SFU OFFICE OF THE
VICE-PRESIDENT, ACADEMIC

TEL +1 778 782 3925
FAX +1 778 782 5876
sfu.ca/vpacademic

Simon Fraser University
Strand Hall 3100
8888 University Drive
Burnaby BC
Canada V5A 1S6

MEMORANDUM

ATTENTION: Senate	TEL
FROM: Peter Keller, Vice-President, Academic and Provost, and Chair, SCUP	
RE: External Review of the Department of Linguistics (SCUP 16-42)	
DATE: November 16, 2016	TIME

At its November 9, 2016 meeting, SCUP reviewed and approved the Action Plan for the Department of Linguistics that resulted from its external review.

The Educational Goals Assessment Plan was reviewed and is attached for the information of Senate.

Motion:

That Senate approve the Action Plan for the Department of Linguistics that resulted from its External Review.

c: N. Hedberg
     J. Pulkingham

SFU OFFICE OF THE VICE-PRESIDENT, ACADEMIC AND PROVOST

MEMORANDUM

ATTENTION	Peter Keller, Chair, SCUP	**DATE**	October 27, 2016
FROM	Gord Myers, Associate Vice President, Academic	**PAGES**	1/1
RE:	Faculty of Arts and Social Sciences: External Review of the Department of Linguistics		

Attached are the External Review Report and the Action Plan for the Department of Linguistics. The Educational Goals Assessment Plan is included, for information only, with the Action Plan.

Excerpt from the External Review Report:

"Institutional prominence in research is gaged by the faculty's publication records, in both quality and quantity, as well as grant activities. The Department of Linguistics has established itself on both measures particularly over the past decade…Based on faculty research strength, SFU's linguistics department could be considered among the top five in Canada. …The quality of the undergraduate program is high with many of its graduates pursuing advanced degrees in linguistics or related fields such as Speech and Hearing Sciences."

Following the site visit, the Report of the External Review Team* for the Department of Linguistics was submitted in May 2016. The Reviewers made a number of recommendations based on the Terms of Reference that were provided to them. Subsequently, a meeting was held with the Dean of the Faculty of Arts and Social Sciences, the Chair of the Department of Linguistics and the Director of Academic Planning and Quality Assurance (VPA) to consider the recommendations. An Action Plan was prepared taking into consideration the discussion at the meeting and the External Review Report. The Action Plan has been endorsed by the Department and the Dean.

Motion:

> That SCUP approve and recommend to Senate the Action Plan for the Department of Linguistics that resulted from its external review.

---

*External Review Team:
>   Stuart Davis, Indiana University (Chair of Review Team)
>   Emily Bender, University of Washington
>   Donna Patrick, Carleton University
>   Fred Popowich (internal), Simon Fraser University

Attachments:
1.   External Review Report (May 2016)
2.   Department of Linguistics Action Plan
3.   Department of Linguistics Educational Goals Assessment Plan

cc   Jane Pulkingham, Dean, Faculty of Arts and Social Sciences
>   Nancy Hedberg, Chair, Department of Linguistics

External Review of the Linguistics Department, Simon Fraser University

Stuart Davis, Professor
Department of Linguistics
Indiana University

Donna Patrick, Professor
Sociology and Anthropology
Carleton University

Emily M. Bender, Professor
Department of Linguistics
University of Washington

The external review committee has been charged to evaluate the current state of the Department of Linguistics at Simon Fraser University (SFU) and to give its recommendations for further improvement and future development of the unit. The following report is based on the materials that were prepared by the department and made available to the committee, the 3-day onsite interviews with the administrators, the faculty, staff, and students conducted from March 16-18, 2016, two subsequent Skype interviews with faculty who were not present during our visit, and the committee's discussion during and after the campus visit.

Table of Contents

Section 1: General Background

1.1 Background on the Department

The Department of Linguistics at SFU was established in 1987. Prior to that, Linguistics was part of the Department of Languages, Literature and Linguistics (DLLL) and both undergraduate and graduate degrees in Linguistics were offered through DLLL. However, in the mid 1980s DLLL was split up due to an administrative decision. The faculty of the Department of Linguistics currently consist of 7 full professors, 6 associate professors, 3 assistant professors, one senior lecturer, and one limited term lecturer. The Department offers BA, MA, and PhD degrees. At the undergraduate level, there is a linguistics major and minor, and three certificates that the Department administers either independently or in collaboration with another unit: the

Certificate in the Linguistics of Speech Sciences, the Certificate in Teaching ESL Linguistics, and the Certificate in First Nations Language Proficiency (in collaboration with First Nations Studies). There are also three formal joint degree programs at the undergraduate level: a joint major with Anthropology, a joint major with First Nations Studies, and a joint major in Computational Linguistics in collaboration with the School of Computing Science. Additionally, Linguistics is an undergraduate stream for both the major and minor in Cognitive Science. As of the 2014-2015 academic year, the Department had 221 majors and 67 minors. There were also 72 students seeking the Certificate in the Linguistics of Speech Science and 6 engaged in the Certificate in Teaching ESL Linguistics. At the graduate level there are currently 13 PhD students and 11 MA students.

1.2 Quality of faculty research

Institutional prominence in research is gaged by the faculty's publication records, in both quality and quantity, as well as grant activities. The Department of Linguistics has established itself on both measures particularly over the past decade. Since the last external review of the Department in 2009 faculty have published in the major peer-reviewed journals of the field such as *Language, Linguistic Inquiry, Natural Language and Linguistic Theory, Lingua,* and *Modern Language Journal,* as well as in a large number of specialized journals such as *Syntax, Morphology, Phonology, Journal of Phonetics, World Englishes, Computational Linguistics, Applied Psycholinguistics, Language Learning,* and *Korean Linguistics* among many others. These journals are highly selective. The faculty's publication record further extends to contributions to edited volumes, encyclopedias, and handbooks that have been widely read by both established scholars and graduate students. This is in addition to various monographs that faculty have written or edited. It is also noteworthy that 8 of the 12 tenured faculty are either editors or associate editors of premier journals in the linguistic disciplines. Editorial membership reflects a professional reputation based on one's accomplishments as a scholar, and the unusually high number of those who serve in this capacity attests to the superior research profile that the Department's faculty present individually and collectively. The Committee takes special note that the editorship of *International Journal of American Linguistics,* the journal of the longest history and the utmost import to research on Native American languages, has moved to SFU with Prof. Donna Gerdts as editor and Prof. John Alderete as associate editor. Taken together, the faculty have a research profile that would rank among the best in Canada, and is arguably on par with the three top linguistics programs of McGill, University of Toronto, and UBC. Based on faculty research strength, SFU's linguistics department could be considered among the top five in Canada.

Moreover, as documented in the self-study, most of the faculty have been successful in obtaining multi-year grants (mainly through SSHRC); and currently there are 9 faculty who are on multi-year grants. This is an unusually high percentage for a linguistics department. The Department's grant funding totals to close to $900,000 for the 2014-2015 academic year alone. This is an impressive number and makes Linguistics one of the top grant receiving units in FASS despite its relatively small size.

