

# UTQAP Cyclical Review: Final Assessment Report and Implementation Plan

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## 1 Review Summary

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<b>Program(s) Reviewed:</b>	<b>Undergraduate programs:</b> <ul style="list-style-type: none"><li>• Linguistics, HBA: Specialist, Major, Minor</li></ul> <b>Graduate programs:</b> <ul style="list-style-type: none"><li>• Linguistics, MA, PhD</li></ul>
<b>Unit Reviewed:</b>	Department of Linguistics
<b>Commissioning Officer:</b>	Dean, Faculty of Arts & Science
<b>Reviewers (Name, Affiliation):</b>	<ul style="list-style-type: none"><li>• Prof. Mark Aronoff, Department of Linguistics, Stony Brook University</li><li>• Prof. Brian Joseph, Department of Linguistics, Ohio State University</li><li>• Prof. Eric Mathieu, Department of Linguistics, University of Ottawa</li></ul>
<b>Date of Review Visit:</b>	March 3-4, 2022
<b>Date Reported to AP&amp;P:</b>	April 13, 2023

## **Previous UTQAP Review**

**Date:** November 14-15, 2013

### **Summary of Findings and Recommendations**

#### **Significant Program Strengths**

- Stellar reputation of both undergraduate and graduate programs
- World-class faculty research
- Excellent teaching, supervision, and attention to the student experience
- Strong morale and sense of community within the Department
- Student success in graduate programs and attaining subsequent employment

#### **Opportunities for Program Enhancement**

- Examining the impact of the distinction between “core” and “non-core” curricular areas on student learning and the faculty complement
- Exploring doctoral time-to-completion, student mentorship, funding, and advising
- Determining the scholarly direction of the Department and the effect on faculty complement planning
- Expanding relationships both within the University and within the broader Greater Toronto Area (GTA)
- Looking at the challenges and opportunities in the organization of the tri-campus graduate program

## **Current Review: Documentation and Consultation**

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### **Documentation Provided to Reviewers**

Terms of reference; Self-study; Previous review report including the administrative response(s); Access to all course descriptions; Access to the curricula vitae of faculty.

### **Consultation Process**

Faculty, students, administrative staff, and senior program administrators as well as members of relevant cognate units as determined by the commissioning officer.

# Current Review: Findings and Recommendations

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## 1. Undergraduate Program(s)

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

The reviewers observed the following **strengths**:

- Overall quality
  - ▶ Undergraduate program is healthy; enrolments are strong and growing
- Student engagement, experience and program support services
  - ▶ Undergraduate students are satisfied overall with the program
- Quality indicators – undergraduate students
  - ▶ Total number of undergraduate Linguistics majors has expanded at double the growth rate of the total undergraduate population in past five years

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

- Curriculum and program delivery
  - ▶ The largest issue identified is a lack of flexibility in the program; students commented on a large number of required courses in traditional ‘core’ areas and a dearth of offerings in other areas
  - ▶ Field of linguistics has shifted dramatically in the last few decades, however these developments are not reflected in the St. George undergraduate program
- Student engagement, experience and program support services
  - ▶ Quality and consistency of advising noted as a concern (though likely has already been improved with the appointment of a new Associate Chair, Undergraduate)

The reviewers made the following **recommendations**:

- Curriculum and program delivery
  - ▶ Undergraduate curriculum which should be revised and diversified: “this important task should be undertaken by the entire [St. George] department faculty”
  - ▶ “Revisit the undergraduate program to bring it up to date and to allow for more flexibility, taking into account the wide variety of student interests”

## 2. Graduate Program(s)

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

The reviewers observed the following **strengths**:

- Overall quality
  - ▶ MA program is one of the best in Canada
  - ▶ PhD program is one of the best doctoral programs nationally and globally
  - ▶ Strong and vibrant graduate department, with an excellent international reputation

