



**FOR INFORMATION**

**PUBLIC**

**OPEN SESSION**

**TO:** UTSC Academic Affairs Committee

**SPONSOR:** William Gough, Vice-Principal Academic and Dean

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**PRESENTER:** See Sponsor.

**CONTACT INFO:**

**DATE:** May 22, 2019 for May 29, 2019

**AGENDA ITEM:** 3

**ITEM IDENTIFICATION:**

External Review, Centre for French and Linguistics (CFL)

**JURISDICTIONAL INFORMATION:**

Under section 5.6 of the Terms of Reference of the University of Toronto Scarborough Academic Affairs Committee (UTSC AAC) provides that the Committee shall receive for information and discussion reviews of academic programs and units consistent with the protocol outlined in the University of Toronto Quality Assurance Process. The reviews are forwarded to the Committee on Academic Policy and Programs for consideration.

**GOVERNANCE PATH:**

**UTSC Academic Affairs Committee [For Information] (May 29, 2019)**

**PREVIOUS ACTION TAKEN:**

- Committee on Academic Policy and Programs (AP&P), April 2, 2019 [For Information]. The Committee was satisfied with the Dean's Administrative Response.
- Academic Board, April 17, 2019 [For Information]. The Board was satisfied with the Report from AP&P.

**HIGHLIGHTS:**

The *Cyclical Review Protocol* "is used to ensure University of Toronto programs meet the highest standards of academic excellence" (UTQAP, Section 5.1). The *Protocol* applies to all undergraduate and graduate degree programs offered by the University, and

the University's full complement of undergraduate and graduate degree and diploma programs are reviewed on a planned cycle. Reviews are conducted on a regular basis, and the interval between program reviews must not exceed 8 years.

The external review of academic programs requires:

- The establishment of a terms of reference;
- The selection of a review team;
- The preparation of a self study;
- A site visit;
- Receipt of a report from the external review team;
- The preparation of a summary of the review report;
- The Vice-Provost, Academic Programs' formal request for an Administrative Response;
- The Dean and Vice-Principal Academic's formal Administrative Response; and
- Preparation of a Final Assessment Report and Implementation Plan.

In accordance with the *Protocol*, an external review of the Centre for French and Linguistics (CFL) and its undergraduate programs, was conducted in the 2017-18 academic year, with the site visit taking place in May 2018. The review team met with a wide array of stakeholders including UTSC senior academic administrators, the Centre Director, and faculty, staff and students in CFL. The reviewers are impressed with the high-quality training students receive in CFL's well-structured programs. The reviewers also identify a number of areas they feel could be addressed and have made a series of recommendations regarding these areas.

The reviewers expressed concern around the issue of morale, mission and vision for the French area of study. They recommended the French group engage in a retreat where they can discuss their future direction, and from this discussion to develop a mission statement. CFL notes that there have been positive changes under the leadership of the Interim Director, including regular departmental meetings, open communication and good progress on questions of governance. Once the next Director has been appointed, the French group will be in a better position to have the necessary conversations about morale and vision. In terms of curriculum, recruitment, and enrolment, however, the French faculty are already engaged in productive and meaningful discussions. They have established an active and committed Curriculum Mapping Committee, and they believe the process of curriculum mapping will be integral to setting the stage for future conversations with regards to the direction of the discipline. The French group is proactively addressing the downturn in enrolments in French programs and they are exploring two key strategies to increase enrolments: modifying and improving the relationship with Co-op; and creating intensive introductory French courses.

The reviewers made several recommendations around the delivery of the French programs, including establishing more uniform course outlines, curricular changes aimed at attracting more students to the Major programs, and increasing enrolments in upper-level courses. CFL notes that the Curriculum Mapping Committee has established learning outcomes for the French programs, and they are now engaged in the process of

determining how courses correspond to these outcomes. They are confident this process will result in curricular changes that will address the reviewers' concerns, however, the solutions CFL will implement may be different from the specific recommendations made by the reviewers. For example, the suggestion to create a pronunciation course is not supported by the majority of French faculty; instead they believe it will be more productive to target every French student with more directed pronunciation work within already existing classes.

The reviewers expressed concerns around large class sizes in ECT and limited course selection in Linguistics. To resolve these issues, the reviewers made recommendations around complement planning, including supporting new hires. In response to the external review, CFL has implemented short-term measures to address these issues, including hiring 2 part-time faculty to support ECT. For the longer-term, CFL has included teaching stream and tenure stream positions for ECT, and a tenure stream appointment in Psycholinguistics.

The reviewers were supportive of CFL's plans to develop new programs, including replacing the BA in Psycholinguistics with a BSc, and introducing a new Major in ECT. CFL is actively moving towards these goals. Their most recent complement plan includes a tenure-stream hire in Psycholinguistics, which will enable CFL to implement the changes needed in Psycholinguistics to transition from an Arts to Science program. CFL has also recently submitted an outline proposal to the Dean's Office for the new Major in ECT; the normal development timeline for a new program is 18 months to 2 years.

The reviewers expressed concern around delays in getting lab space and equipment for new Linguistics faculty and recommended that CFL strengthen its relationship with the Vice-Principal Research and assign mentors to new faculty. CFL notes that issues related to lab space have been resolved, and compensation and support was given to the impacted faculty. In addition, the Dean notes there is a new process at UTSC for identifying space and equipment needs for new faculty that enables the Campus to prepare more proactively for their needs. In terms of mentoring, the Vice-Dean Faculty Affairs and Equity is working with academic administrators to strengthen mentoring, including through New Faculty Orientation, and the creation of a 'mentorship initiatives' fund to support innovative, grassroots mentorship efforts.

The reviewers expressed concern around the issues of governance, mission and vision for the Centre, including: (1) the duties of the Director and Associate Directors were not explicitly defined; (2) communication and information flow within and outside the unit was problematic; (3) meetings were not held frequently enough; and (4) there was a lack of clarity around the development of the Centre's complement plan. To address these, and similar issues, the reviewers recommended the Centre develop a Constitution. The reviewers also considered the question of whether the CFL should move from an EDU:A to Department. The CFL responds that it has been working hard to address the issues of governance, including forming a task force to develop a Constitution/Best Practices document. Some of the issues CFL has been addressing include: What standing committees are needed by the unit? How should they be staffed? Who is entitled to

participate? What is the role of the Director and Associate Directors? In an effort to improve communication and promote greater cohesion and understanding among the entire unit, they have begun to hold monthly faculty meetings wherein information can be disseminated to the group and each subunit can inform the others about initiatives they are undertaking. These monthly faculty meetings are proving to be a big success and have prompted a range of important discussions.

The implementation timeline for departmental action is given in the Dean's Administrative Response.

### **FINANCIAL IMPLICATIONS:**

There are no net financial implications to the campus' operating budget.

### **RECOMMENDATION:**

Presented for information.

### **DOCUMENTATION PROVIDED:**

1. Reviewers Report (June 12, 2018)
2. Provostial Request for Administrative Response (February 6, 2019)
3. Dean's Administrative Response (March 7, 2019)
4. FARIP and Summary Report

# **Centre for French and Linguistics University of Toronto Scarborough**

## **Report of External Review**

Professor John Archibald, Department of Linguistics, University of Victoria  
Professor Patrice Beddor, Chair, Department of Linguistics, University of Michigan  
Professor Denis Liakin, Department of French Studies, Concordia University  
June 12, 2018

John Archibald, Patrice Speeter Beddor and Denis Liakin visited the Centre for French and Linguistics at the University of Toronto Scarborough on May 14-15, 2018. We had a series of stimulating meetings with faculty, administrators, and undergraduate students which, along with the Centre's Self-Study and other documents, informed our assessment of the CFL's strengths and issues to be addressed as the Centre moves forward.

### **1. Programs**

#### **Objectives, curriculum, and program delivery**

##### *A. French, BA: Specialist and Co-op; Major and Co-op; Minor*

These multidisciplinary programs foster students' awareness of the intersections between language and culture and include the study of French, Québécois and Francophone literatures, theatre and cinema; translation, linguistics and language pedagogy; and history, society and culture in Canadian and global contexts. Several courses offer an important experiential learning component that permits students to obtain real-world language practice.

While registrations in the French Major and Minor have remained stable in recent years, mostly slightly growing (especially in the Minor), the Specialist numbers have experienced steady decline from a height of 130 students in 2013–2014 to 13 in Fall 2017 due to the closure (by OISE) of the Concurrent Teacher Education Program. This closure has had a great impact on course registrations, leading to several class cancellations at C- and D- levels and course offerings for as few as six students.

Students completing a Specialist in French (12.0 credits) take 4 language credits, 2 credits in linguistics/translation courses, 1.5 credits in culture courses, 0.5 credits in an introduction to French literature analysis, 0.5 credits in Francophone literature, 1 credit in Québécois literature, 1 credit in French literature and 1.5 additional credits in French. At least 4 credits must be at the C- or D-level.

Students registered in the Major in French (8.0 credits) take 3.5 credits in language classes, 1 credit in linguistics/translation courses, 1 credit in culture courses, 1 credit in literature courses and 1 additional credit in French courses. At least 2 credits must be at the C- or D- level.

The French Minor (4.0 credits) includes the following language courses FREA01H3, FREA02H3, FREB01H3, FREB02H3 and two further credits, with at least one of those credits at the C- level.

All three programs are well thought-out and organized, cover main areas of French language and culture, follow the curriculum of the similar programs at Canadian universities and are mostly designed for non-Francophones who are acquiring French as a second or third language and who wish to employ their language skills in the workplace and in the community. The alignment of the language courses with the Common European Framework of Reference for Languages is an excellent achievement since many Canadian universities already turned to it. This allows easier student placement, especially for students transferring from other institutions.

To establish parity between campuses (e.g., St. George), we suggest that the French sector review the current structure of Major and Specialist in order to lower full-course equivalents for the Major to 7 (and possibly for the Specialist to 10 or 11). The current structure creates a barrier to students declaring a French major late and thus not allowing them to graduate in four years.

Other program suggestions we have would be :

- a) Creation of a pronunciation course (corrective phonetics) since no current course has this focus (the two Oral French courses FREB17H3 and FRED06H3 are mostly focused on comprehension while pronunciation is not explicitly evaluated);
- b) The *Par ici* textbook is perhaps not the best choice at the A2 level since it has minimal focus on grammar (the students' survey may help to determine needs);
- c) Uniformity of course outlines for multiple sections;
- d) Put in place a process for approval of course outlines;
- e) Creation of an A-level introductory course on francophone literatures/cultures in English or an introductory French literature course (using for example *Lectures CLE en français facile* for the A2 level); this might broaden the pool from which the sector can attract students into the Major).

The sector needs to develop a vision and mission statement, and a strategy for implementing it. The goal is not just the textual product but the conversation necessary to help members decide what kind of unit they want to be. There will need to be some leadership taken on this to ensure that it happens. We recommend that there be a French Sector retreat led by the Director (perhaps with outside Curriculum-Redesign expertise, for example from The Centre for Teaching and Learning, which offers an extensive range of programs to promote learning and teaching expertise). This is a high priority.

