



# University of Toronto Quality Assurance Process (UTQAP) Cyclical Review: Final Assessment Report & Implementation Plan

<b>Program(s):</b>	Linguistics, Honours Bachelor of Arts: Specialist, Major, Minor Linguistics, Master or Arts, Doctor of Philosophy
<b>Division/Unit:</b>	Department of Linguistics
<b>Commissioning Officer:</b>	Dean, Faculty of Arts & Science
<b>Reviewers (Name, Affiliation):</b>	1. Dr. Robert Bayley, Professor, Department of Linguistics, University of California, Davis 2. Dr. Marie-Hélène Côté, Professor, Département de langues, linguistique et traduction, Université Laval 3. Dr. Colin Phillips, Professor & Distinguished Scholar-Teacher, Department of Linguistics, University of Maryland, College Park
<b>Date of review visit:</b>	November 14 – 15, 2013
<b>Date reported to AP&amp;P:</b>	April 1, 2014

## 1 Outcome

The Committee on Academic Policy and Programs (AP&P) concluded that the Decanal response adequately addressed the review recommendations.

## 2 Significant Program Strengths

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

### 3 Opportunities for Program Improvement and Enhancement

The reviewers recommended that the following be considered:

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

### 4 Implementation Plan

The Dean undertook in consultation with the Department to support the following changes:

- Immediate Term (6 months)
  - Examining the impact of the distinction between “core” and “non-core” curricular areas
    - The Department has identified central areas and methodologies within Linguistics, all of which it includes in its curriculum.
    - The Department will find ways to encourage an appreciation for the range of disciplinary areas during its spring retreat.
  - Exploring doctoral time to completion, student mentorship, funding, and advising
    - The Department will provide more formal academic and career advising and mentoring through print resources and graduate student workshops.
    - The Department will hold a bi-weekly forum on topics of interest to first-year Ph.D. students and will provide each with a faculty advisor.
    - The Department will review funding available for doctoral students in their fifth year and strategies for fundraising to support international students.
  - Determining the scholarly direction of the Department and the effect on faculty complement planning
    - The Department will continue discussion on future directions at its spring retreat and will seek approval for a new position.
  - Expanding Departmental relationships
    - The Department will continue to draw on opportunities afforded by its location and relationships in the GTA to benefit its research and teaching.
- Medium Term (1-2 years)
  - Examining the impact of the distinction between “core” and “non-core” curricular areas
    - The Department’s Curriculum Committee will continue to review the graduate curriculum.
  - Exploring doctoral time-to-completion, student mentorship, funding, and advising
    - The Department will seek permanent funds to maintain career advising resources.

- The Vice-Dean will work with the Department to understand factors affecting doctoral time-to-completion.
- The Department will continue to raise funds to support graduate student funding and research.
- Determining the scholarly direction of the Department and the effect on faculty complement planning
  - The Department will engage in long term planning of its faculty complement in light of expected retirements over the next five years.
- Expanding Departmental relationships
  - The Department will continue to encourage faculty to interact with other units, as appropriate.
- Looking at the challenges and opportunities in the organization of the tri-campus graduate program
  - The Department will examine the assignment of graduate courses with a view to balancing the teaching needs of faculty on all campuses.
  - The Department will consult with the Dean's Office and other units on best practices for tri-campus supervision.

The Dean's Office will follow up annually with the unit to assess progress.

## 5 Executive Summary

The reviewers acknowledged the stellar reputation of the undergraduate and graduate programs. Departmental strengths include world-class faculty research; excellent teaching and attention to the student experience; student success during and on completion of the graduate program; and a strong sense of community. The reviewers recommended that the following issues be addressed: examining the impact of the distinction between "core" and "non-core" curricular areas; exploring graduate student issues; determining the scholarly direction of the Department; expanding Departmental relationships; and looking at the impact of the tri-campus graduate program structure. In response, the Department identified key disciplinary areas and methodologies and will continue to review its graduate curriculum. The Department will use multiple strategies to provide more formal academic and career student advising and will work with the Dean's Office to consider student funding and time-to-completion issues. The Department will continue discussions on its future directions in relation to faculty complement planning. The Department will continue to encourage faculty to maintain and develop valuable relationships with colleagues in other units. The Department will strive to balance the needs of faculty on all campuses, relative to teaching and supervision. The Committee on Academic Policy and Programs concluded that the Decanal response adequately addressed the review recommendations.