- ▶ PhD attracts top students, many of whom become professional linguists
- ▶ Students' scholarly output is excellent; success rates in provincial and national scholarships, competitions, and awards are high
- ▶ "Students from U of T and from the linguistics PhD program are very competitive nationally and internationally"
- Objectives
  - ▶ MA and PhD programs are consistent with the University's mission and the unit's academic plans; program requirements and learning outcomes for both are clear and appropriate
- Admissions requirements
  - ▶ PhD admission requirements are appropriate for the established learning outcomes
- Curriculum and program delivery
  - ▶ MA forum (LIN 2100Y), where students present their research to one another on several occasions throughout the year, is excellent
  - ▶ PhD students have great opportunities for research experience through labs, advanced classes, independent studies, and general papers
- Innovation
  - ▶ Department should be commended for opening the PhD up to new fields of study, and for great innovation in program content
- Assessment of learning
  - ▶ Methods used for assessing PhD student achievement of learning outcomes and degree-level expectations are appropriate and consistent with other North American doctoral programs
- Student engagement, experience and program support services
  - ▶ Quality of teaching and graduate supervision in the PhD is excellent
  - ▶ Graduate students belong to various research groups and are constantly engaged in developing research ideas
- Quality indicators – graduate students
  - ▶ Graduate students regularly present their research at top national and international conferences
  - ▶ Graduate students publish extensively
- Quality indicators – alumni
  - ▶ Graduate students do very well with placement in academic jobs
  - ▶ Other graduates have found excellent positions in fields such as law, software engineering, computational linguistics and speech pathology
- Student funding
  - ▶ Department has benefitted from unrestricted donations made by alumni and emeritus professors, which has allowed the unit to augment student funding

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

- Objectives
  - ▶ One of the biggest challenges that the department has identified is finding "the right balance between fundamental linguistic knowledge and the new extended ways of pushing that knowledge forward"

- Curriculum and program delivery
  - ▶ Moves to open up the PhD program to new fields of study, while commendable, have created great pressure on students and the curriculum
  - ▶ Six compulsory courses beyond the MA appears to be “a lot” for PhD students
  - ▶ Reviewers note it is “almost impossible” to finish the PhD in four or five years, considering the workload
  - ▶ PhD students note some repetition in compulsory courses
- Assessment of learning
  - ▶ Some faculty members note concerns that the quality of some PhD general papers is “not up to the traditional standard” seen throughout the years
- Student engagement, experience and program support services
  - ▶ Students find MA program too intensive (though this is common across Ontario due to issues with government funding)
  - ▶ PhD Students find workload heavy and take a long time to finish the program
  - ▶ Some PhD students noted concerns that the current curriculum and requirements do not align with their original expectations
  - ▶ Some inconsistency in PhD student supervision quality was noted, especially related to general paper requirements
  - ▶ Some lack of clarity noted by students regarding PhD regulations and degree requirements
- Quality indicators – graduate students
  - ▶ PhD student time to completion noted as a significant concern
  - ▶ Substantial decrease in graduate admissions noted
- Student funding
  - ▶ PhD students note desire for more information about and support for external funding applications
  - ▶ PhD students note concerns that available funding is inadequate, relative to the cost of living in Toronto
  - ▶ Reviewers note some apparent student confusion regarding available financial aid; “more money appears available than students realize”
  - ▶ “[Considering] the cost of living in Toronto, the amount given to the students in terms of scholarships and assistantships is not appropriate. Many students find life difficult, and this creates a situation where they have to work and thus take longer to complete the program.”

The reviewers made the following **recommendations**:

- Curriculum and program delivery
  - ▶ More flexibility should be built into the PhD program, if the department wants to continue to offer a very wide variety of sub-disciplines; “it is impossible to expect a student to become an expert in each of the subdiscipline[s] offered, though we recognize that the goal of some degree of breadth is laudable”
  - ▶ Avoid increasing compulsory courses, and build more electives into the PhD program

- Assessment of learning
  - ▶ Consider creating PhD supervision committees (distinct from the thesis committee) to achieve better uniformity of graduate supervision, and to encourage and support timely program completion
  - ▶ Establish and communicate concrete guidelines for general papers
- Student engagement, experience and program support services
  - ▶ More uniformity in graduate teaching and supervision could be of benefit
  - ▶ Improve clarity and communication among departmental administration, faculty supervisors and students regarding PhD requirements
- Quality indicators – graduate students
  - ▶ Efforts should be made to attract more graduate students (“especially international students, with appropriate funding”).
- Student funding
  - ▶ Enhance communication with students around available graduate funding opportunities
  - ▶ Provide more support to students for writing of external grants (SSHRC/OGS)
  - ▶ Ensure that funding is secured for PhD students in 4<sup>th</sup> and 5<sup>th</sup> year; explore ways to provide better funding to students in 5<sup>th</sup> and 6<sup>th</sup> years
  - ▶ Continue to solicit donations from alumni and emeritus faculty