The sector's members should rethink their strategy for attracting new students, especially in the Specialist program in order to keep the C- and D- level courses alive. The focus can be put on potential students from francophone school boards, emphasizing the experiential learning component and the Co-op opportunity. The CFL should also contact the federal government to find out if there is a collaboration possibility for their second language tests. Since these tests are required to apply for a bilingual government position, CFL and the federal or provincial government could come to an agreement that allows CFL's graduates in the Specialist or Major in French not to have to take these tests. The same kind of agreement could be negotiated with

Immigration Canada for their language requirements, since several Quebec universities have such an agreement with Le ministère de l'Immigration, de la Diversité et de l'Inclusion du Québec to count French B2 level classes for the immigration language requirement. If these collaborations work, it would attract new students into the programs.

*B. Linguistics, BA Linguistics: Specialist and Co-op, Major and Co-op, Minor; BA Psycholinguistics: Specialist and Co-op*

Although the Co-op programs in Linguistics and Psycholinguistics are relatively small (each enrolling 2-11 students in 2017), the remaining programs have been experiencing substantial and sustained growth for several years. Notably, since 2012, *each* of the four non-Co-op programs in Linguistics / Psycholinguistics has doubled in size. Program enrolment across all Linguistics / Psycholinguistics programs was 320 students in 2017, compared to 152 in 2012.

These increases in enrolment in the various BA programs naturally result in increases in course enrolments. However, the phenomenal growth of Introduction to Linguistics (LINA01H3)—which was taught to 1000 students in Fall 2017—demonstrates that the Linguistics program not only attracts students choosing to specialize in the formal study of language, but also succeeds in engaging UTSC students' general interest in the human capacity for language. The energy and creativity within Linguistics that emerged in our meeting with the Linguistics faculty have clearly translated into a vibrant undergraduate curriculum. The Linguistics programs also attract excellent students who successfully compete for prestigious awards (e.g., UTEA-SSH) and scholarships (e.g., SSHRC CGS). The Linguistic Student Association actively engages in outreach activities on campus and in the local community.

Linguistics students receive solid training in the foundational areas of the discipline, and in how language is connected to the social, cognitive, and historical aspects of being human. The curriculum is comprehensive. It is also dynamic, as indicated by the new courses that introduce students to current important topics and state-of-the-art linguistic methods. Integral to students' training is that numerous courses regularly provide experiential learning experiences including, for example, community-based research on linguistic issues and laboratory work through which students learn how to explore theoretical questions via experimental methods. Relatedly, many courses have research components. The Specialist programs especially provide students with opportunities to undertake original research, thereby enhancing their competitiveness for top graduate programs.

A particularly distinctive characteristic of the curriculum, made possible by relatively recent faculty hires and developing interests of other faculty, is the focus on experimental methods. This orientation, which fills an important need in linguistic training in the GTA, parallels a marked disciplinary shift in recent years in which many of the questions raised by current theoretical approaches to linguistics cannot be readily addressed by "traditional" language data, leading researchers to turn increasingly to the use of quantitative, experimental, and computational techniques as these apply to the core theoretical areas of the discipline. The Psycholinguistics Specialist program in particular capitalizes on experimental approaches and, through coursework in both Linguistics and Psychology, broadly trains students in the many areas that fall at the intersection of language and cognition.

Among the many students enrolling in the Psycholinguistics program are students interested in entering a graduate program in speech-language pathology. We expect that students with these interests will continue to contribute to the growth of both the Psycholinguistics and Linguistics programs. This source of growth is mirrored elsewhere: undergraduate Linguistics and Cognitive Science programs throughout North America are increasingly attracting students with career interests in speech pathology.

#### *Potential BSc and MSc programs*

In the self-study, the Centre proposes to convert the Psycholinguistics program from a BA to a BSc degree, with plans to incorporate additional science-focused courses into a curriculum that already has this orientation. This conversion seems to us to be a good next step. The BSc degree would appropriately capture the program's mission and curriculum, and would further differentiate the Linguistics and Psycholinguistics degree programs.

We also view the BSc in Psycholinguistics as a first step towards the MSc program in Experimental Linguistics proposed in the self-study. Faculty expertise, sustained growth in the undergraduate Psycholinguistics programs, and regional need all make a compelling case for an MSc program. Moreover, the proposed MSc has a natural link to UTSC's Academic Plan, which identifies graduate program development as an important area of focus for the university. However, expansion in this direction could only be considered with new faculty lines.

#### *C. English to Chinese Translation: Minor (Arts)*

This program is designed for students who have advanced skills in both Chinese and English so that they can translate from their second language to their mother tongue. This is a unique program with no competitors that UTSC or the reviewers are aware of. It is well-suited to the local population of UTSC and also meets a global need.

The program requires the completion of 8 half courses. 3 are LIN, 3 are ECT and 2 are Chinese language. The linguistics courses (Intro, Syntax, and Structure of Chinese) give a solid academic grounding. There is also a translation theory course, as well as more applied translation courses. The language courses are designed to give background in both cultural context and advanced stylistics in written Chinese.

In a very short period of time the ECT minor has grown considerably. In 2014 there were 31 minors. In 2017 there were 227. In the CFL there were 804 students in programs, so ECT has roughly 1/4 of the students. Such growth entails that the resources and administrative structures related to ECT be re-considered.

The program has been offered with great reliance on sessionals. Dr. Wu (the program supervisor) is the only permanent faculty member in ECT.

#### *The Major*



In the self-study document, it was proposed that consideration be given to the development of a major in ECT. We are supportive of this idea. With over 200 students having declared a minor, even if half of them declared a major, then this would be roughly equivalent to the number of French majors. All signals indicate that there is sufficient demand for this new major. We believe that a major program would enhance the ability of graduates to become accredited translators.

Professional translators are required to be accredited by external agencies. This is usually achieved by writing a test. The Association of Translators and Interpreters of Ontario has an exam. There is also the China Accreditation Test for Translators and Interpreters, and the English Translation Test of Business Language in China. We would also suggest that the CFL investigate whether (following the Concordia model of French translation program) that there would be a way to have the new major program accredited so that the graduates would automatically receive accreditation from some professional body.

A major program would also allow them to develop a co-op program. In developing the major program, we urge the CFL to be mindful of two things. (1) To clearly articulate the objectives of the major, and how they are different from the objectives of the minor program. (2) To ensure that the necessary academic rigour is present in any new ECT courses, and that they are not merely specialized vocabulary courses (for such things as legal terminology or culinary vocabulary).

We agree with the CFL members that it is premature at this time to consider developing a parallel Chinese to English translation stream, or adding spoken interpretation to the program.

#### *D. Co-op programs*

We met with the administrative team from the Arts and Science Co-op office. They were dedicated, and professional and keen to meet the challenge that comes with co-op programs in the Humanities. The office was in the process of developing information sheets for students in order to be explicit as to what skills they bring as French or Linguistics students. These could be things like critical thinking, data analysis, problem solving, communication skills, etc. Formalizing this information - in our opinion - helps the students prepare for interviews.

We feel that the CFL and the co-op office should encourage enrolment in co-op *major* programs (as well as specialist programs) to increase the attractiveness of the program to students and hence increase registration numbers. Students complete their final work term before they complete their 4<sup>th</sup> year (i.e. Specialist) courses, so the knowledge base required for the work term should not be affected.

#### **Admission requirements**

We heard many faculty members refer to how much they valued their students. It was noted that UTSC had a high proportion of OSAP-eligible students and that students often supported their parents at home, worked part-time, volunteered, and studied at school. Also, given that many

students are first-generation university attenders, UTSC seems to be fulfilling a societal need, and we feel the admission requirements for the programs are appropriate.

## **Quality indicators**

As we have indicated, we are impressed by the high quality of the training that students are receiving and by the well-structured programs that the CFL offers. The CFL faculty are dedicated teachers, and their ability to inspire and engage students is reflected in active student associations, student awards, and positive feedback on student surveys. Here we comment primarily on our lunch meeting with more than 15 students from the ECT, French, and Linguistics programs. Students expressed considerable overall satisfaction with their programs, their courses, and advising (although, unsurprisingly, some were more aware than others of the availability of advisors within their major). Multiple students conveyed appreciation for the commitment of the faculty to students' success. Students in the Linguistics and ECT programs were very aware that courses in these programs were being taught by too few faculty. For example, ECT students expressed some concern about large course size and pointed to the need for more courses taught by more faculty. Linguistics students commented on the unfortunate necessity for faculty to teach advanced courses as independent studies, and more generally noted the lack of a range of advanced courses—or availability of required courses at a critical time in their studies—due to small faculty size. We emphasize, though, that these were comments aimed at further improving what we believe they regarded as an overall positive, welcoming, and engaging educational experience.

## **2. Faculty/Research**

### **The scope, quality and relevance of faculty research activities**

#### *A. French*

The research of French faculty spans the wide array of areas including French and Québécois cinema; French, Québécois and Francophone literatures; French and Francophone women writers; feminist literary, cultural, and film theory; innovative pedagogy and various subfields of linguistics including syntax, morphology, phonetics, phonology, semantics, sociolinguistics and historical linguistics. These research areas of the French sector members are highly relevant to the teaching of undergraduate and graduate courses in both literatures and culture as well as in linguistics and language learning. One notable gap, however, is the lack of applied linguistics among members' research areas. This area might be useful in a sector where language teaching is a priority. Grants, graduate supervision, publications and conference presentations attest to the high quality of the research.

#### *B. Linguistics*

In their research, the Linguistics faculty undertake theoretically driven—and, for many of the faculty, experimentally implemented—study of foundational questions in the discipline. Faculty's research programs cover the core areas of the discipline: phonetics, phonology, syntax,

and semantics. They encompass as well the intersection of these areas with study of how language is physically embodied and cognitively processed (psycholinguistics), and study of how language is socially embedded within communities of speakers (sociolinguistics). The faculty also investigate these issues across genetically and geographically diverse languages. Thus, for a relatively small faculty, the scope of research activities has impressively wide coverage across the disciplinary subfields. There is perhaps less depth of coverage in certain areas—for example, formal phonological or semantic theory—than is found in other (even comparably sized) Linguistics departments. This, though, reflects a well-considered decision by the Centre to focus their recent hires on experimental approaches to the discipline. It is a decision that is consistent with the increasing focus of the discipline on experimental work and computational modeling, and with the Centre's goal of establishing an especially strong program in psycholinguistics that is unique to the GTA.

Faculty's research profiles are strong. We note especially that the two most recent faculty hires have been able to develop strong research records despite the troubling, multi-year delays (not of their doing) in their having functioning research laboratories. Faculty's areas of specializations are highly conducive to drawing undergraduate and graduate students into linguistics research. Undergraduate students in particular often enter research in linguistics through sociolinguistics and psycholinguistics courses or projects (as clearly illustrated in the self-study). In addition, though, students' knowledge of diverse languages means that they bring important expertise to ongoing research within the Centre.

### *C. ECT*

In general, we were trying not to single out individual researchers in our report, but given that there is only one permanent faculty member in ECT, this is impossible. Dr. Wu holds a PhD and is an Associate Professor (teaching stream). As is to be expected, the majority of her scholarly activities relate to the scholarship of pedagogy primarily in terms of conference presentations and materials development. While it can be difficult to measure such outputs, in our view the proof in this case is in the pudding: the phenomenal growth of the ECT program is due to the pedagogic efforts of Dr. Wu. Whatever she has been doing is working, and she needs support (in the form of additional base-funded faculty) to sustain her endeavours.