1.3 Areas of strengths in research

Of the traditional branches of formal linguistics (i.e., phonetics, phonology, morphology, syntax, and semantics), the Department has an exceptional strength in phonetics (and phonology) with 6 faculty engaged in research in that area (Profs. Alderete, Farris-Trimble, Munro, Perry, Wang,

and Yeung). This is consistent with the recent trend within the discipline of linguistics where there has been an expansion in phonetic studies that crossover into many different subfields. Over the past decade experimental methods including the use of eye tracking and brain imaging have become increasingly common in addressing core issues of linguistics. Many of the hires since 2000 have targeted faculty with expertise in experimental approaches or who make use of such approaches; this includes the three assistant professors hired within the last four years. The research activities of these faculty members are often collaborative and cut across the core areas of phonetics, phonology, morphology, syntax and semantics. The specific faculty who are engaged in this paradigm include Profs. Alderete, Farris-Trimble, Han, Moulton, Munro, Wang, and Yeung, with the latter two having expertise in neurolinguistics. We also note the extraordinary strength in the phonetics and phonology of language acquisition (both 1st and 2nd language acquisition) as evidenced in the research of Profs. Farris-Trimble, Munro, Wang, and Yeung. The current strength in experimental phonetics and the expansion of department labs that aid their research activities has helped SFU become a leading institution in Canada for experimental linguistics.

While experimental linguistics and phonetics/phonology constitute an outstanding strength of the Department, we concur with the Self-Study in recognizing First Nations Languages/ Language Documentation and Computational Linguistics as other strengths of the Department and consider these as possible growth areas. With respect to First Nations linguistics, Prof. Gerdts has long been a recognized leader in the field for over two decades. Especially her work on Halkomelem Salish cements her stature in native Indian languages of North America. With the recent joint appointment (in Linguistics and First Nations Studies) of Prof. Marianne Ignace, a leading scholar on the First Nations people of British Columbia actively engaged in long-term language revitalization projects, there is potential to develop a significant program focused on the languages of British Columbia. Such an initiative would be particularly timely given the multimillion dollar SSHRC Partnership Grant awarded to Prof. Ignace as Director, with Profs. Gerdts and Perry as co-investigators. Other faculty with strong interests in First Nations languages include Mellow and Alderete. The editorship of *International Journal of American Linguistics* at SFU can only enhance the reputation of SFU as a focal point of First Nations Studies.

The strength in Computational Linguistics comes primarily from two faculty in the Department with prolific research records: Prof. Maite Taboada and Prof. Trude Heift. Prof. Taboada has become a leading scholar in Sentiment Analysis: Sentiment Analysis is considered an important subfield whereby computational methods are developed for automatically extracting and labeling opinions and evaluations from texts, typically from online comments. Prof. Heift has a specialization in the computer assisted language learning (CALL), studying the ways in which technology from computational linguistics can facilitate second language acquisition. This is a growing area of research that bridges applied linguistics with computational linguistics. Their expertise, research productivity and grant-attracting ability can provide a basis to build a computational linguistics stream within the department, especially given that computational linguistics is an area that is drawing more graduate students who have better job prospects.

In addition to the above areas of departmental strength, the Committee recognizes that the Department has a historical emphasis on applied linguistics (especially as this relates to second language learning and teaching of English as a second language or TESL). Current faculty with interests in this area include Profs. Heift, Mellow, and Munro as well as the two lecturers Dr.

Burgess and Dr. Rimrott. Because of the recent decline in the number of students pursuing the Certificate in Teaching ESL Linguistics, we view it as an area that should be monitored by the Department to see what steps for renewal/transformation may be taken in the future. We also observe that the Department has two faculty members engaged in sociolinguistic research (Profs. Pappas and Hilgendorf) that has generated student interest. In this regard, the Department's hosting of NWAV (the most important conference in sociolinguistics) in November of this year will serve to highlight this area of research.

In sum, the Department has several recognized strengths that warrant further growth and future investment. We believe it is important for faculty renewal to build on existing strengths in a way that is compatible with the larger research priorities of the University. The last external review of the Department in 2009 led to the improvement of the graduate program (e.g. the offering of more stand-alone graduate courses) and helped to expand enrolments in the undergraduate program (especially by the implementation of a Certificate in Speech Sciences). For the current review we will focus on the long-term future direction of the Department. As noted in the very short section in the department's self-study on Long-Term Future Direction (p. 17-18), "...the department will need to decide on priorities for future faculty renewal...We hope to gain clarity on the best hiring strategy during the process of the external review." We will make recommendations regarding future faculty renewal in Sections 4 and 5 after first reviewing the undergraduate and graduate programs, respectively.

1.4 Challenges

From the Committee's perspective, one of the main challenges confronting the Department revolves around the graduate program, which is small and comparatively weak at the doctoral level, especially given the quality of the faculty. One reason for this is the lack of stand-alone graduate courses. Most of the graduate courses are piggy-back courses that have many more undergraduates than graduates. For these classes, there is an extra section each week where the graduate students meet with the professor, but faculty are not compensated for this extra burden nor do the graduate students find this arrangement in piggy-back classes particularly satisfying. The last external review in 2009 recommended that the Department teach 5 stand-alone graduate courses each academic year, but in the last two academic years combined, 12 out of the 16 graduate courses have been piggy-backed and no stand-alone graduate courses are being offered during the current academic year. This has a negative impact on the quality of the graduate program. A main reason for the lack of stand-alone courses is the small number of graduate students (currently 24 altogether at all stages: 13 PhD and 11 MA), which results in proposed stand-alone courses getting cancelled for having too few students. The Department keeps the overall number of students in the graduate program purposely low so that all graduate students can be funded. The challenge then is how to increase the number of graduate students so that more stand-alone courses can be taught while maintaining funding for PhD students (and MA students) at the current level, and at the same time making curriculum reforms to the undergraduate program so as to allow faculty to teach more stand-alone graduate courses, without sacrificing the quality of a very good undergraduate program. This is the main challenge facing the Department since it involves both the graduate and undergraduate curriculum and has an impact on the direction of priorities for faculty renewal. We will address these challenges in Sections 2-4 of our report.

There are other challenges that the Department faces such as the future of the Certificate of ESL Linguistics in face of declining numbers. This is addressed in Section 2. Another major

challenge concerns how to establish a specific program in language documentation, preservation, and revitalization that would entail the development of the Certificate and/or MA in First Nations Languages and Linguistics. This has become a critical issue in light of the recent report of Canada's Truth and Reconciliation Committee. The Department of Linguistics is in position to respond in a positive way. This challenge is taken up in Section 5. Sections 6-8 take up minor challenges regarding facilities and administration of the Unit while Section 9 summarizes our recommendations.

Section 2: Undergraduate Program

The quality of the undergraduate program is high with many of its graduates pursuing advanced degrees in linguistics or related fields such as Speech and Hearing Sciences. The faculty are very committed to undergraduate teaching and to student engagement. As noted in the Self-Study (p. 78), departmental faculty have supervised around 30 undergraduate research assistants over the past three years and have consistently excellent teaching evaluations. We believe that the quality of teaching and the opportunity to do research is a major factor that draws the engaged undergraduate to major in Linguistics.