### 3. Faculty/Research

The reviewers observed the following **strengths**:

- Overall quality
  - ▶ The department has diversified over the years, evident in the hiring of faculty and in the creation of new courses and areas of research
- Research
  - ▶ Faculty hold an impressive number of grants, which engage numerous students at all levels as Research Assistants
  - ▶ Impressive number of departmental research groups; “these are a vital part of a research-intensive environment, and the department is to be commended for the care and attention it gives to them”
- Faculty
  - ▶ Faculty are very strong, including several senior professors of international renown, as well as junior faculty with great potential
  - ▶ Faculty are excellent and internationally renowned, present and publish regularly; many have received top awards
  - ▶ “Since the last review, the Department has managed to replace every faculty member retiring”
  - ▶ “The Department has not lost positions over the years, a real achievement, considering this is not the case in other linguistics departments in Ontario”

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

- Faculty
  - ▶ “The number of faculty is huge and not everyone manages or is given the opportunity to give graduate classes, which thus becomes an equity problem”

The reviewers made the following **recommendations**:

- Faculty
  - ▶ Prioritize complement planning in relation to EDI goals
  - ▶ Ensure continued coverage of phonology in complement planning
  - ▶ Ensure opportunities for junior faculty members to teach graduate seminars
  - ▶ Ensure that senior faculty contribute to teaching highly populated first-year courses

## 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
  - ▶ Linguistics enjoys a variety of productive and useful connections with cognate units, in particular Cognitive Science
  - ▶ Considerable number of cross-enrollments of students in Linguistics with Cognitive Science, Psychology, English, and other languages
  - ▶ Chair has done an admirable job and shows real concern for the welfare of the students, works for the continuing advancement of faculty, and has been implementing a departmental EDI plan
  - ▶ Chair exhibits impressive engagement with departmental governance
- Long-range planning and overall assessment
  - ▶ All programs under review were found to be excellent programs
  - ▶ Overall quality of programs has improved steadily over the years
- International comparators
  - ▶ Unit “is one of the best linguistics departments in Canada and the world”
  - ▶ “Comparing with other linguistics departments in Canada, North America, and the world, the linguistics department at UofT is one of the best. The quality of teaching in the undergraduate program is stellar and the graduate programs offer excellent research opportunities for students in Canada as well as international students.”

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

- Relationships
  - ▶ Some issues noted around communication between the undergraduate Linguistics programs across the three campuses
- Organizational and financial structure
  - ▶ “Despite the expansion of faculty over the years, the staff complement has not been augmented”
  - ▶ Lack of sufficient space for every phonetics and phonology faculty to have a lab of their own, with potential impacts on research as the field shifts to “a more experimental methodology”
  - ▶ Limited office space for UTM and UTSC faculty, which impacts faculty’s ability to meet with students, or prepare for instruction
- Long-range planning and overall assessment
  - ▶ “While EDI is mentioned several times in the self-study, it is not clear what has been done concretely in the department in relation to diversity”

The reviewers made the following **recommendations**:

- Relationships
  - ▶ Better lines of communication between undergraduate linguistics programs across the three campuses would be helpful (reviewers note recent appointment of Associate Chair, Undergraduate will likely help to alleviate this problem)
  - ▶ Explore ways to better coordinate cross-enrolments with cognate units
- Organizational and financial structure
  - ▶ Consider enhanced administrative support for the undergraduate program to assist with student-facing supports, faculty supports for courses, and departmental business operations
  - ▶ Faculty noted the desirability of having a classroom (such as a seminar) in the department itself; “it was felt that this would have a positive effect on departmental culture and would foster collaboration and the conversation that is so vital to advancing research and instructional goals”
  - ▶ Explore an organic strategy for developing lab space, as faculty interests and research foci develop
  - ▶ Develop a coherent space allocation plan, with particular attention to lab space, office space for UTM and UTSC faculty, and dedicated classroom/meeting space
- Long-range planning and overall assessment
  - ▶ “The Department should attract more international students and provide them with good scholarships. Presently, it appears impossible for faculty to hire international students for research assistantships. Internationalization is important and the Faculty or University should do more to attract good candidates from abroad.”



