

Joint Sub-committee on Quality Assurance

Report to the Full Committees

Academic Policy, Planning and Research Committee

Academic Standards, Curriculum and Pedagogy

The Sub-Committee met on 29 November 2022 and submits the following report to the full Committees.

1. Completed Cyclical Program Reviews (CPRs)

At this meeting the Sub-Committee received documentation for the following CPRs:

- Translation Studies, Glendon (Graduate)
- Translation Studies, Glendon (Undergraduate)
- Linguistics, LAPS (undergraduate)
- Linguistics, Glendon (undergraduate)

The Sub-Committee determined it not necessary to invite members of the programs to discuss the CPRs. The FARs, including Implementation Plans, have now been finalized to reflect discussions at the meeting and are appended to this report.

As noted in its last report, the Sub-committee in October provided preliminary reflections and input on the Implementation Plan for the undergraduate and graduate programs in Translation Studies. The final Implementation Plans were reviewed at its meeting in November. While the Sub-committee saw room for more defined timelines for the recommendations, it understands that the recommendations for the programs – both undergraduate and graduate – are being taken up in alignment with Glendon’s revisioning exercise currently in progress; the timelines necessarily reflect the concurrent activities. The Sub-committee will bring to its review of the 18-month follow-up reports from the Translation Studies programs a focused eye on progress towards the actions articulated in the Implementation Plan.

2. Rota of Cyclical Program Reviews: 2022-2023 Schedule

The Sub-Committee received and reviewed the Cyclical Program Review Rota for 2022-2023 consisting of 16 core degree programs and their associated certificates and diplomas. In addition, due to pandemic-related delays, several reviews from previous years are still being brought to completion. To respond to the load of reviews forthcoming, the Sub-committee has already scheduled two meetings in January and early March and anticipates several additional meetings this academic year to deal with the pending reviews.

T. Peridis, Chair

YORK UNIVERSITY

Final Assessment Report

Translation Studies, Graduate (MA)

School of Translation, Glendon College

Cyclical Program Review – 2012 to 2020

This Final Assessment Report (FAR) provides a synthesis of the cyclical review of the programs listed below.

Program(s) Reviewed:

Translation Studies, MA

Reviewers appointed by the Vice-Provost Academic:

Dr. Georges Bastin, Full Professor, Department of Linguistics and Translation,
University of Montreal

Dr. Marc Charron, Vice-Dean of Academic Programs at the Faculty of Arts, Associate
Professor, Translation and Interpretation, University of Ottawa

Dr. Igor Djordjevic, Chair, Associate Professor, Department of English, Glendon College,
York University

Cyclical Program Review Key Milestones:

Cyclical Program Review launch: September 16, 2020

Self-study submitted to Vice-Provost Academic: September 15, 2021

Date of the Site Visit: November 16, 2021

Review Report received: January 24, 2022

Program Response received: March, 2022

Dean's Response received: April, 2022

Implementation Plan and FAR confirmed by Joint Sub-Committee on Quality Assurance,
November 2022.



Submitted by Lyndon Martin, Vice-Provost Academic, York University

This review was conducted under the York University Quality Assurance Protocol,
August 2020.

SITE VISIT: November 16, 2021

A site visit was organized around a set of interviews with multiple internal stakeholder groups that included:

- Lyndon Martin, Vice Provost Academic
- Thomas Loebel, Dean, Faculty of Graduate Studies
- Marco Fiola, Principal, Glendon College
- Colin Coates, Associate Principal, Research and Graduate Studies
- Audrey Pyee, Associate Principal, Academics, Glendon College
- Julie McDonough-Dolmaya, Chair of the School of Translation
- Lyse Hébert, former Chair of the School of Translation
- Aurelia Klimkiewicz, Graduate Program Director
- Full-time and part-time faculty
- Students
- Jacqueline Angoh and Véronique Lim, Administrative Assistants
- Jack Leong, Associate Dean of Libraries, Research and Open Scholarship
- Leigh Jackson, Content Development Librarian

The site visit took place virtually due to the ongoing pandemic.

OUTCOME:

The Joint Sub-Committee on Quality Assurance received the Program and Decanal responses to the recommendations and has approved an implementation plan. A report on the progress of the initiatives undertaken in response to recommendations in general and as specified in the implementation plan will be provided in the Follow-up Report which will be due 18 months after the review of this report by the York University Joint Sub-Committee on Quality Assurance (in May 2024).

In order to align with the other programs in the School, the next Cyclical Program Review will begin in the Fall of 2026 with a site visit expected in the Fall of 2027 or Winter of 2028.

PROGRAM DESCRIPTION AND STRENGTHS

The MA program in Translation Studies was founded in 1991 within the School of Translation at Glendon College, which was created in 1984.

The MA is designed to assist professional translators to reflect on their practice and become familiar with the growing academic field of translation studies. Students bring their expertise to their research in the widest arrange of language combinations. Students who do not have an Honours BA in Translation complete a one-year qualifying program before being admitted to the two-year MA program.

The program offers three options for completion: four courses with thesis, six courses with a major research paper, and a course-only option which requires completion of eight courses.

The reviewers indicate in their report that the general objectives of the program are clear and that the learning outcomes and mode of delivery are appropriate. The Review Report included the following statement, *“The full-time faculty are clearly scholars in their respective field and experts in the courses they offer.”* Concerns were expressed about the heavy administrative load that most of them carry and the impact this has on their capacity to conduct their research as well as maintain their visibility on the Canadian and international scene. They indicate that the development of a doctoral program is not advised at this time.

The students that met with the reviewers indicated a desire for clarity about program options and their respective expectations, a desire for more practical courses and some concern about the limited access to French courses.

The reviewers suggest that “the existing MA should become a research-oriented program outright and be promoted/marketed as such,” and that the School offer “more seminars dealing with the plurilingual and multicultural nature of its student base.”

In addition, the reviewers state, “The School should take much greater advantage, in our opinion, of the rich and unique multicultural and multilingual environment (the GTA) in which it has the chance to offer a graduate program.”

RECOMMENDATIONS AND RESPONSES:

Recommendation 1

The reviewers recommend that the program remain a research-oriented program with a limited number of optional practical and professional courses. The course-based and MRP options should be 12 months in duration, which could result in increased enrolment. It is not realistic at this time to envisage the creation of a doctoral program.

Program Response

The MA program is research oriented. The removal of the applied field in 2019 allowed the program to clearly assert its research profile. Most of the graduate courses remain research oriented, with one or two optional practical courses offered per year. The latter are however grounded in research as they insist on the critical analysis and understanding of the translation process, including pre-translation, translation, and post-translation phases. The purpose of these courses is not to provide students with a professional training but to allow them to bridge theory and practice.

The program asserts that the three options to graduation—course-based, MRP and MA Thesis—cannot be reduced to 12 months without compromising the integrity of the program and the quality of the learning experience. Most students are mature students with work and family responsibilities and generally cannot take more than two courses per term and often require an extra term or two to graduate. Reducing the program length to 12 months might reduce the pool of applicants and would jeopardize student participation in activities which develop graduate attributes and skills.

The program intends to undertake the following:

- Reflect on the program's identity/narrative, strengths, and branding to attract specific target candidates.
- Rename their practical courses to better reflect their content and objectives.

