faculty or to secure replacements for departing faculty.

Nick Rule, Vice-Principal (Academic) & Dean, University of Toronto Mississauga, responded that the date of the retreat would be confirmed shortly in the Spring 2025. Dean Rule acknowledged that course complement planning was a difficult exercise due to the fact that the number of requests exceeded the amount of resources available. He noted that the external reviewers' report would be a factor in their decisions, as they planned for new and continuing faculty lines. In the interim, they would ensure that teaching needs were met using sessional instructors.

No follow-up report was requested.

4 Institutional Executive Summary

The reviewers praised the department's program offerings in Linguistics, French, and Italian, noting them as top-tier offerings comparable to the best in North America. They were impressed by the sophisticated experiential learning structure "that prioritizes creating nimble pipelines between universities and evolving job markets," and noted key program strengths in extra and co-curricular initiatives, internships, study abroad opportunities, and unique service and community-based learning options. They commended the "extraordinary levels of faculty accomplishment, engagement, creativity, collegiality, and collaboration," and noted comments from teaching stream faculty regarding the "absence of stratification" within the department. Finally, the reviewers praised the department as fully committed to the University's mission and goals, and highlighted the harmonious relationships, collaborative spirit, and professional commitment demonstrated by students, faculty, and staff alike.

The reviewers recommended that the following issues be addressed: consider expanding curricular coverage and faculty expertise to include French-speaking peoples and cultures of Sub-Saharan Africa, the Caribbean, and the Maghreb/Mashriq; engaging in a data-driven, long-term assessment of student interest in the department's programs in Italian to determine future directions for curriculum and faculty complement planning; consider streamlining some of the department's program offerings, suggesting the UTM Institute for the Study of University Pedagogy might be a more natural home for the Education Studies minor and its faculty; expand student exchange and experiential learning opportunities in Francophone Canada,

particularly in Québec; consider systematically or objectively assessing proficiency outcomes for DLS language programs; reduce course loads for teaching-stream faculty members and program coordinators “to allow time for professional development and innovation in experiential learning methodologies and partnerships”; dedicate time and resources to craft a unified vision or image to help define DLS as a coherent academic unit to an outside audience.

The Dean’s Administrative Response describes the division and unit’s responses to the reviewers’ recommendations, including an implementation plan for any changes necessary as a result.

5 Monitoring and Date of Next Review

Progress checks and monitoring of the implementation plan will occur through the Chair’s Annual Report to the Dean. The next external review of the Department of Language Studies will be commissioned in 2029-2030 to take place in 2030-2031.

The Dean will provide an interim report to the Vice-Provost, Academic Programs no later than Winter 2028 on the status of the implementation plans.

6 Distribution

On August 15th 2025, the Final Assessment Report and Implementation Plan was posted to the Vice-Provost, Academic Programs website and the link provided by email to the Vice-Principal Academic & Dean, University of Toronto Mississauga, the Secretaries of AP&P, Academic Board and Governing Council, and the Ontario Universities Council on Quality Assurance. The Dean provided the link to unit leadership.