## 2 Administrative Response & Implementation Plan



UNIVERSITY OF TORONTO  
FACULTY OF ARTS & SCIENCE

March 2, 2023

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

Dear Prof. McCahan,

**RE: UTQAP cyclical review of the Department of Linguistics, Arts & Science**

I write in response to your letter of December 5, 2022, regarding the March 3-4, 2022, UTQAP cyclical review, held remotely, of the Department of Linguistics and its undergraduate and graduate programs (Linguistics, HBA: Specialist, Major, Minor; Linguistics, MA, PhD), and requesting our Administrative Responses.

On behalf of the Faculty of Arts & Science, we would first like to thank the reviewers, Professors Mark Aronoff, Stony Brook University, Brian Joseph, Ohio State University, and Eric Mathieu, University of Ottawa, for their very comprehensive review of the Department of Linguistics. We would also like to thank the chair, faculty, administrative staff, and all those who contributed to the preparation of the self-study. We also wish to thank the many staff, students, and faculty members who met with the external reviewers and provided thoughtful feedback. The UTQAP cyclical review process is an invaluable exercise that affords us the opportunity to take stock of our academic units and programs, to recognize achievement and identify areas for improvement.

The review report was finalized on July 28, 2022, after which the chair shared it widely with faculty, staff, and students in the Department of Linguistics. We are extremely pleased with the reviewers' positive assessment of the overall strength of Department of Linguistics, its continued evolution in the undergraduate and graduate programs, and its outstanding, productive faculty. The reviewers noted that the "Department of Linguistics at the University of Toronto is one of the best linguistics departments in the world". The review report also raised several issues and challenges and identified areas for enhancement, including around "communication between students and staff, funding, space, and supervision."

Each of these recommendations has been addressed in the attached Review Recommendations Table that outlines the Program's response, the Dean's response, and an Implementation Plan

identifying action items and timelines for each recommendation. My Administrative Response and Implementation Plan was developed in consultation with the department chair and with the Associate-Dean, Unit-Level Reviews, and senior leadership within my office. The Implementation Plan provided identifies timeframes of immediate- (six months), medium- (one to two years), and longer- (three to five years) term actions and who (Faculty, Dean, unit) will take the lead in each area. I also identified any necessary changes in organization, policy, or governance where appropriate, as well as any resources, financial or otherwise, that will be provided, and who will provide them.

The next UTQAP cyclical review of Department of Linguistics will take place no later than the 2029-30 review cycle. My office monitors progress on Implementation Plans through periodic meetings with chairs and through the unit's five-year unit-level academic planning process, which will begin at the conclusion of the cyclical review. I also acknowledge that your office will request a brief Interim Monitoring Report midway between the 2021-22 UTQAP cyclical review and the year of the next site visit in 2029-30 to report on progress made on the Implementation Plan outlined in the accompanying Review Recommendations Table.

Thank you very much for the opportunity to respond to the review report. The reviewers' comments and recommendations will help inform the future priorities of the Department of Linguistics and its undergraduate and graduate programs.

Sincerely,



Melanie Woodin  
Dean, Faculty of Arts & Science  
Professor, Department of Cell & Systems Biology

cc.