Principal's Response

There is no contradiction in making the program more appealing to students who seek a research-oriented program that would prepare them for doctoral studies and reducing the full-time program duration to 12 months which would cost half the tuition of a longer program. Those students who have family obligations could still take the program on a part-time basis and they would still graduate in a shorter amount of time.

It should be noted that graduate students who receive funding should not be working more than 10 hours/week, when the program is intended to be taken on a full-time basis.

As there is only one required course, there is no risk of compromising the integrity of the program by shortening it to 12 months, especially when several listed courses cannot be offered due to low enrolment. More choice on paper does not necessarily translate into more choice in practice. The thesis option may need to be re-considered or removed in favour of a shorter MRP option, where the latter is the rule and the former, the exception.

Given that admission criteria are a BA in translation or in a related discipline plus a qualifying program, there should be no need for practical translation courses in a research-oriented graduate program. Students who are interested in translation courses should have the opportunity to take those outside their graduate degree program.

With respect to the doctoral program, perhaps faculty members could explore the possibility of joining the MA/PhD program in Communication and Culture, or the PhD in Humanities as alternatives to creating their own.

Recommendation 2

The Qualifying Program should be reviewed for relevance to the program. The program should consider requiring students to submit a statement of intent of research interests reflective of intercultural, professional, academic, and/or lived experience as part of the admission requirements.

Program Response

There has been an ongoing discussion in the program on the admission requirements and on how much prior knowledge should be required from applicants without a degree in translation or related field considering that the program attracts a pool of candidates with diverse linguistic and cultural backgrounds as well as academic, professional and life experiences.

Three options might be considered:

- Change the admission process to include a statement of intent and relevant experience, as well as expectations
- Consider eliminating the Qualifying Program, in light of it being an obstacle for international students and the experience most candidates for the program have already acquired.
- Consider options for replacing the Qualifying Program.

The Program intends to undertake the following:

- Review the program's orientation and target population
- Consider the elimination of the QP
- Consider rethinking *Translation Studies*, the only mandatory course of the program, to help bridge the disciplinary divide between research and practice and foster the dialogue between students with different backgrounds and professional experiences.

Principal's Response

The three options are not mutually exclusive. Options 1 and 2 could certainly be implemented together. Moving away from the Qualifying Program, which is only available in English/French and English/Spanish, would mean moving away from the equivalent of a BA in Translation as a theoretical threshold for admission. This would broaden the field of potential students but would necessarily entail a complete rethink of *Translation Studies* as a true interdisciplinary program, potentially to include other faculty members at Glendon who are not translation scholars but who have expertise in the field of interlinguistic and intercultural communication and relations.

Recommendation 3

The reviewers suggest that the MA could focus more than it already does on the aspects of translation that deal specifically with the nature of intercultural

communication and must consider including more seminars dealing with the plurilingual and multicultural nature of its student base.

Program Response

Both research-oriented and practical courses in the program are rooted in cultural and linguistic diversity. This reflects demographic changes occurring in the program as well as recent developments in translation studies. Given that most students in the program do not have French as a working language, but English and another language, all courses provide insight into inter- and cross-cultural issues and dynamics from the local and global perspectives.

Moreover, Francophone students are encouraged to submit their work in French. Also, some courses are being taught in both English and French, while those recently adapted from French to English provide an opportunity to reflect on the difficulty of translating concepts in Humanities. Students with Spanish, who often come with a BA in Spanish and/or Certificate in Spanish-English/English-Spanish Translation bring to the discussion translation issues from a hemispheric perspective.

In the multilingual and multicultural classrooms of the MA program in Translation studies, students engage in a wide variety of discussions, from the reception of translated literary texts, migration and intercultural encounters, ethical issues in translation during translation of medical documents or the context of war.

The program will consider how to implement the following:

- Highlight the multilingual profile of the program and its uniqueness in Canada as all other translation programs are English-French/French-English.
- Renew the program's website and promotional material to better reflect the ways French is incorporated. Francophones should be aware that although the language of instruction for nearly all courses is English, for many courses, they are able to read, write and communicate in French, including the writing and defending of their theses and MRPs in French.

Principal's Response

The Principal agrees that it should be made clear to potential students that they can write their papers in English or in French.

The concept of a hemispheric focus is new and could be very attractive to students interested in translation from a continental perspective. It could bring into focus issues related to postcolonialism and decolonization, north-south relations, etc. It need not be exclusive of all other perspectives but could help define a unique position for the program.

With respect to intercultural communication being placed at the centre of the programming, there is a difference between what happens in the classroom due to diversity, and what is embedded into a curriculum in the form of learning outcomes that constitute the core of a course and program. The program should make it a more intentional focus via anticipated learning outcomes through clear learning objectives.

Recommendation 4

An incentive program must be considered for the full-time faculty, especially considering the research-oriented nature of the MA. Also, solutions should be explored to relieve full-time faculty of some of their administrative tasks.

NOTE: Administrative appointments and compensation are governed by the collective agreement and therefore an incentive program cannot be considered.

Program Response

The program notes that in addition to the heavy administrative load—UPD, GPD and Certificate Coordinator—the four full-time faculty in the School of Translation are also involved in co/supervising at the MA and PhD levels in the program and other departments and Faculties.

A significant amount of time is also dedicated to advising.

Principal's Response

Based on the statistics provided by the Program, the Principal does not feel that the supervisory loads are excessive.

The current collective agreement doesn't allow for administrative positions to be eliminated, and teaching releases and compensation scales are set in the agreement. Tenure-track positions are granted based on enrolment. At this point, enrolment in translation in general, but especially at the undergraduate level, does not warrant the hiring of additional faculty members. The Principal notes that given the status of the Glendon undergraduate degree in Translation as the only one offered in Ontario, the School may work with administration to seize this opportunity and recruit more students. Perhaps there is a way to share administrative duties with participating faculty members that are appointed outside of the unit, including those at the Keele campus. Glendon has over 20 undergraduate degrees, but only five graduate programs.

IMPLEMENTATION PLAN

The chart below lays out the implementation plan approved by the Joint Sub-Committee at its meeting in November 2022.

	Recommendation	Action	Responsible for Follow-up	Timeline
1.	That consideration be given to making the full-time program 12 months in length	The program should reflect on its orientation and target population and consider the length of the full-time program.	Graduate Program Director; Chair of the School of Translation	Review to be undertaken in 2023.
2.	That consideration be given to eliminating the Qualifying Year.	The program should consider elimination of the Qualifying Year and as a result determine what additional admission information should be required.	Chair of the School; Coordinators, MA and BA; Associate Principal Research & Graduate Studies; Associate Principal Academic	Review to be undertaken in 2023.
3.	That the program focus more on the aspects of translation that deal with the nature of intercultural communication.	The program should consider formally integrating intercultural fluency into its learning outcomes and clarify for students the role of French within the program, based on current policies.	Graduate Program Director	Review to be undertaken in 2023, with resulting changes implemented for Fall 2024.
4.	That a review of administrative appointments be explored.	<i>Note: Administrative appointments and compensation are governed by the collective agreement and</i>	Chair, School of Translation, Associate Principal Research and Graduate Studies	Plan for collaboration to be created in Winter 2023.