The Department offers a BA degree and a minor in Linguistics. There are three certificates that the Department administers either independently or in collaboration with another unit: the Certificate in the Linguistics of Speech Sciences, the Certificate in Teaching ESL Linguistics, and the Certificate in First Nations Language Proficiency (in collaboration with First Nations Studies). There are also three formal joint degree programs at the undergraduate level: a joint major with Anthropology, a joint major with First Nations Studies, and a joint major in Computational Linguistics in collaboration with the School of Computing Science. Additionally, Linguistics is an undergraduate stream for both the major and minor in Cognitive Science. As of the 2014-2015 academic year, the Department had 221 majors, 67 minors, and 5 in the joint degree programs. There were also 72 students seeking the Certificate in the Linguistics of Speech Science (implemented as a result of the 2009 external evaluation), and 6 engaged in the Certificate in Teaching ESL Linguistics. The number of majors and minors is very high for an undergraduate linguistics program in North America and attests to the Department's strength at the undergraduate level. As a comparison, from the Committee's knowledge of linguistics programs in the United States, most strong linguistics departments have around 100 majors. The Department chair, Prof. Nancy Hedberg, was able to provide the Committee comparison numbers (for the year 2015) with the three top linguistics programs in Canada: McGill has 113 majors and 110 minors, University of Toronto has 274 majors and 144 minors, and UBC had 97 majors and 11 minors. By comparison with other comprehensive universities, York University has 160 majors and 5 minors and Carleton University has around 150 linguistics majors and 28 minors (with around 90 others majoring in their Applied Linguistics and Discourse Studies program). Consequently, it is our impression that SFU has one of the largest undergraduate programs in linguistics in North America.

Although the undergraduate program is very strong, it faces a number of challenges. From the Committee's perspective the most significant challenge concerns how to reconcile the need for faculty to teach a large number of undergraduate courses (to accommodate all the majors and minors) with the goal of offering at least five stand-alone graduate courses a year so as to make the necessary improvement to the quality of the Department's graduate program. A second challenge relates to a dwindling number of students in the Certificate in the Teaching of

ESL Linguistics (currently 6, down from 35 five years ago), and a third challenge concerns the response to a fairly large number of international students in the undergraduate program who have limited English proficiency.

One of the main challenges facing the Department is how to improve the quality of the graduate program by offering at least five stand-alone courses a year without diminishing the important commitment to undergraduate teaching given the large numbers of students and quality of the undergraduate program. In order to do this, and given our on-site discussions with individual faculty members, we recommend that a modification be made to the required courses of the major. The major currently requires the following five courses:

LING 220: Introduction to Linguistics
LING 221: Introduction to Phonetics and Phonology
LING 222: Introduction to Syntax
LING 321: Phonology
LING 322: Syntax

What is unusual about the required classes compared to most other linguistics programs that we are familiar with is the requirement of both lower division and upper division phonology and syntax classes. The committee is of the opinion that a more effective use of resources could be achieved by requiring just the upper division courses in phonology and syntax (along with the LING 330 course in Phonetics) and strongly encourage the best students in these classes to take the graduate courses in these areas. Consequently, we suggest the following revision to the required undergraduate courses.

Recommended revision to the required courses for the major
LING 220: Introduction to Linguistics
LING 321: Phonology
LING 322: Syntax
LING 330: Phonetics

The elimination of LING 221 makes it necessary to have LING 330 (Phonetics) as a required course. However, this course probably should have been a required course given the strength of the Department. Since LING 221 and 222 are typically offered every term this frees up slots for 6 other courses, some of which could be graduate courses. The addition of LING 330 to the group of required courses does not add to the existing teaching commitment of the faculty since this class is currently taught every term. This recommended change in the required courses may bring about other relatively minor changes to the major. For example, students currently have to take two courses from the list of 323 (morphology), 324 (semantics), and 330 (Phonetics). However, 330 (Phonetics) could be replaced by a course in language acquisition (which could either be first language or second language acquisition). Thus we see the revision of the required courses to the four courses indicated above as a means of giving the Department more flexibility in both its undergraduate and graduate offerings and as providing a way of getting the best undergraduate students to take graduate courses. It should have the consequence of improving both the graduate and undergraduate program.

A second challenge relates to a dwindling number of students in the Certificate in the Teaching of ESL Linguistics. The number pursuing the Certificate is currently 6, down from 35 five years ago. Nonetheless, the general courses that cover applied linguistics such as LING 200 (Introduction to the Description of English Grammar), LING 360 (Introduction to

Applied Linguistics), and LING 363 (Introduction to Teaching English as a Second Language) still are taught regularly drawing stable enrolments. The main issue concerns the practicum course, LING 363, which can only be taken by those on the Certificate program and is required for the Certificate. Given the small number of students on the Certificate program, the required practicum course is under threat of cancelation, which thus endangers the Certificate program. It is hard to know whether the decline in numbers is a temporary dip or something long term. We note that the job market in TESL waxes and wanes depending on issues beyond the academy. Despite its current dip, the demand in this area might well increase given the current influx of refugees and other immigrants into Canada. For now, the recommendation of the Committee is a "wait and see" approach to the TESL Linguistics certificate program, allowing courses in the areas of applied linguistics that currently attract students to continue. One effective strategy for continuing the program while maintaining sufficiently high enrolment in the practicum course is to offer the practicum course only every other year. This would require communicating clearly to prospective students when the practicum course will be offered. A further thought in trying to increase undergraduate interest in applied linguistics relates to one of the recommended curriculum changes above. Specifically by allowing for a course in language acquisition to be one of the three elective courses that majors choose from (i.e. two out of Morphology, Semantics, and a course in acquisition), more students could be exposed to applied linguistics and TESL if the 360 and 362 courses were to count toward the requirement.

The third challenge concerns how the Department should respond to a fairly large number of international students in the undergraduate program who have limited English proficiency. One reason for the existence of this problem is the increase in students admitted from Fraser International College who (for whatever reason) decide to major or minor in Linguistics. Some of these students try hard to engage in their classes but others do not. This is a somewhat difficult problem to deal with because the international students help boost the overall undergraduate numbers for the Department, but English language proficiency for at least some of these students cannot be achieved in a short time. We recommend that the Department of Linguistics look to other departments to see how they are dealing with this issue. World Literature is apparently putting on a course with the TLC and CELTR (the latter housed in Education) to offer English as an Additional Language (EAL) training assistance to professors who work with EAL students. This course will be co-taught with someone from Education and Literature and focus on content and language skills (information provided in interviews). This might be a direction for Linguistics to consider, in order to meet the language challenges posed by students with limited English proficiency. In addition, we recommend that the Department seek out strategies for increasing opportunities for low-stakes writing across the curriculum (e.g. short response papers marked only as done/not-done or peer reviewed or, even shorter, asking students to post questions based on their reading). Presumably CELTR could advise on effective strategies.