Sali Tagliamonte, Chair, Department of Linguistics, Faculty of Arts & Science  
Alison Chasteen, Acting Associate Dean, Unit-Level Reviews, Faculty of Arts & Science  
Daniella Mallinick, Director, Academic Programs, Planning & Quality Assurance, Office of the Vice-  
Provost, Academic Programs  
Andrea Benoit, Academic Review Officer, Academic Planning, Office of the Dean, Faculty of Arts  
and Science

## 2021-22 UTQAP Review of FAS Department of Linguistics - 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 (short, 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>	Program Response	Dean's Response
The reviewers observed a high number of required courses and lack of flexibility in the undergraduate programs. They recommended reviewing the undergraduate program and making revisions where appropriate, with an eye to modernizing the curriculum and enhancing flexibility, while taking into account the broad variety of student interests.	1	"Revisit the undergraduate program to bring it up to date and to allow for more flexibility, taking into account the wide variety of student interests"	<i>Short term; initiative underway:</i> We have already added new UG courses based on student interest. LIN211: American Sign Language has had an overwhelmingly positive response and is currently in its 2 <sup>nd</sup> year. We also added LIN202: Introduction to Indigenous Languages of the Americas after the recruitment of Pedro Mateo Pedro, a self-identified Mayan scholar working on Mayan languages.	Arts & Science (A&S) recognizes the changes that the unit has already begun to make to their undergraduate curriculum. The Department is encouraged to consult with either the Vice-Dean Undergraduate or Vice-Dean Academic Planning when proposing program modifications.
	2	"Make sure that not only junior faculty teach first year (large) classes, but also senior faculty"	<i>Longer Term:</i> We intend to conduct a renewal of our UG programs beginning in 2023-2024 with developments planned within the next 2-5 years. Among our goals is to deploy our new strength in Indigenous Language Documentation and Revitalization to create a specialist program.  <b>Item 2:</b> Current practise: It has exactly been our practice over many years to circulate the 1 <sup>st</sup> year gateway courses among faculty. If there is a need to	

			revise our practice, that can be initiated in the longer-term window of 2-5 years.	
The reviewers noted a similar lack of flexibility in the graduate programs, contributing to concerns around student workload and doctoral time to completion. They made a number of possible suggestions related to addressing these concerns and enhancing the graduate student experience, such as exploring opportunities to build more electives into the graduate program; providing clearer guidelines for general papers; implementing measures to enhance the uniformity of graduate supervision; and augmenting efforts to consistently monitor and support student progress and improve time to completion.	3	“Have concrete guidelines for general papers (for example, specify minimum and maximum length, but also content, e.g., how original, research needs to be, etc.) in order to achieve uniformity between supervisors; develop clearer lines of communication with the undergraduates regarding curricular requirements.”	<p><b>Item 3:</b>  <i>Short term; initiative underway:</i>  Workload, Time to Completion and Building more electives:  In Autumn 2022, we began the process of reducing number of required courses for the PhD program. After discussion in the unit level Curriculum Committee, we devised a plan that was discussed the Faculty Retreat 16 December 2022. For the PhD program we are proposing reducing the course requirements from 8 to 6, making the GPs 1.0 FCE, and eliminating one required course. For the MA program we are proposing reducing the course requirement from 6 to 5.5. These changes give students fewer courses and the opportunity to take more electives This plan was presented to Graduate students on January 16, revised and sent out for further comments on February 2, 2023, and was successfully passed at the A&amp;S Curriculum Committee March 2, 2023.</p> <p>Concrete Guidelines for Generals Papers:  At our Faculty Retreat we also discussed guidelines for Generals Papers and will continue this discussion in a Faculty Discussion (March 2023) with the goal to achieve uniformity between supervisors.  <i>Longer Term:</i>  The department is preparing for a more comprehensive review in full response to the self-study. One goal is to explore ways of introducing more flexibility in the PhD programs, given burgeoning new strengths</p>	<p>With the caveat that a more extensive program review and revision will be undertaken starting in 2023-2024, a minor modification to the one-year MA and both PhD programs will be reviewed at the A&amp;S Graduate Curriculum Committee in March 2023. The Faculty notes the proposed courseload reductions is achieved by reallocating some of the FCE weight required in the programs to the General Papers, strengthening the significance of the GPs in the program structure, and more fully acknowledging the time and effort students put into these papers, acknowledgement that the Faculty warmly supports. The Faculty agrees that this minor modification will allow Linguistics to undertake the more comprehensive curriculum review with more clarity, and we see this review as a key mandate for the new Chair of the department.</p> <p>The proposed future comprehensive curricular review will likely produce an additional set of proposed changes. The office of the Vice-Dean Graduate and the Vice Provost Academic Programs can offer advice and assistance on these proposed changes and shepherd them through the governance process, starting with the A&amp;S Graduate Curriculum Committee.</p> <p>The Faculty recognizes the Department’s efforts at improving graduate supervision. A&amp;S suggests the Department reach out to</p>
	4	“Introduce a supervision committee (not the thesis committee, but a committee that ensures progress right from the outset). Will help reduce number of years students currently take to complete the PhD (takes too long)”		
	5	“Avoid increasing number of compulsory courses to cater for different subfields”		
	6	“Build more electives in graduate program”		