### **Faculty complement plan**

After our site visit, we received a copy of the CFL complement plan. The plan is clearly designed to address the immediate needs of the CFL in terms of new positions, and to plan incrementally for the future. Given the long timeframe of the document, we feel we are only able to comment on the priorities of the first two years. Many factors could change three years out, and we leave it to the CFL to continue to discuss these issues. In what follows, we will comment on the hiring priorities in each of the sectors. However, before doing that, we would like to comment on the process which led to the adoption of the complement plan. During our site visit, there was a common refrain of uncertainty among faculty members as to the process of ratification of the complement plan. The plan had to be submitted by the end of May but there were not meetings planned for the whole CFL to discuss and ratify the position ranking. The

document itself, while referencing all the component sectors of the CFL, is clearly a multi-voiced plan which could have benefited from a harmony of style to reflect the unity of what the Centre is. We would recommend that in the future, that there be sufficient time allocated for members to meet, as a full faculty, to discuss the proposals.

#### *A. ECT and the complement plan*

With regard to the Complement Plan we support the Centre's recommendation that new hires be made in ECT to stabilize the base funding and allow the program to be offered by permanent faculty. The enrolment growth and unique nature of the program justify the hires. We support their suggestion that there be one hire in the teaching stream, and one tenure-track hire. This order of priority makes sense to us. We would also ask the CFL to be mindful when crafting the job description to see if there is a possibility of finding a candidate who can also contribute to some teaching in Linguistics. Of course, it is critical that these new hires be given office space. There is a recommendation for a future hire beyond year two in the Teaching Stream. As a committee, we would suggest that the CFL think carefully about the implications of not having the majority of faculty members be in the tenure stream. If there were 3 teaching stream and 1 tenure stream, then this potentially has the risk of making the ECT program seem more like a service program than a research program. In our view, the ECT program needs to be viewed on par with the French and Linguistics programs, and thus, requires a strong research stream component.

#### *B. Linguistics and the complement plan*

Growth in the Linguistics / Psycholinguistics programs over the past five years has already out-paced what the current Linguistics faculty can reasonably manage, and this growth is expected to continue. Although the new teaching stream hire taking effect in July, 2018 is a step in the right direction, additional hires are essential to cover course needs. Currently, CFL faculty teach independent study courses even when on sabbatical in order to meet the needs of graduating seniors. We are, therefore, strongly supportive of the Centre's request for an increase in Linguistics faculty size.

The self-study identified the three most pressing faculty needs in Linguistics as (i) psycholinguistics-sentence processing, (ii) computational linguistics, and (iii) speech-language pathology. The complement plan retained (i) and (ii) as among the top three priorities, but added a teaching stream position in general and theoretical linguistics as the second priority. The complement plan re-ranking is well motivated by the areas of growth within Linguistics. Regarding a specialist in sentence processing (priority 1), faculty expertise in this area would be essential to the planned MSc program in Psycholinguistics and is important as well to a well-rounded BSc program. Regarding a teaching stream position in general / theoretical linguistics (priority 2), it seems clear that more faculty support is needed for the gateway courses, whose enrolments have soared. Relatedly, as more students move from the gateway courses into the Linguistics / Psycholinguistic programs, the need for faculty who can provide solid training in the foundational theoretical areas of the discipline has concomitantly grown.

The plan to hire a computational linguist (priority 3) is in keeping with the recognition by many if not most Linguistics departments in North America that training in this area is valuable not only for students' preparation for the job market, but also for their general knowledge of current approaches to language-related research. Whether a faculty search should be conducted for a Speech-Language Pathologist (priority 4) is less clear to us. Certainly there is student interest in this area. At issue is whether SLP should become a tenure-stream position in the CFL or whether instead the current situation—funding for an SLP to teach one or more courses from the Department of Speech-Language Pathology (or perhaps an outside professional could be considered, which would have possible benefits to co-op work placements)—should be base-budgeted so that the Director did not have to regularly go to the Dean or the Provost with small teaching stipend requests.

### *C. French and the complement plan*

In the current situation, new faculty hires should not be a priority for the French sector. As highlighted in the Complement plan, new positions in French are envisaged but will be dependent on future enrolment growth. We agree with the sector's first priority and fifth overall for the CFL (teaching stream in French as a second language and translation). As for the second priority (tenure stream in Francophone Studies), this hiring will be required in the next three years only if there is an important enrolment growth in the next two years.

## **3. Relationships**

### **Strength of the morale of faculty, students and staff**

As might be expected in such a diverse unit as the CFL, the morale was not uniform across the unit. We felt that the students were uniformly enthusiastic about the quality of the academic programs they were enrolled in. As noted, they did comment on large class size in some of the translation classes, and the lack of regularly-scheduled upper-level courses in Linguistics (both of which are related to faculty complement). The ECT faculty were dedicated to their successful program but felt that the workload was unsustainable given only one permanent faculty member. They were optimistic that the new complement plan would result in a new hire for them, and their morale was good. The morale in the French sector was more muted as many faculty members felt the loss of the Concurrent Teacher Education Program deeply. Certainly all faculty members felt the resulting loss of student numbers. Concern about the implications of declining enrolment has clearly led to lower morale. The sector was clearly divided as to what direction to move in in terms of vision and curriculum. Members of the French sector seemed to be broadly in favour of seeking departmental status. The Linguistics sector was optimistic about the future if they could be confident that new professorial positions would come to their sector to ease the workload and manage the high number of students they have attracted. They were optimistic about the creation of new programs in the short term (BSc) and the long term (MSc). Members of the Linguistics sector were less certain about the advantages of acquiring departmental status which we take as a measure of uncertain morale as to the function of the Centre. The morale of the staff seemed good, though clearly they are stretched in the demands of servicing more than one academic unit.

### **Scope and nature of relationships with cognate academic units**

There is clearly a strong connection between Linguistics and Psychology as reflected in the cross-appointment of Armstrong, and the research programs of Armstrong, Monahan, and Kang. This is certainly appropriate given the strength and planned program growth in the field of Psycholinguistics in the CFL.

#### *Co-op Office*

The relationship with the Arts and Science Co-op office appeared to be strong. The staff were keen on increasing the registration in humanities co-op programs and were working on strategies to do so. Given the catchment area of UTSC (and the interest in the BSc in Psycholinguistics), it seems that many students would be interested in co-op, and the CFL should continue to work with co-op to increase those numbers.

#### *Library*

The liaison librarian was well aware of the CFL programs. Her advocacy in supporting the undergraduate research poster day is valuable.

#### *Vice-Principal Research*

Perhaps the relationship with the VPR could be stronger. When we met with him, we mentioned the extraordinary delays in getting lab facilities up and running in the Centre. He answered that his office had only become aware of these problems in the past month, even though the issue appears to have been problematic for years. Given the research productivity of the members, the relationship with the VPR should not be left to slide.

## **4. Organizational and Financial Structure**

Before we address what we feel is a major issue in governance, we would like to make one smaller suggestion in terms of organizational structure. The review team is sensitive to the lingering effects that the delays in getting the lab facilities in psycholinguistics up and running have caused in terms of loss of research productivity, and, in some cases, strained administrative relationships. We would suggest that new faculty members be assigned a mentor upon their arrival on campus. A mentor would be in the same stream as the hire (Teaching or Tenure) and would be a senior academic who has experience at UTSC. The mentor could, and perhaps should, be from another academic unit, and would be responsible for giving advice on such things as course preparation, grant applications, getting lab equipment and space, navigating the bureaucracy of the campus, work/life balance, etc., etc. We feel that if such a program (low cost, high benefit) had been in place then perhaps the unfortunate delays in getting the lab situation sorted out would not have occurred.

### **Governance**

Since 2012 when the Department of Humanities underwent departmentalization and the CFL was created, much work has been done to create an academic unit with cohesion in spite of the multi-faceted nature of their programs (French, Linguistics, Languages/Translation). Over the course of our site visit, there was a recurrent theme related to governance and communication in the CFL. The following points were raised:

- The duties of the Director and Associate Directors were not explicitly defined.
- Communication and information flow within and outside the unit was problematic.
- Meetings were not held frequently enough (we understand there are either 2 or 3 per year). There was a desire for regular meetings with each Sector (French, Linguistics, and potentially Translation) and the Director, and for the CFL as a whole. While the retreat was appreciated, people wanted more.
- Given that the timing of our site visit was just before the submission deadline of the 5-year Complement Plan, unsurprisingly, this was on people's minds. There was lack of clarity on the part of both faculty members and Associate Directors as to the actual process by which the Complement Plan would get approved by the members of the CFL. There was uncertainty as to how the individual Sector position-request rankings would be melded into a Centre-level document. It is understandable that there might be some growing pains as this would be the first 5-year Complement Plan that the CFL had assembled. Given that this only occurs every 5 years, there is a lot at stake, and there are some lessons to be learned for next time.

As a result of these issues, we recommend that the CFL develop some documents which formalize the duties and responsibilities of administrators, the terms of reference of standing committees, procedures for policy approval (such as the Complement Plan), and meeting schedules. We will refer to this suite of documents as a Constitution but we are open to the fact that this may need to be more than a single document ultimately.

#### *A Constitution*

As we envision it, a Constitution should be developed collaboratively with the CFL and should include the following components:

- Duties and responsibilities of Director and Associate Directors.
- Who assigns teaching duties? How are course cancellations and reassignments handled? Is this better done by the Director or by staff?
- How often should the Director and Associate Directors meet?
- Terms of reference for Standing Committees (Curriculum committee; Director's Advisory Committee; Promotions and Tenure Committee; Space Planning Committee; Research Advisory Board; Workload Committee; etc.). Are new standing committees needed? How are the committees populated? What should be the membership of the Executive Committee? How long are the terms? Who can vote? Etc.
- How often should Sectors meet? We recommend that the Director call the meetings (scheduled ahead of time in, say July for the upcoming year) and chair the meetings. Who can attend (permanent only? part-time? who can vote? is there student representation?)
- How often should the CFL meet? Schedule meetings ahead of time. Find a block of time when no courses are offered. If this requires making an adjustment to the timetable, do so.

- What does the agenda look like for Centre meetings? Are there reports from standing committees? How do faculty hear about university-level initiatives?
- How is the Complement Plan generated? Give specific timelines for discussion of drafts, and finalization and approval of the Plan. In our view this is essential to getting faculty members to buy-in, or support, the Complement Plan. Be explicit as to the *process*.
- How are TA hours assigned? Should the minimum number of students for TA support be lower in lab-based courses? There is a perceived inequity across UTSC departments, and some faculty members do not know why they did not receive marking support. Perhaps this could be made explicit in the Workload Policy and Procedures document.

We have looked at the Constitution for the Arts, Culture, and Media department, and felt that it would serve as a good model for the Centre to work from. We feel strongly that the process which will be necessary to generate such a Constitution is the logical precursor to seeking to convert from a Centre to a Department. We also feel that, regardless of what the final document ends up looking like, the process of discussion, conversation and debate will be useful for the Centre in resolving concerns and differences of opinions between sectors.

### **Management of resource allocation**

The management of an academic unit is an exercise in the allocation of scarce resources. One of the realities of the CFL is that their administrative support is shared across other academic units (e.g., English, Philosophy). While we recognize the desire of each unit to have dedicated staff, we also recognize the financial constraints. All administrative staff who we talked to were working hard to meet the needs of the CFL while also meeting the needs of other units. While tight, the current arrangement appears to us to be working. We hope that when ACM space becomes available that a consolidation of academic and administrative space can result.