		<p><i>therefore an incentive program cannot be considered.</i></p> <p>The program should explore collaboration with faculty teaching in the program from other units or Faculties to support administrative needs at the graduate level.</p>		
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YORK UNIVERSITY

Final Assessment Report

Translation BA, IBA

School of Translation, Glendon College

Cyclical Program Review – 2012 to 2020

This Final Assessment Report (FAR) provides a synthesis of the cyclical review of the programs listed below.

Program(s) Reviewed:

Translation, BA, IBA

Certificate in Technical and Professional Communication

Reviewers appointed by the Vice-Provost Academic:

Dr. Georges Bastin, Full Professor, Department of Linguistics and Translation,
University of Montreal

Dr. Marc Charron, Vice-Dean of Academic Programs at the Faculty of Arts, Associate
Professor, Translation and Interpretation, University of Ottawa

Dr. Igor Djordjevic, Chair, Associate Professor, Department of English, Glendon College,
York University

Cyclical Program Review Key Milestones:

Cyclical Program Review launch: September 16, 2020

Self-study submitted to Vice-Provost Academic: September 15, 2021

Date of the Site Visit: November 16, 2021

Review Report received: January 24, 2022

Program Response received: March, 2022

Dean's Response received: April, 2022

Implementation Plan and FAR confirmed by Joint Sub-Committee on Quality Assurance,
November 2022.

A handwritten signature in blue ink, reading "Lyndon C. Martin".

Submitted by Lyndon Martin, Vice-Provost Academic, York University

This review was conducted under the York University Quality Assurance Protocol,
August 2020.

SITE VISIT: November 16, 2021

A site visit was organized around a set of interviews with multiple internal stakeholders that included:

- Lyndon Martin, Vice Provost Academic
- Thomas Loebel, Dean, Faculty of Graduate Studies
- Marco Fiola, Principal, Glendon College
- Colin Coates, Associate Principal, Research and Graduate Studies
- Audrey Pyee, Associate Principal, Academics, Glendon College
- Julie McDonough-Dolmaya, Chair of the School of Translation
- Lyse Hébert, former Chair of the School of Translation
- Full-time and part-time faculty
- Students
- Jacqueline Angoh and Véronique Lim, Administrative assistants
- Jack Leong, Associate Dean of Libraries, Research and Open Scholarship
- Leigh Jackson, Content Development Librarian

The site visit took place virtually due to the ongoing pandemic.

OUTCOME:

The Joint Sub-Committee on Quality Assurance received the Program and Decanal responses to the recommendations and has approved an implementation plan.

A report on the progress of the initiatives undertaken in response to recommendations in general and as specified in the implementation plan will be provided in the Follow-up Report which will be due 18 months after the review of this report by the York University Joint Sub-Committee on Quality Assurance (in May 2024).

In order to align with other programs in the School, the next Cyclical Program Review for this program will begin in the Fall of 2026 with a site visit expected in the Fall of 2027 or Winter of 2028.

PROGRAM DESCRIPTION AND STRENGTHS

The first translation program at York was established in 1979, and the School of Translation was established shortly thereafter, in 1984.

The School currently offers the following programs:

- Honours BA in Translation (Two streams: English to French and French to English)
- Accelerated Honours BA in Translation for holders of a previous degree (Two streams as above)

- Honours iBA in Translation (bilingual or trilingual)
- Certificate in Technical and Professional Communication (CTPC)
- Qualifying Program for admission to the MA in Translation Studies. Three language options are available: English-French; English-Spanish; English and a language other than French or Spanish.

The School also houses the undergraduate program in Communications, launched in 2017. This program has yet to undergo a CPR.

All of the undergraduate programs require the same core courses and are recognized by both the Québec and the Ontario accrediting bodies (the Ordre des traducteurs, terminologues et interprètes du Québec, and the Association of Translators and Interpreters of Ontario).

The School describes its programs in its self-study as “at once humanities-based and professionally oriented, leading to graduate studies in translation, as well as to employment in a variety of areas involving cross-linguistic and cross-cultural communication.”

The reviewers indicated in their report that the general objectives and the learning outcomes of the program are clear and appropriate. Regarding the mode of delivery, the reviewers suggest, “The modes of delivery are appropriate in that they achieve the desired program learning outcomes. Looking beyond the pandemic, in-person, online and hybrid courses should be delivered keeping in mind some of the positive features of teaching and learning of the past two years.”

The reviewers also indicated that further professionalization of the programs would be desirable, stating, “Closer links with the industry and the multicultural community of Toronto should be established so that all the programs can better benefit from the city’s demographic and multilingual unique richness.”

The review report comments on the challenges presented by the small number of full-time faculty in the program and the heavy administrative burden placed on these individuals. This also has an impact on the working language of the program which is primarily English. Some students expressed dissatisfaction with the lack of French courses. The reviewers state, “The faculty as a whole is certainly expert in the main areas of the School,” and recommend that full-time faculty should teach first-year courses.

RECOMMENDATIONS AND RESPONSES:

Recommendation 1

Given the small number of professors making up the School’s full-time faculty, the reviewers recommend that their teaching activities not extend to the Certificate in Technical and Professional Communication. They also recommend that part-time

faculty not be asked to teach first-year courses, but rather teach transfer courses, both general and specialized. The School and the Administration should develop a faculty hiring plan given the several retirements that are expected soon.

Program Response

Recommendation 1 touches upon three aspects of the program, namely the CTPC, the teaching of first year courses, and faculty complement. These will be addressed in order.

The Certificate in Technical and Professional Communication (CTPC) is an important complement to the BA degrees. In fact, some of the CTPC courses (e.g., TRAN 3310 and TRAN 4310) are also mandatory courses for the BA in Translation. During the 2022-23 academic year, the Translation Executive Committee will review the CTPC's course offerings and the program structure. Course directorships will continue to be assigned based on the skills and research interests of faculty members.

The reviewer report recommends that part-time faculty not be asked to teach first-year courses. The School of Translation feels strongly that first-year courses are best taught by those who have the most relevant skills and experience, regardless of whether they are part-time or full-time faculty members. The program assures that part-time faculty members can teach first-year courses while *also* teaching upper-year translation-related and specialized courses. These are not mutually exclusive activities.

The School has not been successful in having requests for additional faculty members approved in 2018 or 2021. The School's application for a conversion appointment in the Spring of 2022 was also not successful. The School's Executive Committee will be meeting during the 2022-23 academic year to discuss faculty complement requirements.

Principal's Response

1. The Principal agrees that the teaching priority should remain on the BA in Translation. If one or more required courses happens to be cross-listed with the Certificate and be offered at the same time, then it only makes sense that they be offered simultaneously.
2. The Principal agrees that specialized courses may be better served with a part-time instructor, as long as those instructors maintain their currency.
3. There is clearly a need to plan for the faculty complement. The School's faculty members are responsible for four graduate and undergraduate programs, including the BA in Translation. Another related issue is that these multiple programs require academic coordination, as each position comes with a teaching release, which takes away from the delivery of the programs themselves. Given the small number of graduate students, the program could consider merging the coordination of its two graduate degrees as is the case

elsewhere at Glendon. However, this is only a partial solution to a much larger problem. The BA in Translation is the only one in Ontario at this point, and although it has the virtual monopoly on the Ontario market, enrolment is very low. The program needs to take a closer look at its admission requirements, its courses and its positioning with the industry, including the professional associations and the main employers of translators, in order to align this professional program with the needs of the sector. Glendon must work with industry partners to see how best to promote the profession and to recruit potential students.