The Department Self-Study asked us to address specific writing/topics course issues and the list of education goals that the department has developed for assessment. The Department asks us, "Is the proposed LING 280WQ course the best way to improve writing and argumentation in our undergraduate programs?" We think it is a good idea that the Department has implemented a lower division writing class as a prerequisite for most of its 300 level courses. The undergraduates that we met with actually wanted to have more writing in their regular linguistics courses. The proposed 280 writing course on argumentation will

give majors and prospective majors an opportunity to fulfill the writing requirement within Linguistics while introducing argumentative style writing that has been traditionally common in linguistics. This course could serve as a catalyst for limited English proficiency students to improve their writing skills for linguistics. We were also asked (p. 80 of the Self-Study), "Should we also offer a non-W 200 level topics course that would allow us to test lower-division courses for a wider non-program student audience?" We like the idea of offering non-W 200-level topics course as a way of exposing students to interesting language related issues where linguists have a unique perspective. It is possible that such courses will draw in potential majors and minors. The range of topics that were suggested, such as language and gender, languages of British Columbia, evolution of language among others were all very attractive course topics that could be pursued.

Finally, the Self-Study asked the Committee to comment on areas of improvement with respect to the list of Educational Goals. Concerning the undergraduate goals, we recognize that the Department has spent much time in developing a clear set of educational goals at the undergraduate level and a means for assessing them. Also, it usually is harder to demonstrate learning outcomes at the undergraduate level in contrast to the graduate level. Regarding the specific overall goals our only comment is that there should be an explicit statement of "ability to analyze linguistic data". Reference to analysis is key since this is an essential component of core areas of linguistics; otherwise, the goals that are proposed are appropriate. Our larger comment has to do with the best way of assessing these goals given the detailed nature of their pilot assessment that was provided in the Self-Study on p. 85-91. In the pilot assessment we believe that too many goals are being assessed by too many questions on a given exam with the results sometimes being contradictory. Also the assessment of so many goals with so many questions at one time places an added burden on the faculty with no real benefit. The Department needs to develop a more streamlined way of assessment. One way to do this that is done at some American universities is to select one educational goal for the academic year and that goal should be assessed in all the relevant undergraduate classes during that year. The assessment would be done by the inclusion of one designated question on the midterm and/or on the final or by a designated homework assignment whose purpose is to assess the chosen educational goal. Additionally, there needs to be a standard that will allow the instructor to see if the educational goal has been achieved. For example, the standard might be that if 65% of the students adequately answer the designated question (or pass the designated assignment) then the goal has been achieved. We thus suggest that the Department rethink how it assesses its educational goals in the undergraduate courses so that it can be both more effective and less burdensome on the faculty.

Recommendation 1: The Department should consolidate the two undergraduate phonology courses 221 and 321 as 321 and consolidate the two undergraduate syntax courses 222 and 322 as 322. In addition we suggest that 330 (Phonetics) be required for the major. Thus, we recommend that the current five required undergraduate courses for the major (220, 221, 222, 321, and 322) be revised to four required courses: 220, 321, 322, and 330. Additionally, if this recommendation is followed, we suggest that a course in language acquisition be used to replace phonetics for the current requirement that students take two courses out of 323, 324 and 330, so that the requirement would be students take two courses out of 323, 324, and a course in language acquisition (either first language or second language).

Recommendation 2: The Certificate in Teaching ESL should be kept and the practicum (LING 363) be taught every two years. The issue should be revisited in another few years for re-evaluation.

Recommendation 3: To respond to the large number of international majors and minors who may lack English proficiency, the Linguistics department should look to see what other departments are doing to deal with the issue and consult with CELTR.

Recommendation 4: The Department should follow up on the proposed LING 280WQ writing course as a way to improve writing and argumentation skills among undergraduates. Such a course may serve as a catalyst for limited English proficiency students to improve their writing skills for linguistics. The Department should also consider implementing various strategies for increasing opportunities for low-stakes writing across the curriculum.

Recommendation 5: We recommend that the Department look into offering non-W 200-level topics courses as a way of exposing students to language related issues where linguistics provides a unique perspective. It is possible that such courses will attract more potential majors and minors.

Recommendation 6: We recommend that the Department add "ability to analyze linguistic data" to its list of Educational Goals. We also recommend that the Department develop a more effective and streamlined way of assessing the attainment of its educational goals.

Section 3: Graduate Program
The Linguistics Department offers both MA and PhD degrees. The admission to the PhD program requires that an applicant hold an MA degree in linguistics or the equivalent. The MA program is structured with a two-year completion (6 terms) as a goal, though on average, students take 7 terms to completion. This is reasonable for a thesis-requiring MA program at research institutions in North America. The first year of the MA is generally spent for course work with three required courses that are designed exclusively for graduate students—LING 800 (Phonology), LING 801 (syntax), and LING 851 (Research techniques and experimental design)—three electives (which are often combined classes with undergraduates), and the professionalization workshop (LING 890-891). The second year is focused on research for and writing of the MA thesis. The MA thesis is required. The quality of the MA program is good. All students are funded (11 currently on the MA). Most of the students work closely with a faculty member and some of its graduates have matriculated into the best linguistics doctoral programs in North America, such as University of Toronto, MIT and Northwestern.

The doctoral program is structured so that it can be completed in four years; in reality the average to a completed degree is somewhat higher. During the first year of the doctoral program, the student takes five courses beyond those that are required for the MA. The second year is spent on two PhD qualifying papers, one of which is expected to be unrelated to the thesis in order to demonstrate the student's broad knowledge of the general field. The student develops a thesis proposal during the third year, and upon its approval, begins to write the thesis. There are

currently 13 doctoral students at various stages. Given the small number of students, there are some faculty members who are not the primary adviser for any of the doctoral students.

One of the challenges that has confronted the graduate program for a long time, especially at the doctoral level, is the lack of stand-alone courses. Most of the graduate courses are piggy-back courses that have many more undergraduates than graduates. For these classes, there is an extra section each week where the graduate students meet with the professor, but faculty are not compensated for this extra burden nor do the graduate students find this arrangement in piggy-back classes particularly satisfying. The external review conducted in 2009 recommended that the Department offer five stand-alone graduate courses per year and implement the Ph.D requirement of two qualifying papers. This is to enrich the graduate training in order to sustain the quality that can be competitive with other research institutions. The second part of the recommendation has already been adopted, and the department sees its effectiveness. Working toward the first, however, has been an enormous challenge due to the dearth of graduate students to minimally fill each of the five graduate courses each year. In the current academic year of 2015-2016 the department has been unable to offer a single graduate-only course because of the very small number of new students who had enrolled in the Fall (only two). With such small numbers, planned stand-alone graduate courses have to be canceled because they cannot make the required minimum enrolment. All seven graduate courses this year have been piggy-back courses. This situation raises a serious concern for graduate students and for the faculty in their effort to sustain the standard of the program comparable to peer institutions. In our meeting with a group of graduate students they specifically mentioned to us that such classes make them feel like they are a TA or back in an undergraduate program. Given that the number of required courses for the graduate degree is typically less than at other North American linguistics programs, the lack of stand-alone courses is a major concern affecting the quality of the entire graduate program.

