

# 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 Linguistics, BA (Hons.): Specialist, Specialist Co-op, Major, Major Co-op, Minor Psycholinguistics, BA (Hons.): Specialist, Specialist Co-op 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>	<ol style="list-style-type: none"><li>1. Professor John Archibald, Ph.D., Department of Linguistics, University of Victoria</li><li>2. Professor Patrice Beddor, Ph.D., Chair, Department of Linguistics, University of Michigan</li><li>3. Professor Denis Liakin, Ph.D., Department of French Studies, Concordia University</li></ol>
<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 interational 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

<b>Action</b>	<b>Implementation Timeline</b>	<b>Lead</b>
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

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.