Recommendation 2

The Review Report details a number of suggestions for course changes to the curriculum. In addition, the reviewers encourage the School to look into extending the duration of internships, perhaps making them a full-term activity. In sum, the goal should be to reduce, wherever possible, the number of general-knowledge courses in order to focus instead on specialized courses in translation in which students can develop competencies highly sought by employers.

Program Response

The program agrees that courses in translation technology, post-editing, project management and professional aspects of translation would be beneficial to the program and will, in the coming academic year, discuss how these and other courses could be developed and incorporated into the curriculum.

With regard to the English and French course offerings, the program will review the curriculum requirements and see whether they can be replaced by other courses. The core curriculum proposal for Glendon may impact how the program approaches changes to the Translation program and changes will be considered once the core curriculum proposal is finalized.

The two history courses are cross-listed with HUMA and count toward the general education requirements and have consistently high enrollment. However, Glendon is currently undertaking a review of its general education requirements, and should these requirements change these courses may not be continued.

Principal's Response

The principal suggests that embedding the ability to use translation technology and to apply post-editing principles in existing upper-level courses may be more effective than restricting them to separate, isolated courses.

The program will need to avoid duplication if the learning outcomes are covered by other, core courses.

Given the limited teaching resources, the program should consider the value of the history courses to the Translation program, regardless of their popularity as General Education courses.

Recommendation 3

The reviewers think that the creation of a non-for-profit translation agency at the School – though in itself a laudable idea – should not be pursued as a priority, in light of the administrative requirements for the School's full-time faculty, already overburdened by such duties.

Program Response

The Program agrees that there are not sufficient resources to support the creation of a non-profit translation agency at the School. The program will continue to explore experiential learning opportunities.

Principal's Response

The Principal agrees with this recommendation and the program's response and looks forward to EE initiatives undertaken by the Program, with the support of the EE team at Glendon. The Program might want to consider availing its students of new mentorship opportunities offered through the Office of Advancement and Alumni Relations. Also, perhaps there could be closer ties between the Translation Unit at Glendon and the Translation Program.

IMPLEMENTATION PLAN

The chart below lays out the implementation plan approved by the Joint Sub-Committee at its meeting in November 2022.

	Recommendation	Action	Responsible for Follow-up	Timeline
1.	That the program review teaching assignments for full-time and part-time faculty and that a hiring plan for the faculty complement be prepared.	The program should carefully consider teaching assignments and continue to plan for faculty retirements. The program should consider ways to enhance enrolments in the program, such as by reviewing admission requirements and making courses more accessible to non-translation students, possibly enabling them to pursue a certificate in translation.	Chair of the School of Translation; Glendon Recruitment Team; Director, Continuing Education and Business Development	Review to be undertaken in 2023 and any relevant changes prepared for consideration in late 2023 or early 2024.
2.	That the program review the program requirements to focus on specialized skills that are highly desired by employers.	The program should review its requirements and courses, and consider them in the context of the Glendon College curriculum initiatives and core program learning outcomes.	Chair of the School; Associate Principal Academic	Review to be launched in Winter 2023.
3.	That the School not pursue the creation of a not-for-profit translation agency.	The program should continue to explore experiential education opportunities and make use of supports available at Glendon.	Chair of the School; Associate Principal Academics; Director of Continuing Education and Business Development	Discussions to begin in Winter 2023.

YORK UNIVERSITY

Final Assessment Report

Linguistics, Undergraduate (BA)

Department of Languages, Literature & Linguistics
Faculty of Liberal Arts and Professional Studies

Cyclical Program Review – 2012 to 2020

This Final Assessment Report (FAR) provides a synthesis of the cyclical review of the programs listed below.

Program(s) Reviewed:

BA

Reviewers appointed by the Vice-Provost Academic:

Dr. John Alderete, Professor, Simon Fraser University, Linguistics/Cognitive Science

Dr. Jeff Good, Professor, University at Buffalo, Linguistics

Dr. Jacob Beck, Associate Professor, York University, Philosophy/Cognitive Science

Cyclical Program Review Key Milestones:

Cyclical Program Review launch: September 19, 2019

Self-study submitted to Vice-Provost Academic: June 25, 2021

Date of the Site Visit: October 13, 2021

Review Report received: December 6, 2021

Program Response received: February 17, 2022

Dean's Response received: March 31, 2022

Implementation Plan and FAR approved by Joint Sub-Committee on Quality Assurance, November 2022.

A handwritten signature in blue ink, appearing to read "Lyndon C. Martin".

Submitted by Lyndon Martin, Vice-Provost Academic, York University

This review was conducted under the York University Quality Assurance Protocol, August 2013.

SITE VISIT: October 13, 2021

A virtual site visit for the undergraduate Linguistics program in the Faculty of Liberal Arts & Professional Studies (LA&PS) was held in conjunction with the visits for the Linguistics and Applied Linguistics graduate program in LA&PS and the Linguistics and Languages Studies program at Glendon. Meetings for the Linguistics program were held with the following individuals and groups:

- Vice-Provost Academic, Lyndon Martin
- Dean of Graduate Studies, Tom Loebel
- Dean of the Faculty of Liberal Arts and Professional Studies, JJ McMurtry
- Associate Deans Sean Kheraj and Anita Lam
- Chair of the Linguistics Department, Maria Joao Dodman
- Undergraduate Program Director, Chandan Narayan
- Librarian, Teaching and Learning Norda Bell, Associate Dean Research and Open Scholarship Jack Leong, and Director, Content Development and Analysis Department Patti Ryan
- Administrative Coordinator Josie Sansonetti
- Full-time faculty members
- Part-time Instructors
- Students

OUTCOME:

The Joint Sub-Committee on Quality Assurance received the Program and Decanal responses to the recommendations and has approved an implementation plan. A report on the progress of the initiatives undertaken in response to recommendations in general and as specified in the implementation plan will be provided in the Follow-up Report which will be due 18 months after the review of this report by the York University Joint Sub-Committee on Quality Assurance (in May 2024). The next Cyclical Program Review will begin in the Fall of 2027 with a site visit expected in the Fall of 2028 or Winter of 2029.

PROGRAM DESCRIPTION AND STRENGTHS:

The undergraduate Linguistics program, housed in the Department of Languages, Literatures and Linguistics (DLLL) in LA&PS, currently offers courses in linguistics leading to a BA, Honours BA, and Specialized Honours BA. The program aims to offer a solid foundation in core linguistics as well as exposure to more interdisciplinary areas, such as sociolinguistics and psycholinguistics. It aims to lay the foundation for graduate study in fields such as linguistics, speech-language pathology, audiology, translation studies and TESOL as well as offer a range of courses attractive to non-majors that instill a general awareness of language and linguistics. Finally, it aims to maintain an inclusive curriculum in which students of all backgrounds and physical abilities can freely participate and which actively develops an appreciation of the social and linguistic

experiences of diverse groups.