One of the factors contributing to this problem is the low number of graduate students in the Department. The number is kept low because of the Department's practice of accepting only a small percentage of new students out of some 50 applicants who apply each year. These low numbers ensure financial support for all their students, both PhD and MA. Further, the faculty are against a strategy of increasing the number of doctoral students because the academic job market in Linguistics is already saturated and is expected to remain the same for the next decade. At a practical level, furthermore, the intensive nature of supervising MA theses makes it difficult for faculty to take on additional MA students without jeopardizing the overall quality of the MA program and the faculty's research productivity. Nonetheless, there seems to be a consensus among the faculty that an increase in the number of MA students is inevitable and even desirable in order to offer stand-alone graduate courses as are regularly scheduled. However, at the same time, there is no strong desire among faculty to eliminate the thesis requirement for the MA program, since having a completed MA thesis helps to make the student competitive for admission into top-tier doctoral programs.

As a strategy to address the issue of increasing the number of graduate students in the program while at the same time building on the expertise that already exists in the Department (and related units), it is the Committee's strong recommendation that the Department develop an independent course-only masters stream (track) in a particular subfield for which there is a market. Given internal and external factors we recommend that the Department develop a course-only stream in computational linguistics with the goal of developing the MS degree in it. This is closely tied to our recommendation 10 in Section 4 for a hire in the area of computational

linguistics (CL). Externally, the job market in Information Technology is–and is expected to continue to be–very strong for those with masters degrees in computational linguistics, especially in the Pacific Northwest, which is a leading center for IT. Internal to the University, a program in CL fits in well with the Big Data initiative that SFU is about to launch. Moreover, the Linguistics Department has an existing strength in certain subareas of CL and an additional hire that connects CL with one or more of the core areas of linguistics should have benefits for the entire Department. The program can be set up as a fee-paying masters program with no thesis requirement. While the specific course work for the masters in computational linguistics needs to be worked out since courses would come from both Linguistics and the School of Computing Science, the core MA courses of LING 800 (phonology), LING 801 (syntax) and LING 851 (research techniques) taken by the general linguistics MA student in the first year should be part of such a curriculum. This would guarantee that these required courses, and other current stand-alone 800-level courses, would have a larger pool of students from which to draw, and further, it would allow for the maintenance of the relatively small, thesis-requiring MA program. Moreover, since the CL masters program would be course only, faculty would not have the burden of supervising more MA theses than they currently do. It is important that the CL program build on the existing strengths in the Department, especially those that already relate to CL, but also to link it with experimental and sociolinguistic approaches since computational techniques are used in these areas. The program would be interdisciplinary with Computing Science, but it needs to be housed in Linguistics so as to draw a diverse range of students.

In addition to the primary suggestion of developing a program in CL, the committee notes two further possibilities for increasing the enrollment in graduate courses to ensure that stand-alone courses can be regularly taught. The first is to recruit graduate students from other related departments (such as Computing Science, Anthropology, Psychology, and others), through advertising up-coming courses on departmental mailing lists, hosting joint events (e.g. interdisciplinary graduate research symposia), and seeking to have Department faculty give colloquia or other research presentations in these other departments. The second is to recruit top, advanced undergraduates to take stand-alone graduate courses to fulfill some of their elective requirements. This can be particularly effective if there is an objective of presenting research results at a conference or similar academic venue. We note that this second suggestion dovetails with recommendation 1 in Section 2 to streamline the undergraduate major requirements, leading to more room for electives for undergraduate majors as well as more offerings of stand-alone graduate courses with reverse piggy-backing being encouraged for the best undergraduates.

As a final matter, the Committee was asked how the Department can better integrate training in diverse methodologies into its graduate curriculum. We note that the establishment of a CL program could help to integrate diverse methodologies around a computational theme. In the short term, there are other ways to achieve this as well. One suggestion is to offer a graduate seminar once a year on a topic that would cut across different subdisciplines in the Department, such as a seminar on eye tracking since this research technique is being adopted, independently, in different labs within the Department or a seminar on variation given that variation is a theme that cuts across disciplines and methodologies. In addition, following a suggestion of a faculty member, we recommend development of a second year graduate seminar where students would be exposed to different methodologies.

Recommendation 7: Initiate a course-only (fee-paying) stream in computational linguistics with the goal of developing the MS degree in it. Include in the stream requirements the stand-

alone MA graduate courses (800 phonology; 801 syntax; and 851 experimental techniques) but not a thesis. This should help to guarantee enrolments in the required and other stand-alone graduate courses so that the goal of offering five stand-alone graduate courses can be met.

Recommendation 8: In order to integrate diverse methodologies, the Department should offer a graduate seminar once a year on a topic that would cut across different subdisciplines in the Department. Possible topics include variation and eye tracking. In addition, we recommend development of the proposed second year graduate seminar where students would be exposed to different methodologies.

Recommendation 9: Encourage the best undergraduates to enroll in the 800 level stand-alone graduate courses with the specific goal of making research opportunities available for advanced undergraduates with the objective of presenting research results at a conference or similar academic venue.

Section 4: Developing an MA/MS stream/degree in computational linguistics

As detailed in Section 1 of this document, the Department has an outstanding research faculty in terms of the quality and quantity of publications. It also has strengths in experimental and computational linguistics that is specifically singled out in the Department Self-Study and faculty in these areas have been very successful at receiving sizeable multi-year grants. The Department is in a position to move to a higher level in either of these areas. In order to do so, the Department must increase the number of graduate students so that stand-alone graduate courses can be regularly offered. The Self-Study asks the Committee for a recommendation on the best strategy for faculty renewal in these areas. The Committee recommends that a hire be made in Computational Linguistics with the aim of developing a (fee-paying) course-only CL masters stream in Linguistics with the long term goal of establishing an MS degree in it.

Computational Linguistics, also known as natural language processing (NLP), is an interdisciplinary field that addresses the use of computers to process or produce human language. The field brings together Linguistics, Computing Science and Electrical Engineering (signal processing). It concerns the automatic processing of human language by computers, for the purposes of practical applications including information retrieval (which has many Big Data applications), natural language interfaces (also known as spoken dialogue systems, such as Amazon's Echo or Apple's Siri), machine translation, and many more.

There are a number of reasons for our recommendation. First, as noted above, the job market in Information Technology is very strong for those with masters degrees in computational linguistics. CL/NLP is a rapidly growing area both in academia and in research and development in industry. Second, the Department has several faculty with research interests in or related to CL. When combined with the strength in Natural Language Processing in the School of Computing Science, this makes SFU a natural location for a degree program specializing in CL. In fact, SFU has the resources and potential to be the best place to study CL in Canada. Third, CL is a critical research area within Big Data (a research initiative focus of the University) as access to data that is in the form of unstructured text requires the techniques of CL. And fourth, based on what we have seen in the U.S., a diverse range of students will apply for a fee-paying masters stream/degree program in computational linguistics. Students see this as an investment

since many of the students who successfully complete such a program find appropriate employment in industry.