### **Opportunities for new revenue generation**

As with almost any discipline in the Humanities, opportunities for revenue generation are minimal. We have heard that there have been donations which have supported minority language teaching on campus. Our recommendation is that such decisions must always be made on academic grounds, and signed off on by the academic unit. Should funds be offered in the future, the unit needs to be confident that if the language in question, or donor intent, does not fit with the unit academic plan, then the funds will be refused (as hard as this is for any Dean or development officer).

## **5. Long-range Planning Challenges**

### **Departmental status**

One of the main proposals of the self-study is that the CFL move from centre to departmental status. Since it was formed in 2012, the CFL has been highly successful in terms of growth and in identifying niches that differentiate its programs from others in the GTA and beyond. Moreover, the CFL has taken steps to increase cohesion through, for example, shared courses across some of the different programs (e.g., courses that cut across French and Linguistics, such as *Pidgin and Creole Languages* and *Sociolinguistics of French*). The proposed change in status



would both recognize the CFL's progress and reflect the way the CFL already functions (e.g., faculty are appointed and tenured within the CFL).

However, although the CFL was originally formed with two major programs, French and Linguistics, the CFL now has a third large and growing program, ECT. The ECT program is a good fit for the Centre: translation draws heavily on linguistic issues and three of the eight half courses required for the minor are, appropriately, Linguistics courses. Nonetheless, the addition of ECT and the ongoing changes in the French and Linguistics programs all position the Centre at an important juncture in terms of identifying a vision for the research and teaching missions of a *department* that encompasses French, Linguistics, ECT, and other language teaching. While important niches have been defined for each of French, Linguistics, and ECT, we recommend that, as the CFL and UTSC contemplate department status, an overarching vision be articulated that, ideally, unifies these sectors' goals and future directions.

### **Long-range planning and governance**

We recognize the substantial steps that have already been taken to create a cohesive academic unit across what are traditionally distinct disciplines. The planning needed to develop an overarching vision for CFL's research and teaching missions has the potential to provide yet further cohesion and to define the Centre's role within and beyond UTSC. However, as we have indicated above, we suggest that the process necessary for generating a Constitution should precede the process for determining the Centre's unifying vision.

### **Staffing and facilities**

We met with many of the staff members who support the CFL. Clearly all are dedicated and able professionals who are spread thinly across more than one academic unit.

The Business Officer supports CFL (30%), English (50%) and Philosophy (20%). The recent addition of a 50% Financial Assistant seems to have been a positive move in relieving workload stressors. We would recommend that the Financial Assistant position be reviewed next March (i.e., after a year of service) to see whether an increase to a full-time position is warranted.

The Assistant to the Director (40%) is also Assistant to the Chair of English (60%). A key area of concern for her was the need to be able to provide space for new hires. This was top of mind no doubt because of the drafting of the Complement Plan. Should Arts, Culture and Media vacate a few offices in a planned move to a new building, it would be beneficial for CFL to be able to use those offices for new hires in ECT and Linguistics. This would have the further benefit of consolidating the Centre personnel and helping to establish cohesion.

The Undergraduate Assistant has a very broad professional portfolio and seems to handle them implacably. Of all the duties which he performs, the one that we had some concerns about related to some of the issues related to timetabling. In particular, we are referring to the issue of cancelling and reassigning courses for permanent faculty. In principle, we thought that this task would better be handled by the Centre Director. We would recommend that when looking at governance structures, and duties and responsibilities, that the Centre consider this change. We do not envision that this would have any significant consequences on workload or implicate the

staff collective agreement. Indeed, we hope that course cancellations and reassignments will not occur frequently.

## **6. Concluding Remarks**

We would like to thank all the staff, faculty and students at UTSC for their preparatory hard work, and hospitality in hosting us during our site visit. It was enjoyable to get to know the strengths and challenges of such a complex academic unit. On the basis of our site visit, and a careful reading of all the documentation made available to us, we make the following recommendations.

### **Recommendations**

1. Pursue the creation/conversion of a new BSc program in Psycholinguistics. The BA in Psycholinguistics is currently in place and is very popular. From this solid programmatic base, we recommend that a BSc program in Psycholinguistics be implemented.
2. Pursue the creation of a new BA program (major) in ECT
3. Generate a constitution for the CFL
4. Do *not* seek to achieve departmental status until the recommended governance documents are created and approved by the CFL, and an overarching vision for the research and teaching missions of the department is crafted.
5. Review Financial Assistant (50%) position next March (after a year in the job) to see whether increasing it to 100% is warranted
6. New faculty should be assigned a Mentor (a senior scholar from the same stream (i.e., teaching or research; could be from another department) who will provide advice on progress through career, grant applications/renewals, lab requests, teaching preparation, work/life balance, etc. This would be designed to avoid some of the pitfalls which have occurred with recent junior scholars' career paths (such as not having lab space and equipment provided in a timely fashion).
7. The top-priority hirings in the Complement Plan should be acted upon immediately.



February 6, 2019

William Gough  
Vice-Principal Academic and Dean  
University of Toronto Scarborough

Dear Professor Gough:

Thank you for forwarding the report of the May 14-15, 2018 External Review of the Centre for French and Linguistics and its programs. The following programs were reviewed: French, B.A., Hons., Specialist, Specialist Co-op, Major, Major Co-op, Minor; Linguistics, B.A., Hons., Specialist, Specialist Co-op, Major, Major Co-op, Minor; Psycholinguistics, B.A., Hons., Specialist, Specialist Co-op; and English to Chinese Translation, Minor (Arts).

As indicated in our *Statement of Institutional Purpose*, the University of Toronto is committed “to being an internationally significant research university, with undergraduate, graduate and professional programs of excellent quality.” This quality is assessed through the periodic appraisal of programs and units, which considers how our research scholarship and programs compare to those of our international peer institutions and assesses the alignment of our programs with established degree-level expectations. The University views the reports and recommendations made by external reviewers as opportunities to celebrate successes and identify areas for quality improvement.

The reviewers praised high quality of the training that students are receiving in the Centre for French and Linguistics and its well-structured programs. They noted the well thought-out and organized French programs and the comprehensive Linguistics curriculum, with its focus on experimental methods. The faculty are dedicated, and the students are satisfied with their programs, courses, and advising. They also highlighted the phenomenal growth of the English-to-Chinese Translation minor and the efforts of the program supervisor.

I am writing at this time:

1. to request your administrative response to this report, including a plan for implementing recommendations;
2. to request your feedback on a summary of the review report; and
3. to outline the next steps in the process.

**1. Request for Administrative Response and Implementation Plan:**

In your **administrative response**, please address the following areas raised by the reviewers and their impact on academic programs, *along with any additional areas you would like to prioritize*.

For each area you address, please provide an **Implementation Plan** that identifies actions to be accomplished in the immediate (six months), medium (one to two years) and longer (three to five years) terms, and who (Department, Dean) 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.

- The reviewers encouraged conversations to build morale and develop a mission and vision for the French sector and to review the structure of the specialist and major in light of decreased demand for the specialist, to support recruitment, ensure the viability of C and D level courses, and to create parity with cognate programs on other campuses.
- The reviewers also made modest suggestions around course outlines, introductory courses, etc., to ensure consistency, support for grammar and pronunciation, and broaden the pool from which students may enter the major.
- The reviewers reflected students' concerns about large class sizes in ECT and limited course selection in Linguistics, and commented on the need for additional faculty.
- The reviewers supported a number of plans to develop new programs (e.g., to convert the Psycholinguistics BA to a BSc as a step towards a new master's program; to develop a distinctive, rigorous, research-informed ECT major that could be accredited). Please comment on the status of these plans including complement plans and any consultation undertaken with cognate units.
- The reviewers noted lengthy delays in getting lab space and equipment for new linguistics faculty and suggested that assigning mentors to new faculty might help.
- The reviewers expressed concern about the lack of clarity around unit governance, mission and vision for the Centre, and future plans for the Centre's structure. How will governance and communication structures in the Centre be improved in the short and long term?

Please prepare this response in consultation with the unit/program under review and reflect this consultation in your response.

Finally, please confirm the **date of the next review** and your plans for **monitoring the implementation of recommendations** until then. I will ask you to provide a brief report to me midway between the May 2018 site visit and the year of the next site visit.

## **2. Summary**

My office has prepared a summary of the review for your feedback regarding tone or accuracy, and response to any information that is requested in the comments. This summary becomes part of the governance record.

### 3. Next Steps

Reviews of academic programs and units are presented to University governance as a matter of University policy. Under the University of Toronto Quality Assurance Process (UTQAP), the Vice-Provost, Academic Programs prepares a report on all program and unit reviews and submits these periodically to the Committee on Academic Policy and Programs (AP&P).


The review of French and Linguistics will be considered by AP&P at its meeting on **April 2, 2019. Please plan to attend this meeting.** Your presence is important and will allow you to respond to any questions the committee may have regarding the report, and your administrative response and implementation plan. An overview of what happens at AP&P is [available on our website](#).

I would appreciate receiving your completed administrative response and plan for implementing recommendations, as well as any comments on the summary by **March 7, 2019**. This will allow my office sufficient time to prepare materials for the AP&P meeting.

The summary and administrative response and implementation plan are the two key components of the Final Assessment Report and Implementation Plan, which will be finalized after the AP&P meeting and distributed to you, the chair, and the Governing Council secretariat and posted on our [website](#), as required by the UTQAP.

Please feel free to contact me or Justine Garrett, Coordinator, Academic Planning and Reviews, should you have any questions.

Sincerely,



Susan McCahan  
Vice-Provost, Academic Programs

cc.

Mark Schmuckler, Vice-Dean, Undergraduate

Annette Knott, Academic Programs Officer

Daniella Mallinick, Director, Academic Programs, Planning and Quality Assurance

Justine Garrett, Coordinator, Academic Planning and Reviews



March 7, 2019

Professor Susan McCahan  
Vice-Provost, Academic Programs  
Office of the Vice-President and Provost  
Simcoe Hall  
University of Toronto

Dear Susan,

**Administrative Response:**  
**External Review of the Centre for French and Linguistics**

Thank you for your letter of February 6, 2019 requesting my administrative response to the external review of the Centre for French and Linguistics (CFL). I appreciate the seriousness with which the reviewers approached the external review process, as well as the thoughtful consideration given to the Centre and its undergraduate programs. I am very pleased to note that the reviewers were impressed by the high quality of the training that students are receiving and by the Centre's well-structured programs.

The external review report was sent to the Chair of the Department and shared widely among faculty, staff and students. The decanal group, including the Vice-Dean Undergraduate, Vice-Dean Faculty Affairs and Equity, Assistant Dean, Academic and Academic Programs Officer met with the Interim Director, Associate Director, Linguistics and Psycholinguistics, Associate Director, French, and Program Supervisor, English-Chinese Translation on February 27, 2019 to discuss the external review, and the recommendations from the review report; I am pleased with the depth of the discussion that took place. We are considering the recommendations of the reviewers carefully and already have begun to act upon them.

Let me address the specific points raised in the letter:

- The reviewers encouraged conversations to build morale and develop a mission and vision for the French sector and to review the structure of the specialist and major in light of decreased demand for the specialist, to support recruitment, ensure the viability of C- and D-level courses, and to create parity with cognate programs on other campuses.