Linguistics courses also form an integral part of the Certificate in Teaching English to Speakers of Other Languages (TESOL), which allows students to gain professional training at the same time as they complete their degree programs.

As of September 2021, the Linguistics unit will also be adding a new program in Speech and Language Sciences to its offerings, which will lead to a Specialized Honours BA Degree.

The external reviewers commented that “The degree-granting programs offered in DLLL provide a solid core of linguistic science in addition to areas of specialization (e.g., sociolinguistics) and opportunities for advanced study and training (e.g., speech-language pathology). While this is perhaps self-evident to most linguists, linguistic investigation is a natural fit within a larger liberal arts education because inquiry-based learning, argumentation, and developing analytical skills are fundamental to what linguists do, as cogently explained in the self-study”.

The reviewers also noted that the methods and criteria for assessing student achievement are clearly defined, pointing out that the “program also has a range of developed assessment strategies involving creativity, novelty in linguistic investigations, and experiential project-based work that ensure deep and productive assessment of student achievement”.

The reviewers recommend further curricular development aimed at increasing program access and flexibility, and the recommendations and detailed comments in the review report give concrete suggestions for the program to consider. The reviewers noted, “Curricular development in courses related to language and technology seem particularly important to relevance, especially given the opportunities for employment and partnerships with technology companies in the burgeoning tech sector in Toronto.”

The reviewers also indicated that “faculty renewal is a major issue as many Faculty reach retirement age or take administrative positions that prevent them from teaching and advising students.”

The program’s culture and the intimacy that students share with program faculty also stood out to the reviewers. They noted that students have a variety of opportunities through inquiry-based learning to work closely with the faculty at all levels, and the results of the student survey show that the students see a clear connection between this coursework and student success. The high degree of satisfaction with the student experience was clear and the reviewers said the following about their in-person meeting with students: “We were quite impressed with how elegantly and emphatically students expressed this satisfaction. Whatever it is that program faculty are doing, they really deserve recognition for this success.”

RECOMMENDATIONS AND RESPONSES

Recommendation 1

Systematically review the current curriculum from a student-oriented perspective and consider how to facilitate greater program access, course flexibility, and timely progress through the major and minor programs.

Program Response

The Linguistics section had a lengthy discussion around this recommendation. Members appreciate and share the reviewers' concern regarding entry into the program as restricted by the currently 6.0 credit, two-semester LING 1000 (*Introduction to Linguistics*) course. They unanimously agreed with the reviewers that the implementation of a 3.0 introduction to Linguistics course, offered three times a year, would make the program more accessible to students who are not coming to Linguistics in their first year, thereby allowing them to complete the major in a timely manner. Further, this would allow for more exposure to Linguistics across the year and potentially attract more majors into the program than the current full-year Intro model.

The section also discussed the down-stream impact of a 3.0 LING 1000 on second- and third-year courses, and in particular, the nature of course content if the tiering were reduced, as recommended by the reviewers. They are considering various options for how these second- and third-year courses can be organized in terms of content and delivery in order to complement the reduced LING 1000 while maintaining a high-level of subject-specific coverage. In general, the possible re-configuration of these subject-specific (second- and third-year) core courses requires more thought and careful planning, which will be considered after a successful restructuring of LING 1000.

Dean's Response

The Office of the Dean of LA&PS supports the recommendation to revise LING 1000 from 6 credits to 3 credits (with accompanying relevant program changes). The reviewers have provided excellent insight on the benefits to this revision including improvements to student recruitment and degree progress. While offering a 3-credit version of LING 1000 in more terms would expand exposure to introductory linguistics and create more on-ramps to the program, the Dean's Office feels it would be best to begin by offering the course in two terms rather than three and then monitor the enrolments.

The Dean's Office also supports a review of the 2000- and 3000-level core courses for potential reconfiguration to improve access and degree progress. There is also the potential to create 2000-level electives to draw more students to the discipline.

Recommendation 2

Systematically review the current curriculum to seek out opportunities to expand or adapt the curriculum to enhance experiential learning, e-learning opportunities, and to increase participation from a wider range of students than is served currently.

Program Response

The Linguistics section agrees that current courses indeed offer a variety of opportunities for students to engage in the types of real-world activities that typify linguistic research and that the Linguistics program offers more experiential learning than may come across in the report. Examples include courses where students work with primary language data, identifying and analyzing language patterns in much the same way that language acquisition researchers would examine data. In the *Field Methods* course, students work one-on-one with consultants from generally minoritized or endangered language communities, documenting and analyzing various aspects of the language's linguistic structure. The course is devoted to replicating the kinds of experiences that linguists have when they go into the 'field'. Theoretically oriented courses also contain experiential learning components. For example, in *Research in Sociolinguistic Variation and Change*, students work closely with undergraduate linguistics students from Newcastle University (UK) in organizing, classifying, and analyzing sociolinguistic interview data. Finally, the new Specialized Honours program in Speech and Language Sciences necessarily builds in an experiential learning component in the required 4th year proseminar which will be taught by a practicing speech pathologist and where students will engage directly with case studies in child and adult language pathologies.

The section hopes to build upon and extend these many existing experiential learning opportunities in courses and envision future hiring, especially in the fields of computational linguistics/quantitative data analysis, as encompassing the experiential learning recommendation. With this in mind, the section agreed that it would be worthwhile to explore partnerships with local industries where the linguistic analysis and critical reasoning and logic skills of our students could be utilized.

Dean's Response

The Office of the Dean of LA&PS appreciates the program's response and supports efforts to build upon existing strengths in experiential education in the Linguistics program. A review and mapping of EE components within the existing curriculum will help to identify opportunities for expansion, particularly in the area of work-integrated learning. There may be opportunities to pursue curricular innovations in work-placement courses or project-based learning with employer partners. There is also the opportunity for the further enhancement of EE in the existing field methods course (LING 4320).

Recommendation 3

Systematically review the current curriculum and program structures with the aim of creating greater relevance of program learning outcomes for the jobs of the future. Create a development plan that (i) better communicates existing career development mechanisms and area strengths within the program, and (ii) engages with external academic units on potential directions for development.

Program Response

There was agreement among Linguistics section members that the training in analytical methods students receive in the program provides them with highly transferable skills for jobs in a variety of fields. For example, the courses in Sociolinguistics and Field Methods give students research skills in collecting and analyzing real-world data, either compiled in large databases or through face-to-face interviews; the TESOL certificate, which many Linguistics students complete, and which has requisite Linguistics courses as part of its curriculum, has direct post-graduate career impact, allowing students to teach adult ESL courses; the new Speech and Language Sciences program (the only such program in Toronto) provides students with a direct path to careers as Communication Disorders Assistants as well as Speech and Language Pathology and Audiology (via graduate professional programs).

That said, in order to fully meet the recommendation of the reviewers, the program would require additional faculty who specialize in imparting more directly applicable skills for the “jobs of the future,” which in the reviewers’ report was most aligned with “courses related to language and technology”. The section envisions a faculty renewal plan will take this recommendation into consideration when assessing the needs and wants of the program. In the meantime, the section will explore new course development in subjects (such as research design and methodology, and statistics) that can be taught by current faculty which adds to the already transferable skills students acquire. A series of lectures/workshops for undergraduates showcases the types of careers linguistics students are best positioned for after graduation. Lastly, in future iterations of existing courses, there will be even clearer communication about the career-oriented skills students will be acquiring as part of the Linguistics curriculum.