Accordingly, we recommend that the Department work on establishing a coursework only degree or stream in Computational Linguistics. Experience at other institutions suggests that making this an MS if possible will be beneficial for both graduates and the program itself. The coursework in this program could include existing graduate courses in Linguistics (helping to address the issue of low enrollments), existing NLP courses from the School of Computing Science, as well as new, specialized courses in CL. These courses could combine CL with topics of interest to others in the Department as well, including computer assisted language learning, computational methods in endangered language documentation, and computational psycholinguistics and similar experimental methods. The most effective way to start a successful program of this nature would be to hire an additional faculty member with a PhD in Linguistics who has a research specialization in Computational Linguistics that would blend in with that of the existing faculty; for example, the specialization could be in natural language processing or corpus linguistics in a way that highlights issues of syntax and semantics. The hire would be tasked with establishing the program (including working with relevant faculty in Computing Science given the interdisciplinary nature of the program), teaching the core CL classes, and serving as the faculty director. This new hire could complement existing faculty interests in experimental linguistics, applied linguistics and/or language documentation.

Current faculty with research/teaching interests related to computational linguistics include:

* Prof. Maite Taboada who works on sentiment analysis (NSERC funded), discourse parsing (NSERC funded) and corpus construction annotation (including multi-modal corpora). All of this work is directly within the domain of CL and furthermore connects to highly topical concerns---coursework related to Prof. Taboada's research on discourse parsing and multimodal corpora would help prepare students for work on the voice interfaces to digital assistants such as Siri, Amazon's Echo or Google Now and coursework related to corpus construction in general is applicable across all applications of computational linguistics.

* Prof. Trude Heift has as her main research focus language learning and technology, an area which bridges applied linguistics and computational linguistics. In our ever-globalizing world there is increased demand for computer-assisted language learning (CALL) applications and many prospective students for CL programs hold this as a primary area of interest. Much current work in this area, however, is under-informed by theoretical and applied work on second language acquisition. Prof. Heift could contribute courses that bridge this gap, focused on developing tools for CALL that are informed by theories from applied linguistics and/or asking how studying the use of CALL can further inform studies of second language acquisition.

* Prof. John Alderete has research interests in computational phonology, especially the relationship between connectionist models/neural nets and the symbolic models that linguists create. Neural nets have once again become highly topical in computational linguistics/natural language processing (NLP), but while they are quite effective in performing practical tasks in NLP, they are poorly understood in the sense that people don't know how they are solving the tasks. Coursework related to Prof. Alderete's research interests could help position students to make deep contributions to the field, combining training in linguistics and connectionist models.

13

* Prof. Cheng-hye Han already teaches a course in formal linguistics (formal languages theory, generative capacity, etc) that could be developed into a course in the CL program. These topics are at the intersection of computer science and linguistics and are thus foundational to CL. Furthermore, the framework that Prof. Han works in (Synchronous Tree Adjoining Grammars) is a key framework in much work in computational linguistics (including parsing and machine translation) and her expertise there would be very valuable to the program.

* All faculty working with experimental approaches to human language processing (Profs. Ashley Farris-Trimble, Cheng-hye Han, Keir Moulton, Yue Wang, Henny Yeung) furthermore contribute to an environment in which CL students (and a CL program) could thrive, producing and working with datasets that could potentially benefit from further computational analysis and providing expertise in human language processing that can in turn inform computer processing models.

We think there is real potential for the Department to develop a successful masters program in CL. We view it as something that is not a threat to the other areas of departmental focus but as something that can enhance those areas.

Recommendation 10: A new faculty line in computational linguistics with a research focus that complements the existing interest of the faculty. A CL specialist with a bent toward syntax/semantic issues may make the most sense. This could be someone who does corpus linguistics, natural language processing, natural language generation, etc. The right hire in this area could strengthen the experimental area, but also possibly the applied and sociolinguistic areas as well as the First Nations components of the Department.

Recommendation 11: Develop a fee-paying, course-only masters stream/degree program in computational linguistics. This could start out an MA stream within the Department at the beginning but should develop into a formal MS program in CL housed in Linguistics but with coursework and relevant faculty participation from Computing Science. The requirements for the degree would include 800 phonology; 801 syntax; and 851 experimental techniques so as to help guarantee enrollments in the required and other stand-alone graduate courses.

Section 5: First Nations languages and linguistics: Documentation, Revitalization and graduate programs in Linguistics of a First Nations Language

The Department of Linguistics has an excellent reputation and impressive track-record in the area of First Nations language documentation, revitalization and linguistics. This is well supported by the record of recent national research grants awarded to SFU faculty (discussed below) and of SFU linguists working with First Nations communities—recording, documenting, and analyzing languages and applying this work to language materials development, teaching and learning. The Department of Linguistics is well placed to build on this strong record for growth in First Nations languages and linguistics. This growth would benefit not only the Department, by increasing course offerings to undergraduate and graduate students, but the University as a whole, by addressing strategic goals in community engagement, particularly with disadvantaged communities (VPA Plan), and increasing First Nations/Indigenous participation in post-secondary education (Aboriginal Plan).

After considering the research and teaching already underway in the Department, we see four areas that it can capitalize on for further growth: (1) the addition of new faculty in First Nations languages and linguistics; (2) program development at the graduate level for First Nations languages and linguistics; (3) course development and research in field methods, language documentation, and First Nations language teaching; and (4) expansion on the First Nations Language Centre and the already established connections between First Nations Studies and the Department of Linguistics. Development in this final area would encourage necessary university-wide action in the addressing of the issue of First Nations participation and program development in post-secondary education—where Linguistics is ideally suited to play a leadership role, given its close relationships and already established ties to First Nations communities.

These four areas will be addressed with respect to the questions posed in the Self-Study and the areas where we see growth potential, as mentioned above:

1. Faculty renewal and acquiring new faculty in First Nations languages and linguistics independent of other faculty hires in the Department of Linguistics (that is, not jeopardizing other department positions deemed necessary for growth).

2. Development of graduate programs, including the Graduate Certificate in the Linguistics of a First Nations Language and, once this is implemented, working towards a MA specialization in First Nations Languages and Linguistics.

3. Renewal of course offerings and research specializations in the key areas of First Nations linguistics, including field methods, language documentation, and First Nations language teaching.

4. Expansion of the established connections between the Department of Linguistics, First Nations Studies, and other Aboriginal-related SFU centres and research, in order to enhance community connections and engagement, specifically in communities where First Nations language teaching and learning are a priority.

Each of these points is addressed below.

1. **Faculty renewal and acquiring new position(s) in First Nations languages and linguistics** that are independent of other faculty hires in the Department of Linguistics. (That is, not jeopardizing other Department positions deemed necessary for growth).

The current faculty engaged in First Nations languages and linguistics have garnered excellent reputations at the University and beyond. New faculty hires in this area have a solid foundation to build on. Profs. Donna Gerdts, Marianne Ignace, Tom Perry, Dean Mellow, and John Alderete have all made significant contributions to the area of First Nations languages and linguistics and continue to do so through their community and University connections (including First Nations Studies), teaching, and research. The research record of these scholars is extremely strong, and includes the recent awarding of a number of highly competitive Social Sciences and Humanities Research Council of Canada (SSHRC) grants, totalling over

$3 million in research money in the last 3-4 years. This is remarkable for any linguistics department, let alone for one area of specialization.