			<p>arising from recent hires in the Tri-Campus Graduate Unit.</p> <p><b>Item 4:</b> <i>Short-Medium term initiative:</i> At our Faculty Retreat in December 2022, we implemented a plan for students to be supervised/mentored from the beginning of their program to the end</p> <p><b>Item 5:</b> <i>Long term initiative:</i> A plan for the renewal of our graduate program, such that it caters to different subfields more effectively, will be under discussion for the future.</p> <p><b>Item 6:</b> <i>Short term; initiative underway:</i> See item 3 above.</p>	CGMS at SGS for support and resources in this regard.
The reviewers highlighted a substantial and worrying decrease in graduate admissions, as well as connected equity concerns around the “huge” number of Linguistics faculty, many of whom do not receive opportunities to teach graduate courses. They recommended that the department enhance its efforts to attract graduate students, particularly from outside of Canada.	7	“Attract more international students and provide them with good scholarships (internationalization)”	<p><i>Medium to long term initiative:</i> The number of graduate students, domestic and international, is not determined by the department but by the provincial government. We will explore investing our (limited) Restricted Funds to offer star applicants to our program extra money. We very recently received funding from UTM for an extra international student, which we immediately secured.</p>	As noted by the Department, funding for both domestic and international graduate students is determined by the province. A&S does an internal allocation of provincially funded spots to units using an intake quota model. Limits on the numbers of funded PhD spots is a challenge that all A&S units and programs face. This provides an opportunity for units to focus their efforts on providing better support to the students who are admitted to their program.
The reviewers noted PhD student concerns around funding, given the high cost of living in Toronto, and suggested that enhancing communication and supports for doctoral students around accessing available funding might be of benefit.	8	“Make sure that funding is secured for students in their 4th and 5th year (PhD)”	<p><i>Short, medium- and long-term initiative:</i> We can only continue to do the best we can, given the support provided by the University. We distribute Doctoral Completion Awards for students in year 5. The School of Graduate Studies increased funding to</p>	Graduate students are guaranteed a base funding package for the first 5 years of their studies. The Faculty has increased base graduate funding by \$500 every year since 2021, and this year added an additional \$500 top up to that increase. As the Department notes, A&S also distributes Doctoral

			graduate students in Fall 2022 and we will be implementing this in future.	Completion Awards for students who have exited the funded cohort. Graduate units may seek to increase graduate funding by bringing any available unit-level resources to bear and making optimal use of any available endowed grants as well as by improving the number of awards that their students are winning.
	9	“Provide more support to students for writing of external grants (SSHRC/OGS)”	<p><b>Item 9:</b>  <i>Previous and Medium-term initiative:</i>  In the past, we have had workshops on grant-writing through the ‘Milestones and Pathways’ programs. One plan in mind is to revive what we previously called “Senior Forum”, a professional development course in later years when students may be planning to apply for post-docs and research grants.</p>	<p>With respect to resources available for writing external grants/scholarships, A&amp;S offers writing support via the offices of Dan Newman, Director of Graduate Writing Support. A&amp;S and the University also offer supports for SSHRC and other major grant applications.</p>
The reviewers commented that “[w]hile EDI is mentioned several times in the self-study, it is not clear what has been done concretely in the department in relation to diversity”. They emphasized the importance of internationalization for the department and the broader University and made some related suggestions, including exploring strategies for attracting and retaining more international students, and prioritizing faculty hiring in relation to EDI where opportunities permit.	10	“Next hire should be done in relation to EDI”	<p><i>Short term; initiative underway:</i>  The department is actively engaged in the recruitment process for our new Phonology position with a focus on increasing the diversity of our faculty complement.</p> <p><i>Longer term:</i>  We recently developed a graduate admissions process that focuses attention on including members of the four designated groups of the Employment Equity Act: women, Indigenous people, persons with disabilities, and members of racialized groups with the intention of drawing international students from around the world. This is intended to diversify our graduate students in the near future.</p>	<p>As a strategic priority of the Faculty’s five-year plan (2020-2025), the Faculty is firmly committed to improving equity, diversity and inclusion among students, staff and faculty. To that end, the Faculty added new training for chairs and directors in 2020-21 to ensure that EDI is supported within departments. Furthermore, as a new component of the annual activity report, chairs and directors are now evaluated on their progress in enhancing EDI within their unit. Many units have established EDI committees, including Linguistics, where it is called the “Racial Justice Working Group.”  A&amp;S hired a Director of Equity, Diversity and Inclusion in December 2021. The Director is well-positioned to offer guidance to the Department on how to best implement EDI initiatives at the departmental level.</p>