Dean’s Response

Highlighting and enhancing the career relevance of LA&PS programs is a high priority for the Faculty. The Dean’s Office supports the Linguistics programs in these efforts. Experiential Education staff in the Office of the Dean of LA&PS is available to work with members of the Linguistics program on ways to further build career skills development into the program and through co-curricular

activities. Integrating career-preparation skills into the program's hiring priorities is also a welcome idea that could help align hiring with this strategic priority.

Recommendation 4

Engage with key stakeholders (e.g., DLLL, Linguistics, Applied Linguistics) at both the graduate and undergraduate levels to develop a plan for renewal of faculty in the next seven years.

Program Response

The Linguistics section agrees to develop a faculty renewal plan for the next seven years. The plan will address the long-term needs of the undergraduate program as well as engage with the Languages and Linguistics Graduate Program Director to focus on the needs of graduate students. The immediate future of teaching at the undergraduate levels is in imminent crisis, however, given upcoming retirements and the departure of a few long-standing CUPE colleagues who have either retired or are no-longer teaching with us. The reviewers recognized that the program is poised for growth, not only in new areas, but in underlining core strengths of the program. The section hopes to design a renewal plan with an eye towards the goals of 1) reinforcing core strengths affected by upcoming retirements (Discourse Analysis, and Language and Gender); 2) expanding and bolstering the Speech and Language Sciences program, and 3) branching into new areas (like computational/quantitative approaches to language) that, at a minimum, allow the program to maintain current courses, and in the long term, introduce students to areas of linguistics which might afford them a diversity of opportunities after graduation. The section looks forward to working with the Dean's office in taking up the reviewers' recommendation for planning multiple hires that can satisfy the complex immediate needs and growth areas in the program.

Dean's Response

The Office of the Dean of LA&PS supports the Linguistics program's plans to develop a long-term faculty complement plan. All programs have already been invited to develop 3-year hiring plans and can consult with the Associate Dean, Faculty Affairs in preparing these plans. The Dean's Office also concurs that new faculty hires in Linguistics should have strengths in the strategic areas critical to both research and teaching in the program.

Recommendation 5

As a program, re-consider the fit of Linguistics within DLLL and revisit the question of Linguistics as an independent department. Linguistics is poised for growth in a variety of areas (speech science, language and technology, curriculum innovation), but its current place within LA&PS posits some significant constraints on this growth.

Program Response

The Linguistics section enthusiastically welcomes this recommendation and unanimously agreed with the idea of moving forward towards departmentalization and welcomes the support of the Dean's Office in actualizing this next phase of Linguistics at York.

The linguistics section also sees departmentalization as the logical next step given the growth of the program, its sustained enrolments and majors, expansion into growth areas such as the new Specialized Honours Program in Speech and Language Science, and the potential for building upon existing strengths outside of the core areas of Linguistics, such as Sociolinguistics, Psycholinguistics, and Forensic Linguistics.

Dean's Response

The Office of the Dean of LA&PS appreciates the feedback and recommendation from the external reviewers concerning the administrative organization of the Linguistics program. The Office concurs with the reviewers and supports the program in its ambition to establish a new academic unit for our undergraduate and graduate programs in linguistics.

As the program's response indicates, the creation of an academic unit for the Linguistics programs is a sensible outcome of the growth and steady enrolments in both the undergraduate and graduate programs in Linguistics. Establishing an academic unit may help to facilitate future growth of existing programs including the recently launched Speech and Language Sciences program. It may also result in improved administrative processes and efficiencies.

Recommendation 6

Establish a joint committee of stakeholders representing the Linguistics programs at Keele and Glendon to: (i) better harmonize course offerings, scheduling, prerequisites, exclusions, and equivalencies across the two campuses, (iii) develop experiential learning opportunities that can support linguistics students on both campuses, and (iii) coordinate the strategic plans for the direction of each programs in each campus so that the distinctive strengths of each campus can complement those of the other, wherever possible without compromising each program's independence.

Program Response

Section members agreed that it would be very useful for LA&PS students if more explicit information was available on the LA&PS website, in the supplemental calendar, and in advising sessions about the relationship between the LA&PS and Glendon programs and, more specifically, about how Glendon courses could

potentially fit into a degree in Linguistics in LA&PS. This will be added to the program website and incorporated into advising sessions. Section members also agreed that the Director of the Undergraduate Program in Linguistics (LA&PS) and the Coordinator of Linguistics and Language Studies (Glendon) should be in more frequent contact. LA&PS will connect with the Glendon Coordinator during course planning exercises in November (and later scheduling) to exchange course offerings for the following year.

Dean's Response

The Office of the Dean of LA&PS concurs with the program's response and the reviewer recommendation for closer coordination between the undergraduate Linguistics programs in LA&PS and Glendon. Improved clarity through the program website, supplemental calendar, and advising sessions will help students better understand the connection between the two programs in the different Faculties. Collaboration in course planning and scheduling is also a welcomed idea.

IMPLEMENTATION PLAN

The chart below lays out the implementation plan approved by the Joint Sub-Committee at its meeting in November 2022.

	Recommendation	Action	Responsible for Follow-up	Timeline
1.	That the curriculum be systematically reviewed, including the option to create a one semester foundations course, and the examination of the tiering of upper- and lower-year courses.	The Linguistics program should proceed with curricular changes required to update LING1000 and related program requirements, including 2000- and 2000-level core courses.	UPD Linguistics; Associate Dean, Programs; Associate Director, LAPS Curriculum	Discussions on plans for curriculum changes to be completed by end of Winter 2023. Curricular work underway in Summer and Fall 2023 terms.
2.	That the curriculum be reviewed to seek out opportunities to expand, adapt and enhance experiential learning opportunities.	The program should review and map experiential education components and identify opportunities for expansion, particularly in the area of work-integrated learning (WIL).	UPD Linguistics; LAPS Associate Director, Experiential Education	Review and plan for expansion of EE opportunities to be completed by end of Summer 2023 term.
3.	That the curriculum and program structures be reviewed and a plan formulated to enhance relevance of program learning outcomes for jobs of the future.	The Linguistics UPD should collaborate with Experiential Education staff on the development of co-curricular activities and how best to leverage existing supports. In addition, the program should work with the Associate Dean, Faculty Affairs on a faculty renewal plan that supports the above	UPD Linguistics; Associate Dean, Programs; Associate Director, Experiential Education; Associate Dean, Faculty Affairs	Plan for co-curricular programming to be completed by end of Summer 2023 term. Hiring priorities plan to be completed in consultation with the Associate Dean, Faculty Affairs by end of Fall 2023 term.