The reviewers express some concern regarding the morale of the French faculty – particularly in light of the loss of the Concurrent Teacher Education program, and a

subsequent decline in student enrolments. The reviewers encourage the French group to engage in a discussion of their future direction in terms of their vision and curriculum, and from this discussion to develop a mission statement. To support this effort, they recommend the French group engage in a retreat led by the Director, with guidance from relevant experts.

CFL notes that last year was a particularly difficult year for the unit in terms of administration. Under the leadership of the Interim Director there have been positive changes, including regular departmental meetings, open communication and good progress on questions of governance. Once the next Director has been appointed, the French faculty will be better able to have the necessary conversations about morale and vision, perhaps at a retreat as suggested by the reviewers.

As well, the French faculty members have been engaging in productive and meaningful discussions on curriculum, recruitment and enrolment; they feel that it is through these channels that they will forge a path to improved morale amongst faculty members.

Firstly, they have established an active and committed Curriculum Mapping Committee that is engaged in curriculum mapping, involving re-appraising the Major and Specialist programs in light of desired learning outcomes. This process will set the stage for future conversations with all French faculty members with regards to the direction of the discipline. The expectation is that the review of the French programs will be a mechanism through which the faculty can engage in frank discussions about the goals of the discipline in view of the needs of UTSC's changing student body.

Secondly, the French faculty are taking the questions of recruitment and enrolment very seriously; it is certainly true that, due to the loss of CTEP, enrolments in the Specialist program are down; however, general enrolment numbers in French have improved from their low point last year, where some C- and D- level classes (and even one B-level class) were cancelled. This year, the CFL is pleased to note waitlists for some B-level classes, and more appropriate enrolment numbers in C-level classes. The question of enrolment does remain a concern and it has impacted the morale of the unit. The French faculty are currently exploring the following strategies to increase enrolment in French programs:

- a) Modifying and improving the relationship with Co-op. Historically, French students have had little success finding co-op placements relevant to their programs; one of the reasons for this is that their language proficiency does not meet the level required by employers. To address this, the CFL has adopted the international standards of the CEFR (Common European Framework of Reference) for language classes, which has enabled them to strengthen the language requirement for entry into French Co-op. This will ensure that French Co-op students will have at least the international B1 level by the time their work-term placement commences, which will enable them to compete successfully for meaningful co-op placements. These more attractive partnerships will in turn allow CFL to use French Co-op as a recruitment tool in Francophone schools, hopefully thereby attracting stronger French students to UTSC.

- b) Creating intensive introductory French courses. This summer, for the first time, CFL will be offering two new introductory French courses (FREA90Y and FREA91Y) on an intensive schedule: FREA90Y is the equivalent of FREA96H and FREA97H, which students can complete in May-June; FREA91Y is the equivalent of FREA98H and FREA99H, which students can complete in July-August. This will potentially allow students who have no previous experience in French to be admitted to FREA01H (which is the gateway course to the French Major, Minor and Specialist) in the Fall, thereby enabling students with a lower French proficiency to meet the entry requirement for French programs.

Although the links between these changes and the morale of the French discipline may not immediately be evident, the CFL believes that considering questions of curriculum and of enrolment are important steps in fostering a positive environment for all colleagues.

- The reviewers also made modest suggestions around course outlines, introductory courses, etc., to ensure consistency, support for grammar and pronunciation, and broaden the pool from which students may enter the major.

The reviewers recommend the French group establish more uniform course outlines for courses with multiple sections, and put into place a process for the approval of course outlines. They made several recommendations for curricular changes aimed at attracting more students to the Major and Major Co-op programs in French, and increasing enrolments in C- and D-level French courses. These recommendations include: creating a pronunciation course, and creating an introductory course in either francophone literatures/culture in English or French literature. Finally, the reviewers identify a gap in faculty research in the area of applied linguistics, and suggest this area would be beneficial given that language teaching is a priority in French.

As previously stated, the Curriculum Mapping Committee has established a list of learning outcomes for the French Major and Specialist; the French faculty are now involved in the next step in the process, which is determining how courses correspond to these outcomes. The faculty is confident this process will result in curricular changes, some of which will address the reviewers' comments; however, the faculty may take different approaches to those proposed by the reviewers. The suggestion, for example, to create a pronunciation course is not supported by the majority of French faculty members; instead, they believe it will be more productive to target every French student with more directed pronunciation work within already existing language classes.

To support changes to the curriculum, there will be a need for future hires in French/Linguistics. Two faculty members who taught French linguistics classes (Prof. Karen McCrindle, who is now Associate Dean, Teaching and Learning, and Prof. Juvénal Ndrayiragije, who has research-related course release and teaches mainly in English in the Linguistics area) are no longer available to teach French courses. The CFL is currently unable to offer enough linguistics courses in French through full-time faculty members, which means they depend on part-time faculty and sessionals to offer these courses. The suggestion to offer new linguistics courses (in applied linguistics, for example) is



currently unsustainable, given the faculty situation. The CFL will consider modifying its faculty complement plan to include a position in French linguistics with a specialization in language acquisition, which would support courses in applied linguistics as suggested by the reviewers.

Finally, once the Curriculum Mapping Committee has completed its work, the CFL will initiate discussions among faculty regarding standardized structures and content for French courses, while of course leaving room for academic freedom.

- The reviewers reflected students' concerns about large class sizes in ECT and limited course selection in Linguistics, and commented on the need for additional faculty.

The reviewers note the overall positive, welcoming and engaging experience of students in both Linguistics and English-Chinese Translation (ECT), although they also believe it is important to acknowledge students' concerns around large class sizes and too few faculty teaching in ECT, as well as too few upper-level courses being taught in Linguistics. To address these issues, the reviewers support the Centre's desire for new hires in ECT and Linguistics. The reviewers suggest the priorities should be teaching-stream and tenure-stream hires in ECT to support both the existing Minor and also a planned future Major, and tenure-stream hires in sentence processing and computational linguistics to support the planned transition of the BA in Psycholinguistics to a BSc, as well as future plans for an MSc program in Psycholinguistics.

In response to the external review, CFL has implemented some short-term measures to address these issues and is in the process of putting in place more permanent solutions. The group fully agree with the external reviewers that, given the enormous popularity of ECT, the program is severely understaffed. In the summer of 2018 (and as a direct response to the points raised in the external review) 2 part-time faculty were recruited to support ECT. Although both of these positions are currently contractually limited term appointments (one will expire in June 2020, the other in June 2021), the complement planning process for the next five years is underway and will include a teaching stream position in Year 1 and a tenure stream position in Year 2.

The Centre is also requesting a tenure stream appointment in Psycholinguistics (Year 1) which will provide the needed complement to support a BSc program in Psycholinguistics. Once this program is in place, the Centre will consider developing a MSc in Psycholinguistics. The Centre notes that any Psycholinguistics hire will likely require lab space, and they are committed to working with the Dean's Office to ensure that such space is available at the time of hiring.

- The reviewers supported a number of plans to develop new programs (e.g., to convert the Psycholinguistics BA to a BSc as a step towards a new master's program; to develop a distinctive, rigorous, research-informed ECT major that could be accredited). Please comment on the status of these plans including complement plans and any consultation undertaken with cognate units.

The reviewers are clear that they believe the CFL's plans to replace the BA in Psycholinguistics with a BSc is step in the right direction. As they state, the BSc would appropriately capture the program's mission and curriculum, and would further differentiate the Linguistics and Psycholinguistics degree programs. They also suggest that a BSc in Psycholinguistics is the first step towards the Centre realizing its goal of introducing a Master's program. With regard to plans to introduce a new Major in ECT, the reviewers note the strong enrolments in the Minor and suggest these enrolments indicate demand for a Major in this area.

Over this past Fall, the CFL has worked to develop plans for a Major in ECT. A formal proposal was submitted in January 2019 and is currently in the early stages of review and development; their goal is to launch the program in Fall 2021. In addition, a new full-time, continuing track, teaching stream faculty member hired at the start of this academic year will support the Linguistics program. As mentioned earlier, the Centre's next complement plan includes one tenure-stream hire in Psycholinguistics.

- The reviewers noted lengthy delays in getting lab space and equipment for new linguistics faculty and suggested that assigning mentors to new faculty might help.

The source of the reviewer's concerns here is the lingering bad feeling associated with past delays for faculty in Psycholinguistics in getting their lab facilities up and running. To ensure that delays do not continue to be an issue, the reviewers recommend the Centre strengthen its relationship with the Vice-Principal Research, and ensure that new faculty members are assigned a mentor who is a senior academic in the same stream (teaching or tenure) as the new hire.

Regarding the lab space, there were several structural issues related to the renovation of this space. Nearly all of these issues have been addressed and the CFL is working diligently to clear up the last few remaining concerns. Compensation and support has been provided to the two faculty members who have been affected by delays (both in the form of course releases and research stipends), and they are aware of the option to request a delay of their tenure/probationary reviews.

The Vice-Principal Academic and Dean notes that there is a new process at UTSC for identifying space and equipment needs for new faculty that involves the Offices of the Vice-Principal Academic and Dean, the Vice-Principal Research, and the Chief Administrative Officer that enables the Campus to prepare in a pro-active way for the needs of new faculty. This new process also encourages departments to consider the research facility needs of new faculty at the time that they develop their faculty complement plans. The availability of suitable space will be taken into consideration when the campus develops its faculty recruitment plans and 5-year complement plan.

Because faculty often consult with their colleagues on matters of importance to them, including issues like tenure, continuing status, and promotion, we also are finding ways to ensure that faculty mentors are well informed. The UTSC New Faculty Orientation includes a session on effective mentorship relationships in terms of both mentor and mentee responsibilities, and mentors are invited to attend with their new mentees. In

addition there are a suite of initiatives related to UTSC's mentorship steering group (*Mentoring Excellence & Diversity at UTSC*, or MEAD), including a 'mentorship initiatives' fund to support innovative, grassroots mentorship efforts, a faculty career development fellows program, and the development of mentorship toolkits for both mentors and mentees. The Vice-Dean Faculty Affairs and Equity is working with Chairs, the Vice-Principal Research, and the Associate Dean Teaching and Learning to strengthen the mentoring provided to faculty for teaching, research and career advancement.

- The reviewers expressed concern about the lack of clarity around unit governance, mission and vision for the Centre, and future plans for the Centre's structure. How will governance and communication structures in the Centre be improved in the short and long term?

The reviewers highlight that, since the establishment of the Centre for French and Linguistics in 2012: "much work has been done to create an academic unit with cohesion in spite of the multifaceted nature of their programs." Nevertheless, the following issues were identified: (1) the duties of the Director and Associate Directors were not explicitly defined; (2) communication and information flow within and outside the unit was problematic; (3) meetings were not held frequently enough; and (4) there was a lack of clarity around the development of the Centre's complement plan. To resolve these, and similar issues, the reviewers recommend the Centre develop a Constitution.

The reviewers also address the question of whether the CFL should move from an EDU:A to a Department. They contextualize their discussion by highlighting the growth of the Centre's programs, their success in identifying niches that differentiate CFL programs from others in the GTA, and the steps the Centre has taken to increase cohesion among the three disciplines in the unit – French, Linguistics and ECT. The reviewers suggest that, before the Centre contemplates Department status, they should develop an overarching vision for CFL's research and teaching missions. They believe that the discussions around the development of a Constitution will support this process.