<p>The reviewers noted the potential impact of space concerns on research and instruction, and urged the department to develop a strategic space allocation plan, that considers lab space, office space for UTM and UTSC faculty, and encourages collaboration and departmental community building.</p>	<p>11</p>	<p>“Develop a more coherent space allocation plan, with particular attention to lab space, office space for instructors in the satellite campuses, and a classroom/meeting room wholly within the department.”</p>	<p>All UTSC and UTM graduate faculty have shared office space at UTSG; however, there is no space for expansion or lab facilities. The Executive Committee strongly supports this recommendation and hopes that the university can make such space available to us.</p>	<p>A&amp;S supports the Executive Committee’s approach to assign shared office spaces for UTM and UTSC graduate faculty at UTSG according to need and availability. Space is significantly constrained on the UTSG campus, and our priority is to UTSG appointed faculty. The Vice-Dean Research and Infrastructure is available to support and advise the Chair on space planning as the needs evolve.</p>
<p>The reviewers noted that undergraduate students in the FAS Department of Linguistics do take advantage of Linguistics offerings at UTM and UTSC, and encouraged enhanced communications and coordination across all campuses.</p>	<p>12</p>	<p>“Encourage uniformity in relation to admin and teaching across different departments/faculties”</p>	<p><i>Current practise:</i> Graduate faculty already make robust use of interactions/collaborations with colleagues in cognate departments across the university, e.g., Centre for Indigenous Studies, Computer Science and Spanish/Portuguese. Nagy (UTSG) works (research collaborations, conference organization, student co-supervision) regularly with faculty and students in SpanPort and (less so) French and has recently joined Victoria College which offers many multidisciplinary activities. Schertz (UTM) also has a graduate appointment in Psychology and participates in regular collaborations with faculty members in Psychology (E. Johnson). Schertz and Beekhuizen (UTM) were co-organizers (along with Psychology Faculty members E. Johnson and C. Chambers) of an interdisciplinary regional LIN/Psych/CS research workshop in 2019 (PsyLIN-CS UTM). In the last few years, we implemented a Tri-Campus TA assignment process that unified all TA postings and the recently created MOA for the Tri-Campus Graduate unit will also set the stage for greater collaboration with UTSC and UTM.</p>	<p>The School of Graduate Studies has been facilitating a process whereby affiliated undergraduate units enter into a Memorandum of Understanding with each other and with the relevant graduate unit on a range of teaching issues. This should facilitate coordination across the three campuses.</p>