		and pedagogical expertise in WIL.		
4.	That a faculty renewal plan be developed for the next seven years, at both the undergraduate and graduate levels.	The Linguistics program should develop a longer-term faculty complement plan, in consultation with Associate Dean, Faculty Affairs. The plan should be focused on strategic areas critical to both research and teaching in the program.	UPD Linguistics; Associate Dean, Faculty Affairs	Hiring priorities plan to be completed in consultation with the Associate Dean, Faculty Affairs by end of Fall 2023 term.
5.	That the question of establishing a separate Linguistics department in LA&PS be considered.	Academic leaders in the Department of Languages, Literatures and Linguistics should meet with the Dean, Vice-Dean, and Associate Dean Faculty Affairs to consult on the process and develop an ad hoc committee to draft a work plan.	Chair of Department of Languages, Literatures, and Linguistics; UPD Linguistics; UPD DLLL; Dean; Vice Dean; Associate Dean, Faculty Affairs	Initial meetings with the Dean's Office and creation of ad hoc committee by end of Winter 2023. Work plan for creating the new academic unit to be drafted by end of Fall 2023.
6.	That coordination between the LA&PS and Glendon Linguistics programs be enhanced.	LA&PS Linguistics should proceed with updates to its website, supplemental calendar, and advising sections, ensuring explicit information about the relationship between LA&PS and Glendon programs is available to students.	UPD Linguistics LA&PS, Coordinator of Linguistics & Language Studies Glendon	Updates to the website and supplemental calendar to be drafted by end of Winter 2023.

YORK UNIVERSITY

Final Assessment Report

**Linguistics and Language Studies
BA, iBA**

Glendon College

Cyclical Program Review – 2013 to 2020

This Final Assessment Report (FAR) provides a synthesis of the cyclical review of the programs listed below.

Program(s) Reviewed:

BA, iBA

Reviewers appointed by the Vice-Provost Academic:

Dr. John Alderete, Professor, Simon Fraser University, Linguistics/Cognitive Science
Dr. Jeff Good, Professor, University at Buffalo, Linguistics
Dr. Jacob Beck, Associate Professor, York University, Philosophy/Cognitive Science

Cyclical Program Review Key Milestones:

Cyclical Program Review launch: September 19, 2019
Self-study submitted to Vice-Provost Academic: June 20, 2021
Date of the Site Visit: October 12, 2021
Review Report received: December 6, 2021
Program Response received: February 25, 2022
Principal's Response received: March 28, 2022

Implementation Plan and FAR confirmed by Joint Sub-Committee on Quality Assurance, November 2022.



Submitted by Lyndon Martin, Vice-Provost Academic, York University

This review was conducted under the York University Quality Assurance Protocol, August 2013.

SITE VISIT: October 12, 2021

A virtual site visit for the Linguistics and Languages Studies program at Glendon was conducted in conjunction with the site visits for the Linguistics undergraduate program and the Linguistics and Applied Linguistics graduate program in the Faculty of Liberal Arts & Professional Studies (LA&PS).

Meetings regarding the Glendon program were held with the following individuals and groups:

- Vice Provost Academic, Lyndon Martin
- Dean and Associate Vice-President Graduate Studies, Tom Loebel
- Glendon Principal, Marco Fiola
- Glendon Associate Principal Academic, Audrey Pyee
- Coordinator for Linguistics and Language Studies, Bruce Connell
- Administrative Coordinator Linguistics and Language Studies Lydia Dosu
- Full-time faculty members
- Part-time instructors
- York Librarian, Teaching and Learning, Norda Bell
- Associate Dean, Research and Open Scholarship Jack Leong
- Director, Content Development and Analysis Department, Patti Ryan
- Students

OUTCOME:

The Joint Sub-Committee on Quality Assurance received the Program and Decanal responses to the recommendations and has approved an implementation plan. A report on the progress of the initiatives undertaken in response to recommendations in general and as specified in the implementation plan will be provided in the Follow-up Report which will be due 18 months after the review of this report by the York University Joint Sub-Committee on Quality Assurance (in May 2024). The next Cyclical Program Review will begin in the Fall of 2027 with a site visit expected in the Fall of 2028 or Winter of 2029.

PROGRAM DESCRIPTION AND STRENGTHS:

The Linguistics and Language Studies Program at Glendon was created in 2003 as a joint program comprising courses from four departments: English, French Studies, Hispanic Studies, and Philosophy. In 2017, the majority of the linguistics courses in the English Department were transferred to the Linguistics program, allowing the program to have greater visibility in its own right.

The Linguistics program offers honours options in the BA and iBA, including a stream in Language Endangerment, Documentation and Revitalization and a 90-credit BA. Students are provided with fundamental training in linguistics as an academic discipline, and the program offers bilingual options (French-English or Spanish-English) as well as a trilingual option in the iBA.

The reviewers note that the program structure is somewhat unusual in comparison to other undergraduate linguistics programs in North America but makes sense given the nature of Glendon College. They also state, “The most notable area of innovation in the program involves the development of a stream in Language Endangerment, which, to the best of our knowledge, is unique at the undergraduate level in North America (and, perhaps, globally). Courses in Anishnaabemowin language and culture are also distinctive and significant in the context of broader efforts within the Canadian higher education system to support Canada’s Indigenous languages.”

Overall, the external reviewers were impressed with the Linguistics and Language Studies program and believe that it has significant potential to grow and to offer a curriculum that is distinctive and which can also prepare students for a variety of careers. The reviewers note that the recommendations below were made with this in mind.

RECOMMENDATIONS AND RESPONSES:

Recommendation 1

Systematically review the current curriculum, as well as the presentation of the curriculum, from a student-centered perspective with a focus on how to facilitate entry into the major, provide greater clarity regarding how students should progress through the major, and clarify which requirements make the most sense for the current configuration of the program.

Program Response

The program agrees that some simplification of the program is in order and has taken some steps in this direction over the past couple of years, though those that involve change in degree requirements have yet to be formally approved. A wider consideration of semester-length introductory courses at other universities will be undertaken and the possibility discussed at the Program’s General Assembly at the end of the academic year.

The suggestion regarding the reduction of the number of categories (essentially putting all non-core courses as electives into one category) is feasible; however, there may be a cost in de-emphasizing focus on the Language Endangerment, Documentation and Revitalization, and the Romance Streams (see Recommendation 4).

During the meeting with the reviewers the question of prerequisites was raised, and although not directly stated, there seemed to be a sentiment that prerequisites should be reduced wherever possible. However, existing prerequisites (i.e., certain lower-level courses) are required in order to prepare students to take follow-on upper-level courses and are in place to facilitate student success.

The program agrees with the reviewers with regard to the desirability of greater cooperation between the Linguistics program offered in LA&PS and at Glendon. This is addressed in Recommendation 5.

Principal's Response

These recommendation changes must be implemented in order to address the complicated structure of the program, organize courses more clearly, and remove certain courses that are no longer offered. In addition, some of the current categories include courses that do not meet the requirements of the said category. The focus of Glendon's linguistics program needs to be on what other programs at Glendon or in LA&PS *do not offer*. French Linguistics is an option within the French Studies degree program, so it need not be a concern of the Linguistics program. Linguistics courses taught *in Spanish* should serve the Hispanic Studies degree program but could be included in the Linguistics program as electives, just as the French linguistics courses and the few courses on Italian and Romanian linguistics are. The program cannot rely on these two languages to build a stream since there are not sufficient faculty resources to ensure its sustainability.