Also worth noting is that Prof. Gerdts is currently editor of a top-ranked journal in the field, *International Journal of American Linguistics* (IJAL), and that the Department is also home to the First Nations Language Centre. All of these help to raise the Department's profile at the University and beyond, and speak to our main point here, which is that the Department of Linguistics a good place for the University administration to provide some funding from that earmarked for the Indigenous Initiative ($9 million over 5 years), since it is likely that a positive outcome would result from this use of Initiative resources.

While the Department clearly merits at least one new hire on the basis of its own track record alone, this area of faculty renewal is also integral to SFU's broader goals and strategic vision. Significantly, SFU has targeted growth in Indigenous post-secondary education with the sizeable resources it has devoted to this area (as mentioned above). In addition, the University has made a commitment to the VPA plan and has a broad vision to increase Indigenous faculty, student enrolments, and community-engaged research on campus. Moreover, increasing faculty in First Nations languages and linguistics will raise the University's profile in First Nations communities and support the University vision for community engagement (see VPA Plan, in particular section 3.1.3, to "create new links and opportunities for under-served communities"; and section 5.6, to "continue the implementation of the current Aboriginal Strategic Plan"). As Prof. Tom Perry (Chair 1988-1995 and 2009-2015) notes in the Position Request Letter to the FASS Dean (included in the self-study), the "work in Indigenous languages ... has the best potential for further growth among the curricular areas of the department". Accordingly, the ideal candidate would be an "Aboriginal linguist", who could become more "embedded" and work "more closely" in First Nations communities.

Given these links between the Department of Linguistics and SFU's broader goals, a new position in the area of First Nations languages and linguistics would be closely tied to the University's strategic plans. At the same time, this position should not jeopardize the Department's ability to be awarded other needed faculty positions in other areas of linguistics, in order to ensure sustainability and growth.

Based on interviews and the self-study, we recommend quick action on a new position, followed by reassessment and consideration of hiring additional faculty in order to maintain and build upon Department strengths in this area. All such new hires should be based on the Burnaby campus, although perhaps offering courses at Harbour Centre and/or Surrey, and could be cross-appointed with First Nations Studies or other departments. These faculty appointments would fulfil the following mandates: (1) hiring an Aboriginal linguist (preferably a Coast Salish linguist); (2) increasing courses and research in language documentation and field methods; (3) supporting and collaborating on research related to the ongoing SSHRC Partnership grant (2013-2020); and (4) renewing First Nations language courses and research at SFU, with the forging of strong community-based relations with the Squamish First Nation and the proposed Squamish Language Academy.

2. Development of Graduate Programs, including the Graduate Certificate in the Linguistics of a First Nations Language. Once this is implemented, working towards a MA specialization in First Nations Languages and Linguistics.

We recommend that the *Graduate Certificate in the Linguistics of a First Nations Language* be implemented in a timely manner. Once it is in place, we suggest a "wait and see" approach to the development of a specific MA stream or specialization in First Nations Languages and Linguistics. It should be noted (based on our interviews) that high-school completion rates among First Nations students are increasing and that there will be more who want post-secondary education, which will increase the growth potential for a proposed MA down the line. SFU is in a strong position, with its innovative and unique community-based language and linguistics programs, to attract students and compete effectively with, or complement, the University of Victoria's and the University of British Columbia's strong First Nations language programs.

The Graduate Certificate is a unique and progressive program that will target students from First Nations communities involved in language education and revitalization. Many of these would be graduates of the Certificate in First Nations Language Proficiency (CFNLP), which was set up in 1993 and has graduated more than 250 students since then. Currently, many CFNLP graduates are active as language teachers, curriculum developers, and coordinators of community-based projects. The relatively high number of graduates is arguably a function of the program's being offered off-campus, in First Nations communities. This represents a compelling track record for this First Nations language-oriented program, which bodes well for the proposed Graduate Certificate in the Linguistics of a First Nations Language (GCLFN).

The Graduate Certificate is a necessary foundation for providing advanced language and linguistics courses in communities—courses in which language learners have expressed an interest. It could also provide a path to an MA stream/track (or specialization) in these communities, contribute to a "training the trainers" approach that would enable graduates to become the next generation of instructors, in order to support more advanced language learning, fluency, and analysis. As one faculty member said during our interview, the goal is to "produce cohorts of very proficient, advanced speakers of languages who ... have the skills to document and analyze languages and work with learners." Taking this goal still further would involve training First Nations researchers up to a PhD standard, so that they could conduct and disseminate research results, involving language documentation and analysis, being done in BC to the broader linguistic community. Developing graduate programs in First Nations linguistics is an important step in furthering this goal.

With respect to the MA stream (or track), it would be useful for the Department to wait and see what happens once a new faculty member is hired for a new position and the Graduate Certificate has been implemented. It might be that a new MA track could be offered on campus (as a new MA specialization) and also be offered in First Nations communities, where First Nations language and linguistics courses have already been taught and where graduates from the Graduate Certificate might enroll. As regards to these latter students, the proposed Graduate Certificate is designed around courses in field methods, phonology, syntax, and applied linguistics. The Graduate Certificate would therefore provide roughly half of the credits of an MA, which would have the same general requirements of the MA in linguistics, but perhaps with added field methods or First Nations language requirements as part of the program. Additionally, a choice could exist to do an MA thesis, a research project, or a practicum or a course-work MA in order to fulfill program requirements.

Admittedly, developing an MA in this area is for future consideration. However, it was mentioned that in the interim, working toward its approval might require people to "think outside the box" in order to attract First Nations students and to adopt "positive (yet rigorous) ways to admit students with diverse qualifications". This is true of universities and colleges across

Canada, in situations where many First Nations communities in remote locations or without access to quality education have been systemically deprived of post-secondary education. In such situations, life experience and work-based knowledge might be considered to count towards university-level qualifications. As such, linguistic expertise and work experience, accumulated by potential mature students over many years, could be accepted (under rigorous evaluation measures) as equivalent to undergraduate-level course-work for these students. It should also be noted that successful completion of the Graduate Certificate should count as evidence of preparedness for graduate education. This could assist in assessing the qualifications necessary to enter a MA program, but overall it will require time and thought to work through these ideas that have potential to further First Nations post-secondary education in Canada.

3. Renewal of course offerings and research specializations in the key areas of First Nations linguistics, including field methods, language documentation, and First Nations language teaching;

One of the questions asked in the self-study was how the Department can maintain its strengths in the area of language documentation, preservation, and revitalization. This question has already been answered, in part, in our recommendation to hire a First Nations linguist, perhaps as a targeted hire. Hiring in this area could indeed enhance the language documentation and field methods courses, so that they could be taught on a regular basis. In addition, many students interviewed as part of this review noted how much they enjoyed field methods and wanted more courses in this area, particularly ones offered in language communities off campus. We recommend that such a course, furthermore, be allowed to fulfill the research techniques requirement for the MA degree (currently only fulfilled by LING 851), as field methods represents one type of research.

One idea for a field school, expressed to us, is to develop it with a BC First Nations community, to work on a language with students from SFU, but to have it open so that students from other Canadian or US universities could come. The director would need to keep a ratio of 80% community members to 20% visitors (this is akin to the model of the field school in Fiji). This openness to increased participation could increase funding for the program and the community.