Under the leadership of the Interim Director, CFL has been working hard to address issues of governance. They have formed a task force, which has been meeting on a monthly basis since September 2018 to develop a Constitution/Best Practices document. The working group consists of members from all areas (French, Linguistics, and ECT) and is composed of both tenure and teaching stream faculty. As a preliminary step to working through issues of governance, CFL has examined the Constitutions of several other departments. They have also had a representative from one of these departments meet with the taskforce to discuss what they considered was working/not working with their own Constitution. Some of the issues CFL has been addressing include: What standing committees are needed by the unit? How should they be staffed? Who is entitled to participate? What is the role of the Director and Associate Directors? As they continue to move forward in addressing these issues they will work in consultation with the Office of the Vice-Principal Academic and Dean. They also note that, in an effort to improve communication and promote greater cohesion and understanding among the entire unit, they have begun to hold monthly two-hour faculty meetings wherein

information can be disseminated to the group and each subunit can inform the others about initiatives they are undertaking. These monthly faculty meetings are proving to be a big success and have prompted a range of important discussions.

Regards,



Professor William Gough  
Vice-Principal Academic and Dean

| Action  | Implementation Timeline                   | Lead   |
|---|---|--|
| The Curriculum Mapping Committee will continue and complete the curriculum mapping exercise in the French area.   | Immediate (6 months)                      | Interim Director; Associate Director, French                         |
| The French group will modify and improve the relationship with Co-op.   | Immediate (6 months)                      | Interim Director; Associate Director, French                         |
| The French group will create intensive introductory French courses.   | Immediate (6 months)                      | Associate Director, French   |
| The Dean's Office will include a session on effective mentorship in the New Faculty Orientation.  | Immediate (6 months)                      | Vice-Dean Faculty Affairs and Equity and department Chairs/Directors |
| The Dean's Office will complete the search for a new Director of the CFL.   | Immediate (6 months)                      | Vice-Principal Academic and Dean                                     |
| The CFL will consider modifying its next faculty complement plan to include a position in French linguistics to support courses in applied linguistics. | Immediate to Medium (6 months to 1 year)  | Interim Director   |
| The French group will continue to engage in a discussion regarding their future direction and will develop a mission                                    | Immediate to Medium (6 months to 2 years) | Associate Director, French   |

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| statement. This process will be supported by the new Director, once that person is appointed.  |   |  |
| The French group will determine and implement curriculum changes prompted by their curriculum mapping exercise.  | Immediate to Medium (6 months to 2 years) | Interim Director; Associate Director, French |
| The Centre's next complement plan will include the following: <ul style="list-style-type: none"> <li>• for ECT, a new teaching stream faculty member in Year 1;</li> <li>• for Psycholinguistics a new tenure stream faculty member in Year 1;</li> <li>• for ECT a new tenure stream faculty member in Year 2.</li> </ul> | Immediate to Medium (6 months to 2 years) | Interim Director; Associate Director, French |
| CFL will continue a consultation process to identify procedures, steps, and priorities relevant to the development of a departmental constitution.   | Immediate to Medium (6 months to 1 year)  | Interim Director and/or designate(s)         |
| In line with their academic priorities and available resources, the CFL will begin introducing new programs.   | Medium to Longer (2 years to 5 years)     | Interim Director; Associate Director, French |
| Following upon the appointment of a new Director, and the development of a departmental constitution the CFL, in consultation with the Dean's Office, will revisit moving to Departmental status.  | Medium to Longer (2 years to 5 years)     | Director; Vice-Principal Academic and Dean   |

# UTQAP Cyclical Review: Final Assessment Report and Implementation Plan

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## 1. Review Summary

|                               |  |
|-------------------------------|--|
| <b>Programs Reviewed:</b>     | French, BA (Hons.): Specialist, Specialist Co-op, Major, Major Co-op, Minor<br>Linguistics, BA (Hons.): Specialist, Specialist Co-op, Major, Major Co-op, Minor<br>Psycholinguistics, BA (Hons.): Specialist, Specialist Co-op<br>English to Chinese Translation: Minor (Arts) |
| <b>Unit Reviewed:</b>         | Centre for French and Linguistics  |
| <b>Commissioning Officer:</b> | Vice-Principal Academic and Dean, UTSC   |
| <b>Reviewers:</b>             | 1. Professor John Archibald, Ph.D., Department of Linguistics, University of Victoria<br>2. Professor Patrice Beddor, Ph.D., Chair, Department of Linguistics, University of Michigan<br>3. Professor Denis Liakin, Ph.D., Department of French Studies, Concordia University  |
| <b>Date of Review Visit:</b>  | May 14 – 15, 2018  |

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## Previous Reviews

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### Dates:

- Review of Linguistics and Psycholinguistics programs with Department of Humanities: Dec 2009
- Review of French programs: July 2011

### Note:

- Specialist in Linguistics approved to commence: 2007-08
- English to Chinese Translation minor approved to commence: 2014-15
- Creation of the Centre for French and Linguistics (EDU:A): 2012-13

## Summary of Findings and Recommendations

### Undergraduate Programs

The reviewers observed the following strengths:

- Well-thought out and coherent curriculum (French 2011)
- CTEP is a strength (French 2011)
- Overall program enrolments are increasing (French 2011)

The reviewers identified the following areas of concern:

- It is not clear that History, French and Linguistics and Philosophy have thoroughly thought through their distinctive identity at UTSC (Humanities 2009)
- Proliferation of course offerings that are designed to be taught by teaching stream faculty (Humanities 2009)
- Students were upset that the calendar did not match reality, and frequently had to take classes at the downtown campus in order to graduate (Humanities 2009)
- French students are not offered the possibility of taking linguistics courses at the C- and D-levels; scarcity of D-level courses for Specialists (French 2011)

The reviewers made the following recommendations:

- Align major with St George so that it is 8 credits (French 2011)
- Be more consistent with evaluation methods across similar courses (French 2011)

### Administration

The reviewers identified the following areas of concern:

- The reviewers found a unit driven by competing visions for the humanities and in extreme conflict about governance. The complexity of these issues demanded most of their attention, leaving little time for activities normally the

purview of such reviews (for example, detailed comments on the curriculum of individual programs). (Humanities 2009)

The reviewers made the following recommendations:

- Dean to institute new structure (Humanities 2009)

## Current Review: Documentation and Consultation

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### Documentation Provided to Reviewers

1. About the University and UTSC: UTSC Strategic Plan (2014/15 – 2018/19); UTSC Academic Plan (2015-20); UTSC By the Numbers; UTSC Admissions Viewbook (2018-19).
2. About the Review: Terms of Reference; Site Visit Schedule.
3. About the Department: Unit Academic Plan; Unit Self Study, plus Appendices.
4. About Programs and Courses: Description of CFL programs; and description of CFL courses; Course Syllabi; Course Enrolments from 2009 to 2018.
5. Faculty CVs.

### Consultation Process

The reviewers met with the following: the decanal group, including the Vice-Principal Academic and Dean, Vice-Dean Undergraduate, Vice-Dean Graduate, Assistant Dean, Academic, and Academic Programs Officer; the Vice-Principal Research (Acting); the Director of the Centre for Teaching and Learning; junior and senior members of the faculty from all areas of study; undergraduate students; administrative staff from the Office of Arts and Science Co-op; departmental administrative staff; and library staff.

## Current Review: Findings and Recommendations

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### 1. Undergraduate Program

The reviewers observed the following **strengths**:

- Overall quality
  - Students receive impressive high-quality training offered through well-structured programs
- Objectives
  - Multidisciplinary programs that foster students' awareness of the intersections between language and culture
  - Programs include the study of French, Québécois and Francophone literatures, theatre and cinema; translation, linguistics and language pedagogy; and history, society and culture in Canadian and global contexts
- Admissions requirements



- UTSC fills a societal need for first-generation university students; admissions requirements are appropriate
- Curriculum and program delivery
  - Several courses offer an important experiential learning component that permits students to obtain real-world language practice
  - French programs are well-thought out and organized, cover main areas of French language and culture, follow the curriculum of the similar programs at Canadian universities and are mostly designed for non-Francophones
  - Excellent achievement of aligning of the language courses with the Common European Framework of Reference for Languages
  - Very popular program in Psycholinguistics
  - Non-co-op programs have experienced sustained and substantial growth
  - Introduction to Linguistics course has experienced phenomenal growth; popularity demonstrates that the Linguistics program attracts students with both formal and general interests
  - Linguistic programs' curriculum is solid, comprehensive and dynamic
  - Numerous Linguistics courses provide experiential learning experiences and research experiences, especially through the Specialist programs
  - English to Chinese Translation minor (ECT) is unique, well-suited to the local UTSC population, and meets a global need
  - Co-op office is developing helpful information sheets about skills
- Innovation
  - New linguistics courses introduce students to current important topics and important linguistics methods
  - Distinctive focus on experimental methods in the linguistics programs, especially the Psycholinguistics Specialist, filling an important need in the GTA
  - Student engagement, experience and program support services
  - The Linguistic Student Association actively engages in outreach activities on campus and in the local community
  - Faculty members' ability to inspire and engage is reflected in active student associations, student awards, and positive feedback on student surveys
- Quality indicators – undergraduate students
  - French major and minor enrolments have remained stable
  - Linguistics programs attract excellent students who successfully compete for prestigious awards (e.g., UTEA-SSH) and scholarships (e.g., SSHRC CGS).
  - Considerable recent growth of the ECT minor
  - Students' knowledge of diverse languages means that they bring important expertise to ongoing research within the Centre
  - Energetic, creative, dedicated faculty offer a vibrant undergraduate curriculum

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

- Curriculum and program delivery

- Closure of CTEP resulted in the cancellation of several French courses at the C- and D-levels
- Current structure of French programs creates a barrier to students declaring a major late, preventing them from graduating in four years
- Co-op Linguistics programs are relatively small
- Great reliance on sessionals to deliver ECT minor; unsustainable situation of having program supervisor as only permanent faculty member in ECT
- Students concerned about large class sizes in some translation courses and lack of regularly scheduled upper level courses in Linguistics
- Quality indicators – undergraduate students
  - Declining French specialist enrolment due to the closure of CTEP
- Quality indicators – faculty
  - Students noted the lack of a range of advanced courses or availability of required courses due to small faculty complement size

The reviewers made the following **recommendations**:

- Curriculum and program delivery
  - Pursue the creation/conversion of a new BSc program in Psycholinguistics, based on the popularity of the current BA program
  - If new faculty lines are added, consider the creation of an Experimental Linguistics MSc program
  - Pursue the creation of a new BA program (major) in ECT
  - Investigate accreditation for the proposed ECT major so that graduates would automatically receive accreditation from a professional body
  - Differentiate the learning objectives of the major and the minor in ECT as the major is developed
  - Ensure there is rigour in any new ECT courses added
  - Reconsider resources and administrative structures for ECT in light of recent growth
  - Review the current structure of French Major and Specialist in order to lower full-course equivalents for the Major to 7 (and possibly for the Specialist to 10 or 11)
  - Create a pronunciation course (corrective phonetics) in French
  - Create uniformity of course outlines for multiple sections in French courses
  - Put in place a process for approval of course outlines in French
  - Create an A-level introductory course on francophone literatures/cultures in English or an introductory French literature course to attract a broader group of students to the major
  - Encourage students to enrol in co-op major programs
- Quality indicators – undergraduate students
  - Rethink the strategy for attracting new students to the French programs, especially in the Specialist program in order to offer sufficient C- and D- level courses