The plans for a romance stream do not seem to be based on any demand from students and multiplying options that are not achievable by a sizeable number of students does not lead to clarity nor to certainty when students make their course selections.

A reconfiguration of introductory courses, including splitting full-year courses into 3-credit term courses, could provide flexibility for students. Course planning should be undertaken in consultation with the LA&PS Linguistics program to eliminate unnecessary duplication.

Recommendation 2

Systematically review the current curriculum to seek out opportunities to expand or enhance student training opportunities, including experiential opportunities and those in which Glendon is in a strong position to become a national leader, such as in the linguistic diversity of Canada. Course delivery methods should also be considered.

Program Response

The program is examining ways to enhance student training opportunities, including summer abroad courses.

The program is in favour of developing a survey course on Canada's linguistic diversity and is pleased that the reviewers are supportive. The program would also consider additional courses in the evening as well as hybrid and online formats.

Principal's Response

Experiential education should be accessible to all students and should be embedded in the program within existing core courses, including those that are the unique focus of the program (i.e., documentation and language revitalization). The program could also consider, in collaboration with LA&PS, which courses could take place in hybrid mode, thus benefitting students in both Faculties. Once the program has completed updates to the core program, a series of continuing education workshops, delivered in hybrid mode, could be considered, particularly those that could support the work of Indigenous communities across Canada in need of support to preserve and revitalize their ancestral languages.

Recommendation 3

Work with departments whose faculty and courses play a central role in the maintenance of the Linguistics and Language Studies program to achieve greater predictability in linguistics course offerings and facilitate long-term planning.

Program Response

The Linguistics and Language Studies program's course offerings (i.e., those sourced within the program) are offered with predictability. With one exception, all 1000- and 2000-level courses are offered annually, and mostly in the same time slot each year. Third- and fourth-year courses are offered on an alternate-year basis. Typically, information is not exchanged with other departments when scheduling cross-listed courses, as a department's own needs understandably take priority, and the logistics of coordinating scheduling across several departments or programs is daunting. Reserving some spots for Linguistics students in cross-listed courses would also improve course availability.

Principal's Response

Scheduling courses in any program starts with focusing on the program's own needs. Coordinating course offerings with other units could make the difference between a course that is sufficiently enrolled to be offered and not. The Principal's Office can support discussions to ensure cross-listed required courses are available to students. The program could also consider blended or hybrid, or even online, courses, which could be open to both Glendon and LA&PS students.

Recommendation 4

Undertake a visioning exercise among the stakeholders of the Linguistics and Language Studies Program at Glendon to clarify its distinctive characteristics (e.g., its focus on Indigenous languages and language endangerment), both in comparison to the Linguistics program in LA&PS and more broadly in Canada. Develop a strategic plan to build on these characteristics as part of a strategy for increased excellence in research and training and for growth in enrollment, both in terms of majors and in specific courses.

Program Response

There is a clear focus on language endangerment in the form of the stream in Language Endangerment, Documentation and Revitalization and a stream in Romance Linguistics has been proposed. Both of these streams are not only unique in Canada, but also more broadly, at the undergraduate level. The program intends to clarify this distinctiveness through the proposed restructuring of the course categories (see recommendation 1), which would enhance their visibility and, hopefully, lead to growth in enrollment. Steps to increasing excellence in research and training requires augmenting the tenure-stream faculty complement with scholars in these areas.

Principal's Response

The reviewers' recommendation would fit perfectly well as a definition of what Glendon as a whole is in the middle of preparing: developing a strategic orientation for its offering that sets it apart from the programs offered in LA&PS and from competing post-secondary institutions. The reviewers note that Language Endangerment and Documentation stream could distinguish the program from other disciplinary offerings in other institutions, or even on the Keele campus. With a limited faculty complement, the unit is unable to offer more comprehensive programming than it currently does. Growth in faculty complement is conditional on growth in enrolment, and the unit needs to come up with a plan to set its program apart from others, first based on its abilities but also based on the needs and desires of potential students. The Office of the Principal can work with the unit to determine areas of possible growth.

Recommendation 5

The reviewers suggest establishing a joint committee of stakeholders representing the Linguistics programs at Glendon and Keele to (i) better harmonize course offerings, scheduling, prerequisites, exclusions, and equivalencies across the two campuses, (ii) develop complementary experiential learning opportunities that can support linguistics students on both campuses, and (iii) coordinate the strategic plans for the direction of the programs in both

campuses so that their distinctive strengths can complement each other, wherever possible without compromising each program's independence.

Program Response

The program agrees with the reviewers on the desirability of greater cooperation with the Linguistics program in LA&PS, and that students in each program be aware of the additional courses available to them. During orientation each September, the program explicitly makes its incoming students aware of additional possibilities in linguistics in LA&PS, and students do often decide to take those courses. This sometimes includes TESL courses. The program supports discussions with the Linguistics programs in LA&PS as to how to improve coordination.

Principal's Response

The Principal also welcomes efforts to better coordinate efforts with the linguistics program on the Keele campus through systematic consultation at planning time. The Principal also welcomes collaboration to enable Glendon students to access courses that will prepare them for an in-demand career in speech and language pathology. Efforts to develop joint experiential learning opportunities across the two campuses would also give students the opportunity to know more about their respective programs, increasing the potential for further collaboration.

IMPLEMENTATION PLAN

The chart below lays out the implementation plan approved by the Joint Sub-Committee at its meeting in November 2022.

	Recommendation	Action	Responsible for Follow-up	Timeline
1.	That the curriculum be revised from a student-centred perspective.	The program should undertake a review of the curriculum and plan changes to address the complicated structure of the program and create flexibility for students to complete requirements.	Linguistics Program Coordinator; Associate Principal, Academic	Review to take place in 2023, with relevant curriculum changes to be in place for Fall 2024.
2.	That the program be updated to enhance student training opportunities.	The program should continue to develop experiential education opportunities that are accessible to all students as part of the core and unique aspects of the program. The program should also consider which courses could be taught in hybrid mode, in collaboration with LA&PS, and whether continuing education workshops focussing on Glendon's unique strengths could be developed.	Linguistics Program Coordinator; Associate Principal Academic; Glendon Office of Experiential Education; Director, Continuing Education and Business Development	Development of EE opportunities and exploration of opportunities for hybrid-mode course delivery and continuing education workshops to take place in Winter and Fall 2023.
3.	That a systematic approach to cross-department collaboration between Glendon and LA&PS be developed.	The Principal's Office and impacted departments should work to ensure coordination of cross-listed courses.	Associate Principal, Academic; Linguistics Program Coordinator; Related Program Coordinators and Department Chairs	Plan for collaboration in place by March 2023.

4.	That the Linguistics program develop a strategic plan for growth and enhanced excellence in research and training.	That the program consider ways to clarify the distinctive stream in Language Endangerment, Documentation and Revitalization and other curricular enhancements.	Linguistics Program Coordinator; Associate Principal, Academic	Discussions to take place in Winter 2023 and ongoing.
5.	That program planning be harmonized between Glendon and LA&PS.	The program should continue discussions about how to coordinate course offerings and plans for program enhancements.	Linguistic Program Coordinator, Glendon; Linguistics UPD, LA&PS	Discussions to continue in Winter 2023 and ongoing.