			<p><i>Longer term:</i> The Executive Committee will explore further ways of encouraging enhanced communications and coordination across all campuses.</p>	
Other recommendations not prioritized in the Request for Administrative Response	13	“Make sure that the phonologist retiring soon is replaced by a new professor with similar areas of expertise”	The department is actively engaged in the recruitment process for our new Phonology position with a focus on increasing the diversity of our faculty complement.	<p>In April 2022 the A&amp;S Faculty Appointments Committee (FAC) allocated a tenure-stream position in Phonology to the Department. Beyond this position, all requests for new positions across the Faculty are submitted to the FAC, which includes representation across its sectors (Humanities, Social Sciences and Sciences) and from the Colleges. The FAC reviews all requests for new positions and makes recommendations to the Dean regarding which requests should be granted. In a given year, there are many more requests than available positions.</p> <p>Upon completion of the UTQAP review, a Unit-Level Academic Planning process will commence which will include faculty complement planning as a key feature and will facilitate clear articulation of the Department’s complement plan over the five years of the plan.</p>
	14	“Additional administrative help: the current part-time administrative position should be made full-time”	The Chair began reviewing the department’s administrative staffing needs in August 2021 and in February 2022, invited the A&S Administrative HR Services office to conduct a fulsome administrative review, which was launched in March 2022 and completed in June 2022.	A&S conducted an administrative review, which culminated in a recommendation to implement an organizational change. This recommendation resulted in an increase of funding for an additional 1.5 FTE. The Administrative HR Services worked with the Department on the implementation of the organizational change in early 2023 and



				continues to work with the department on the recruitment efforts for these roles.
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### **3 Committee on Academic Policy & Programs (AP&P) Findings**

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The spokesperson for the reading group reported that they found the reviewers' comments to be generally supportive of the program. The summary accurately reflected the full review. The group noted that the reviewers had rated the Department as one of the best linguistics departments in Canada and in the world. However, it noted that some issues had been identified: a lack of flexibility in the program with many required courses; time to completion; and a decrease in graduate admissions. While the group did not have any major concerns, it did ask for further clarification related to an ancillary comment that the Department was offering too many courses, with plans to offer even more courses.

Sali Tagliamonte, Chair, Department of Linguistics, responded that the courses were distinct for graduate and undergraduate programs. The Department had passed a minor modification through the Curriculum Committee to allow graduate students to take courses in other areas by reducing the required traditional theory courses, and the redesignation of a few courses as optional. The Department also offered a greater course selection in the undergraduate curriculum to reflect emerging trends to include courses with a focus on those that were relevant to professional occupations, for example, EDI, American Sign Language, and practical application of Linguistics.

No follow-up report was requested.

### **4 Institutional Executive Summary**

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The reviewers praised the department as strong and vibrant with an excellent international reputation, and one of the best of its kind in Canada. They noted that all programs are excellent, and their overall quality has improved steadily over time. The undergraduate program is strong and healthy, with growing enrolment and satisfied students; graduate students do very well with placement in academic jobs or find excellent positions in fields outside of academia; and the doctoral program attracts top students and provides them with excellent opportunities for research experiences. They noted that the department has diversified somewhat in recent years, hiring new faculty and creating new courses and areas of research; and faculty are internationally renowned and hold an impressive number of grants. Finally, the reviewers commended the Chair's impressive leadership, and Linguistics' wide variety of productive connections with cognate units.

The reviewers recommended that the following issues be addressed: reviewing the undergraduate program and making revisions where appropriate, with an eye to modernizing the curriculum and enhancing flexibility, while taking into account the broad variety of student interests; addressing concerns around the lack of flexibility in the graduate programs and enhancing the graduate student experience; exploring opportunities to build more electives into the graduate program; providing clearer guidelines for general papers; implementing measures to enhance the uniformity of graduate supervision; augmenting efforts to

consistently monitor and support student progress and improve time to completion; enhancing departmental efforts to attract graduate students, particularly from outside of Canada; enhancing communication and supports for doctoral students around accessing available funding; exploring strategies for attracting and retaining more international students; prioritizing faculty hiring in relation to EDI; developing a strategic space allocation plan; and enhancing communications and coordination among Linguistics across all campuses.

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**

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The Dean will provide an interim report to the Vice-Provost, Academic Programs no later than the midway point between the 2021-22 site visit and the next scheduled review on the status of the implementation plans, when requested by the office of the Vice-Provost, Academic Programs.

The next review will be commissioned no later than the 2029-30 review cycle.

## **6 Distribution**

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On June 30, 2023, the Final Assessment Report and Implementation Plan was posted to the Vice-Provost, Academic Programs website and the link provided by email to the Dean of the Faculty of Arts & Science, 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.