## 2. Graduate Program (n/a)

## 3. Faculty/Research

The reviewers observed the following **strengths**:

- Overall quality
  - Grants, graduate supervision, publications and conference presentations attest to the high quality of the research
- Research
  - French faculty research spans areas highly relevant to the teaching of graduate and undergraduate courses in both literatures and culture as well as in linguistics and language learning
  - Linguistics faculty undertake theoretical and experimental research, and cover an impressively wide range of disciplinary subfields for a relatively small complement
  - Though there is less depth of coverage in certain areas than in comparably sized departments, Linguistics complement reflects the well-considered decision to focus on experimental approaches
- Faculty
  - Linguistics faculty's areas of specializations are highly conducive to drawing undergraduate and graduate students into linguistics research
  - Phenomenal growth of the ECT minor is due to the efforts of the one permanent faculty member in that area

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

- Research
  - Notable gap of applied linguistics in French research activity
- Faculty
  - Troubling multi-year delays of not having functional research laboratories for new Linguistics faculty
  - Only one permanent faculty member in ECT
  - Enrolment growth has outpaced Linguistics complement; growing needs in sentence processing, computational linguistics, and speech language pathology

The reviewers made the following **recommendations**:

- Faculty
  - Assign a senior scholar from the same stream to mentor new faculty on all aspects of faculty life
  - All faculty in the Centre should meet to discuss the proposed complement plan

- Act upon top priorities in the complement plan, including stabilizing ECT area with new hires
- Consider the balance of teaching-stream and tenure-stream faculty in the ECT complement
- Increase the Linguistics complement, including a specialist in sentence processing, who would be essential to the planned MSc in Psycholinguistics

## 4. Administration

The reviewers observed the following **strengths**:

- Relationships
  - Staff morale is good
  - Students are uniformly enthusiastic about their programs
  - Dedicated, professional members of the Co-op Office have a strong relationship with the Centre
  - Strong connection between Linguistics and Psychology as reflected in cross-appointments
  - Valuable relationship with the liaison librarian who supports undergraduate research poster day
- Organizational and financial structure
  - Current administrative support staff structure works well
  - Valuable addition of a Financial Assistant
- International comparators
  - Centre has been highly successful in growth and identifying niches that differentiate its programs from others in the GTA and beyond

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

- Relationships
  - Low morale amongst the French complement, primarily related to declining enrolment and closure of CTEP
  - Staff are stretched in serving more than one unit
- Organizational and financial structure
  - Lack of clarity around roles of director and associate directors
  - Problematic communication flow in the Centre, with meetings held infrequently
  - Lack of clarity on how the complement plan would be approved
  - Long-range planning and overall assessment
  - Divided perspectives on whether to seek departmental status
  - Unit is at an important juncture in terms of identifying a vision for the research and teaching missions of an academic unit that encompasses French, Linguistics, ECT, and other language teaching

The reviewers made the following **recommendations**:

- Relationships
  - Contact the federal government and Immigration Canada to investigate collaboration possibility for second language tests, potentially allowing CFL French graduates to not have to take these tests—potentially attracting new students to these programs
  - Improve the relationship with the Office of the Vice-Principal Research
- Organizational and financial structure
  - Generate a constitution for the CFL that addresses concerns about governance, communication, complement generation, and meeting schedules
  - Hold a retreat for the French sector to develop a vision and mission statement and a strategy for implementing it, with assistance from an external curriculum design expert
  - Review Financial Assistant role to determine whether increasing it to 100% is warranted
- Long-range planning and overall assessment
  - Refrain from seeking departmental status until recommended governance documents are created and approved by the CFL, and an overarching vision for the research and teaching missions of the unit is crafted
  - Consider appropriateness of minority language instruction as it fits within the unit's academic plan, rather than as an opportunity for revenue generation
  - Consider space implications when making new hires



## 2. Administrative Response & Implementation Plan

UNIVERSITY OF  
**TORONTO**  
SCARBOROUGH

OFFICE OF THE VICE-PRINCIPAL ACADEMIC & DEAN

March 7, 2019

Professor Susan McCahan  
Vice-Provost, Academic Programs  
Office of the Vice-President and Provost  
Simcoe Hall  
University of Toronto

Dear Susan,

**Administrative Response:**  
**External Review of the Centre for French and Linguistics**

Thank you for your letter of February 6, 2019 requesting my administrative response to the external review of the Centre for French and Linguistics (CFL). I appreciate the seriousness with which the reviewers approached the external review process, as well as the thoughtful consideration given to the Centre and its undergraduate programs. I am very pleased to note that the reviewers were impressed by the high quality of the training that students are receiving and by the Centre's well-structured programs.

The external review report was sent to the Chair of the Department and shared widely among faculty, staff and students. The decanal group, including the Vice-Dean Undergraduate, Vice-Dean Faculty Affairs and Equity, Assistant Dean, Academic and Academic Programs Officer met with the Interim Director, Associate Director, Linguistics and Psycholinguistics, Associate Director, French, and Program Supervisor, English-Chinese Translation on February 27, 2019 to discuss the external review, and the recommendations from the review report; I am pleased with the depth of the discussion that took place. We are considering the recommendations of the reviewers carefully and already have begun to act upon them.

Let me address the specific points raised in the letter:

- The reviewers encouraged conversations to build morale and develop a mission and vision for the French sector and to review the structure of the specialist and major in light of decreased demand for the specialist, to support recruitment, ensure the viability of C- and D-level courses, and to create parity with cognate programs on other campuses.

The reviewers express some concern regarding the morale of the French faculty – particularly in light of the loss of the Concurrent Teacher Education program, and a

subsequent decline in student enrolments. The reviewers encourage the French group to engage in a discussion of their future direction in terms of their vision and curriculum, and from this discussion to develop a mission statement. To support this effort, they recommend the French group engage in a retreat led by the Director, with guidance from relevant experts.

CFL notes that last year was a particularly difficult year for the unit in terms of administration. Under the leadership of the Interim Director there have been positive changes, including regular departmental meetings, open communication and good progress on questions of governance. Once the next Director has been appointed, the French faculty will be better able to have the necessary conversations about morale and vision, perhaps at a retreat as suggested by the reviewers.

As well, the French faculty members have been engaging in productive and meaningful discussions on curriculum, recruitment and enrolment; they feel that it is through these channels that they will forge a path to improved morale amongst faculty members.

Firstly, they have established an active and committed Curriculum Mapping Committee that is engaged in curriculum mapping, involving re-appraising the Major and Specialist programs in light of desired learning outcomes. This process will set the stage for future conversations with all French faculty members with regards to the direction of the discipline. The expectation is that the review of the French programs will be a mechanism through which the faculty can engage in frank discussions about the goals of the discipline in view of the needs of UTSC's changing student body.

Secondly, the French faculty are taking the questions of recruitment and enrolment very seriously; it is certainly true that, due to the loss of CTEP, enrolments in the Specialist program are down; however, general enrolment numbers in French have improved from their low point last year, where some C- and D- level classes (and even one B-level class) were cancelled. This year, the CFL is pleased to note waitlists for some B-level classes, and more appropriate enrolment numbers in C-level classes. The question of enrolment does remain a concern and it has impacted the morale of the unit. The French faculty are currently exploring the following strategies to increase enrolment in French programs:

- a) Modifying and improving the relationship with Co-op. Historically, French students have had little success finding co-op placements relevant to their programs; one of the reasons for this is that their language proficiency does not meet the level required by employers. To address this, the CFL has adopted the international standards of the CEFR (Common European Framework of Reference) for language classes, which has enabled them to strengthen the language requirement for entry into French Co-op. This will ensure that French Co-op students will have at least the international B1 level by the time their work-term placement commences, which will enable them to compete successfully for meaningful co-op placements. These more attractive partnerships will in turn allow CFL to use French Co-op as a recruitment tool in Francophone schools, hopefully thereby attracting stronger French students to UTSC.

- b) Creating intensive introductory French courses. This summer, for the first time, CFL will be offering two new introductory French courses (FREA90Y and FREA91Y) on an intensive schedule: FREA90Y is the equivalent of FREA96H and FREA97H, which students can complete in May-June; FREA91Y is the equivalent of FREA98H and FREA99H, which students can complete in July-August. This will potentially allow students who have no previous experience in French to be admitted to FREA01H (which is the gateway course to the French Major, Minor and Specialist) in the Fall, thereby enabling students with a lower French proficiency to meet the entry requirement for French programs.

Although the links between these changes and the morale of the French discipline may not immediately be evident, the CFL believes that considering questions of curriculum and of enrolment are important steps in fostering a positive environment for all colleagues.

- The reviewers also made modest suggestions around course outlines, introductory courses, etc., to ensure consistency, support for grammar and pronunciation, and broaden the pool from which students may enter the major.

The reviewers recommend the French group establish more uniform course outlines for courses with multiple sections, and put into place a process for the approval of course outlines. They made several recommendations for curricular changes aimed at attracting more students to the Major and Major Co-op programs in French, and increasing enrolments in C- and D-level French courses. These recommendations include: creating a pronunciation course, and creating an introductory course in either francophone literatures/culture in English or French literature. Finally, the reviewers identify a gap in faculty research in the area of applied linguistics, and suggest this area would be beneficial given that language teaching is a priority in French.

As previously stated, the Curriculum Mapping Committee has established a list of learning outcomes for the French Major and Specialist; the French faculty are now involved in the next step in the process, which is determining how courses correspond to these outcomes. The faculty is confident this process will result in curricular changes, some of which will address the reviewers' comments; however, the faculty may take different approaches to those proposed by the reviewers. The suggestion, for example, to create a pronunciation course is not supported by the majority of French faculty members; instead, they believe it will be more productive to target every French student with more directed pronunciation work within already existing language classes.

To support changes to the curriculum, there will be a need for future hires in French/Linguistics. Two faculty members who taught French linguistics classes (Prof. Karen McCrindle, who is now Associate Dean, Teaching and Learning, and Prof. Juvénal Ndrayiragije, who has research-related course release and teaches mainly in English in the Linguistics area) are no longer available to teach French courses. The CFL is currently unable to offer enough linguistics courses in French through full-time faculty members, which means they depend on part-time faculty and sessionals to offer these courses. The suggestion to offer new linguistics courses (in applied linguistics, for example) is



currently unsustainable, given the faculty situation. The CFL will consider modifying its faculty complement plan to include a position in French linguistics with a specialization in language acquisition, which would support courses in applied linguistics as suggested by the reviewers.

Finally, once the Curriculum Mapping Committee has completed its work, the CFL will initiate discussions among faculty regarding standardized structures and content for French courses, while of course leaving room for academic freedom.

- The reviewers reflected students' concerns about large class sizes in ECT and limited course selection in Linguistics, and commented on the need for additional faculty.

The reviewers note the overall positive, welcoming and engaging experience of students in both Linguistics and English-Chinese Translation (ECT), although they also believe it is important to acknowledge students' concerns around large class sizes and too few faculty teaching in ECT, as well as too few upper-level courses being taught in Linguistics. To address these issues, the reviewers support the Centre's desire for new hires in ECT and Linguistics. The reviewers suggest the priorities should be teaching-stream and tenure-stream hires in ECT to support both the existing Minor and also a planned future Major, and tenure-stream hires in sentence processing and computational linguistics to support the planned transition of the BA in Psycholinguistics to a BSc, as well as future plans for an MSc program in Psycholinguistics.

In response to the external review, CFL has implemented some short-term measures to address these issues and is in the process of putting in place more permanent solutions. The group fully agree with the external reviewers that, given the enormous popularity of ECT, the program is severely understaffed. In the summer of 2018 (and as a direct response to the points raised in the external review) 2 part-time faculty were recruited to support ECT. Although both of these positions are currently contractually limited term appointments (one will expire in June 2020, the other in June 2021), the complement planning process for the next five years is underway and will include a teaching stream position in Year 1 and a tenure stream position in Year 2.

The Centre is also requesting a tenure stream appointment in Psycholinguistics (Year 1) which will provide the needed complement to support a BSc program in Psycholinguistics. Once this program is in place, the Centre will consider developing a MSc in Psycholinguistics. The Centre notes that any Psycholinguistics hire will likely require lab space, and they are committed to working with the Dean's Office to ensure that such space is available at the time of hiring.

- The reviewers supported a number of plans to develop new programs (e.g., to convert the Psycholinguistics BA to a BSc as a step towards a new master's program; to develop a distinctive, rigorous, research-informed ECT major that could be accredited). Please comment on the status of these plans including complement plans and any consultation undertaken with cognate units.

The reviewers are clear that they believe the CFL's plans to replace the BA in Psycholinguistics with a BSc is step in the right direction. As they state, the BSc would appropriately capture the program's mission and curriculum, and would further differentiate the Linguistics and Psycholinguistics degree programs. They also suggest that a BSc in Psycholinguistics is the first step towards the Centre realizing its goal of introducing a Master's program. With regard to plans to introduce a new Major in ECT, the reviewers note the strong enrolments in the Minor and suggest these enrolments indicate demand for a Major in this area.

Over this past Fall, the CFL has worked to develop plans for a Major in ECT. A formal proposal was submitted in January 2019 and is currently in the early stages of review and development; their goal is to launch the program in Fall 2021. In addition, a new full-time, continuing track, teaching stream faculty member hired at the start of this academic year will support the Linguistics program. As mentioned earlier, the Centre's next complement plan includes one tenure-stream hire in Psycholinguistics.

- The reviewers noted lengthy delays in getting lab space and equipment for new linguistics faculty and suggested that assigning mentors to new faculty might help.

The source of the reviewer's concerns here is the lingering bad feeling associated with past delays for faculty in Psycholinguistics in getting their lab facilities up and running. To ensure that delays do not continue to be an issue, the reviewers recommend the Centre strengthen its relationship with the Vice-Principal Research, and ensure that new faculty members are assigned a mentor who is a senior academic in the same stream (teaching or tenure) as the new hire.

Regarding the lab space, there were several structural issues related to the renovation of this space. Nearly all of these issues have been addressed and the CFL is working diligently to clear up the last few remaining concerns. Compensation and support has been provided to the two faculty members who have been affected by delays (both in the form of course releases and research stipends), and they are aware of the option to request a delay of their tenure/probationary reviews.

The Vice-Principal Academic and Dean notes that there is a new process at UTSC for identifying space and equipment needs for new faculty that involves the Offices of the Vice-Principal Academic and Dean, the Vice-Principal Research, and the Chief Administrative Officer that enables the Campus to prepare in a pro-active way for the needs of new faculty. This new process also encourages departments to consider the research facility needs of new faculty at the time that they develop their faculty complement plans. The availability of suitable space will be taken into consideration when the campus develops its faculty recruitment plans and 5-year complement plan.

Because faculty often consult with their colleagues on matters of importance to them, including issues like tenure, continuing status, and promotion, we also are finding ways to ensure that faculty mentors are well informed. The UTSC New Faculty Orientation includes a session on effective mentorship relationships in terms of both mentor and mentee responsibilities, and mentors are invited to attend with their new mentees. In

addition there are a suite of initiatives related to UTSC's mentorship steering group (*Mentoring Excellence & Diversity at UTSC*, or MEAD), including a 'mentorship initiatives' fund to support innovative, grassroots mentorship efforts, a faculty career development fellows program, and the development of mentorship toolkits for both mentors and mentees. The Vice-Dean Faculty Affairs and Equity is working with Chairs, the Vice-Principal Research, and the Associate Dean Teaching and Learning to strengthen the mentoring provided to faculty for teaching, research and career advancement.

- The reviewers expressed concern about the lack of clarity around unit governance, mission and vision for the Centre, and future plans for the Centre's structure. How will governance and communication structures in the Centre be improved in the short and long term?

The reviewers highlight that, since the establishment of the Centre for French and Linguistics in 2012: "much work has been done to create an academic unit with cohesion in spite of the multifaceted nature of their programs." Nevertheless, the following issues were identified: (1) the duties of the Director and Associate Directors were not explicitly defined; (2) communication and information flow within and outside the unit was problematic; (3) meetings were not held frequently enough; and (4) there was a lack of clarity around the development of the Centre's complement plan. To resolve these, and similar issues, the reviewers recommend the Centre develop a Constitution.

The reviewers also address the question of whether the CFL should move from an EDU:A to a Department. They contextualize their discussion by highlighting the growth of the Centre's programs, their success in identifying niches that differentiate CFL programs from others in the GTA, and the steps the Centre has taken to increase cohesion among the three disciplines in the unit – French, Linguistics and ECT. The reviewers suggest that, before the Centre contemplates Department status, they should develop an overarching vision for CFL's research and teaching missions. They believe that the discussions around the development of a Constitution will support this process.

Under the leadership of the Interim Director, CFL has been working hard to address issues of governance. They have formed a task force, which has been meeting on a monthly basis since September 2018 to develop a Constitution/Best Practices document. The working group consists of members from all areas (French, Linguistics, and ECT) and is composed of both tenure and teaching stream faculty. As a preliminary step to working through issues of governance, CFL has examined the Constitutions of several other departments. They have also had a representative from one of these departments meet with the taskforce to discuss what they considered was working/not working with their own Constitution. Some of the issues CFL has been addressing include: What standing committees are needed by the unit? How should they be staffed? Who is entitled to participate? What is the role of the Director and Associate Directors? As they continue to move forward in addressing these issues they will work in consultation with the Office of the Vice-Principal Academic and Dean. They also note that, in an effort to improve communication and promote greater cohesion and understanding among the entire unit, they have begun to hold monthly two-hour faculty meetings wherein

information can be disseminated to the group and each subunit can inform the others about initiatives they are undertaking. These monthly faculty meetings are proving to be a big success and have prompted a range of important discussions.

Regards,



Professor William Gough  
Vice-Principal Academic and Dean

| Action  | Implementation Timeline                   | Lead   |
|---|---|--|
| The Curriculum Mapping Committee will continue and complete the curriculum mapping exercise in the French area.   | Immediate (6 months)                      | Interim Director; Associate Director, French                         |
| The French group will modify and improve the relationship with Co-op.   | Immediate (6 months)                      | Interim Director; Associate Director, French                         |
| The French group will create intensive introductory French courses.   | Immediate (6 months)                      | Associate Director, French   |
| The Dean's Office will include a session on effective mentorship in the New Faculty Orientation.  | Immediate (6 months)                      | Vice-Dean Faculty Affairs and Equity and department Chairs/Directors |
| The Dean's Office will complete the search for a new Director of the CFL.   | Immediate (6 months)                      | Vice-Principal Academic and Dean                                     |
| The CFL will consider modifying its next faculty complement plan to include a position in French linguistics to support courses in applied linguistics. | Immediate to Medium (6 months to 1 year)  | Interim Director   |
| The French group will continue to engage in a discussion regarding their future direction and will develop a mission                                    | Immediate to Medium (6 months to 2 years) | Associate Director, French   |

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| statement. This process will be supported by the new Director, once that person is appointed.  |   |  |
| The French group will determine and implement curriculum changes prompted by their curriculum mapping exercise.  | Immediate to Medium (6 months to 2 years) | Interim Director; Associate Director, French |
| The Centre's next complement plan will include the following: <ul style="list-style-type: none"> <li>• for ECT, a new teaching stream faculty member in Year 1;</li> <li>• for Psycholinguistics a new tenure stream faculty member in Year 1;</li> <li>• for ECT a new tenure stream faculty member in Year 2.</li> </ul> | Immediate to Medium (6 months to 2 years) | Interim Director; Associate Director, French |
| CFL will continue a consultation process to identify procedures, steps, and priorities relevant to the development of a departmental constitution.   | Immediate to Medium (6 months to 1 year)  | Interim Director and/or designate(s)         |
| In line with their academic priorities and available resources, the CFL will begin introducing new programs.   | Medium to Longer (2 years to 5 years)     | Interim Director; Associate Director, French |
| Following upon the appointment of a new Director, and the development of a departmental constitution the CFL, in consultation with the Dean's Office, will revisit moving to Departmental status.  | Medium to Longer (2 years to 5 years)     | Director; Vice-Principal Academic and Dean   |

### **3. Committee on Academic Policy & Programs (AP&P) Findings**

At its meeting on April 2, 2019, the Committee on Academic Policy and Programs (AP&P) concluded that the Decanal response adequately addressed the review recommendations.

### **4. Institutional Executive Summary**

The reviewers praised high quality of the training that students are receiving in the Centre for French and Linguistics and its well-structured programs. They noted the well thought out and organized French programs and the comprehensive Linguistics curriculum, with its focus on experimental methods. The faculty are dedicated, and the students are satisfied with their programs, courses, and advising. They also highlighted the phenomenal growth of the English-to-Chinese Translation minor and the efforts of the program supervisor. The reviewers recommended that the following issues be addressed: encouraging conversations to build morale and develop a mission and vision for the French sector; reviewing the structure of the specialist and major in French in light of decreased demand for the specialist; supporting recruitment into French programs; ensuring the viability of C and D level courses; creating parity with cognate programs on other campuses; adapting course outlines and introductory courses to ensure consistency; providing support for grammar and pronunciation; broadening the pool from which students may enter the major in French; addressing students' concerns about large class sizes in ECT and limited course selection in Linguistics; addressing the need for additional faculty; developing new programs (e.g., converting the Psycholinguistics BA to a BSc as a step towards a new master's program; developing a distinctive ECT major that could be accredited); addressing lengthy delays in getting lab space and equipment for new linguistics faculty; addressing the lack of clarity around unit governance, mission and vision for the Centre, and future plans for the Centre's structure. The Dean's Administrative Response describes the Faculty, unit and programs' responses to the reviewers' recommendations, including an implementation plan for any changes necessary as a result.

### **5. Monitoring and Date of Next Review**

The Dean will provide an interim report to the Vice-Provost, Academic Programs no later than July 2022 on the status of the implementation plans.

The next review will be commissioned in 2025-26.

### **6. Distribution**

On May 17, 2019, 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 of the University of Toronto Scarborough, the Secretaries of AP&P, Academic Board and Governing Council, and the Ontario Universities Council on Quality Assurance. The Dean provided the link to the Director of the Centre.