Concerning the teaching of First Nations languages, it is important to recall that the Department has actually lost faculty in this area. A limited-term (LTA) lecturer position in teaching First Nations languages was discontinued in 2015. Despite the reliance on full-time enrolments or other requirements for funding such instructor positions, such a position might be reconsidered in light of the broader educational goals that it meets. These include engaging with Aboriginal students, through language learning, teaching and research; engaging communities to further education and social, cultural and economic well-being; and engaging research to mobilize knowledge nationally and globally in the areas of Indigenous languages and effective ways to teach and learn them.

Also key to this area is the need to build on the relationship with the Squamish Nation and the Squamish Language Academy, where (as mentioned in interviews), "one or two of the graduates might be interested in teaching a course on campus down the line."

In sum, we recommend that the Department reconsider once more filling the LTA in teaching of Indigenous languages, given the opportunities that it provides for developing Indigenous language courses with the new Squamish Language Academy and also for offering

courses on the Burnaby, Harbour Centre, and Surrey campuses. It is crucial that this position be centered on linguistics and held by a faculty member who is comfortable with the notion of "teacher-linguist" and with working with elders and language teachers to support language analysis, materials development, research related to assessment, and other areas needed to deliver robust, community-based language programs.

4. Build on established connections between the Department of Linguistics, First Nations Studies, and other Aboriginal-related SFU centres and research to enhance community connections and engagement, specifically in communities where First Nations language teaching and learning are a priority.

Hiring in First Nations languages and linguistics will increase the visibility of the First Nations Language Centre in the Linguistics Department and complement faculty work with the First Nations Studies program. A full-time faculty person on the Burnaby campus would ideally work in two or more of the following areas: First Nations languages, teaching, and learning, including applied linguistics; language documentation and field methods; and First Nations linguistics (in any of the departments specializations). Work in any of these areas would enhance community and student engagement.

Such collaborations and engagements across the SFU campus and beyond are timely and important, as the University considers new positions for Canada Research Chairs connecting areas of strength across departments and bridging areas of Indigenous expertise. The Department of Linguistics, with a new hire, might consider engaging with faculty in other areas (literature, education, etc.) to ensure that First Nations languages and linguistics play a prominent role in the growth and expansion of Aboriginal initiatives on campus.

Recommendation 12: A new faculty hire in First Nations languages and linguistics with a research focus that complements the existing language documentation and research in the department. Specifically, this hire needs to have a strong theoretical background in linguistics and fieldwork experience, with the proven ability to work with First Nations communities and to apply linguistic knowledge in on the ground language learning and teaching contexts. This hire will ideally work with Prof. Marianne Igance and Prof. Donna Gerdts, to support the ongoing research initiatives off campus. The hire also needs to be based on the Burnaby campus in order to expand First Nations language and linguistics in the Department and strengthen the role of the First Nations Language Centre. The latter involves expanding connections with the local Squamish First Nation to offer language and other related courses with the aim of targeting this community. This position should not jeopardize the Department from seeking other positions necessary for department growth, since it should be funded as part of a broader Indigenous initiative on campus, as part of a mandate to build university-First Nations relationships, especially with the local Squamish First Nation.

Recommendation 13: The *Graduate Certificate in the Linguistics of a First Nations Language* should be implemented as soon as possible. Once it is in place, the department can follow a "wait and see" approach in order to then develop a specific MA stream/track or specialization in First Nations Languages and Linguistics.

Recommendation 14: Renew courses in field methods, language documentation, and First Nations language teaching, with an eye to sustainability and growth in these areas. A new faculty hire (see above) will ideally be able to work towards fulfilling these courses that are in demand by students and First Nations communities.

Recommendation 15: SFU needs to recognize that it is well-positioned to take advantage of the potential of First Nations Languages and Linguistics to serve as a cornerstone in building University-First Nations relations and to foster First Nations participation on campus. The Linguistics Department should aim to work with other departments at the university, including consolidating its relationship with First Nations Studies, in order to seek out future funding opportunities in teaching and research. That is, after a new First Nations linguistic hire is in place, interested linguistics faculty should seek out collaboration across campus in order to hire additional Indigenous faculty on campus that can support linguistics, the First Nations Language Centre, and the broader SFU community and goals.

Section 6: IELTS Test Center in Linguistics

The Committee was asked to respond to a question posed in the Self-Study regarding the presence of the IELTS Test Center in the Department. The Committee visited the site of the Test Center, and briefly talked to its staff and had a longer conversation with Chris Doetzel, Manager of the Center. Since the Center does not serve as a training ground for any of the departmental students nor is there any financial benefit in the Department housing the Center, the Committee does not see any rationale in the Center remaining housed in Linguistics. However, the university administration may revisit this matter in evaluating the overall benefit of the Center in a larger context.

Recommendation 16: The IELTS Test Center should no longer be housed in the Department of Linguistics.

Section 7: Facilities, space, and technical support

The Committee visited four labs all in general proximity to one another: the Language and Brain lab (Prof. Wang), the phonological processing lab (Prof. Farris-Trimble), the Experimental Syntax lab (Profs. Moulton and Han), and the Language Development lab currently under construction. We find these labs to be exceedingly impressive in their development for current and future research activities and they will enable faculty and students to carry out cutting edge work in experimental linguistics.

The main concern is technical support. Many of the faculty are serving as their own resource for tech support, taking time away from research. Other faculty are relying on undergraduate students but this raises an issue of continuity. Especially in light of the high research productivity and grant activities as well as diverse technical equipment in use in the labs, the Department should have technical support staff on a permanent basis. While there is such a person now (Clif Ng), much of his time is spent on matters related to IELTS. Relatedly, we discovered that the labs do not use a uniform method for back-ups of all data in the labs and that it appeared that each lab was basically on their own in securely storing the data. We suggest

that the Department look into central facilities that may be provided by the University to do off-site back-ups of all data produced and used in lab research.

Recommendation 17: The Department should have a technical support staff on a permanent basis and that there be uniformity in the procedure for backing up all data produced and used.

Section 8: Workplace environment and administration of the unit

Collegial harmony among the faculty and within the Department is a key ingredient leading to overall productivity of the unit. The Department is commendable in this respect. The assistant professors are in unison in appreciating the warm reception and nurturing environment of the Department. The staff and students the Committee interviewed expressed the same sentiment. The faculty's frequent co-authoring with one another and with their students is further indicative of the healthy work-place atmosphere that promotes academic productivity.

The Department also maintains a working relationship with other units through jointly administered undergraduate degree programs with Anthropology, First Nations Studies, and the School of Computing Science. Profs. Hedberg and Alderete, for example, have collaborated with Cognitive Science in the teaching and administrating of that program; Prof. Ignace and Prof. Mellow are cross-appointed and affiliated with First Nations Studies, respectively.

While the Committee views that service involvement of the faculty in departmental matters –through committee work and a similar capacity—is reasonable, it seems desirable and even necessary for the Department to hold its faculty meetings more frequently. The Self-Study reports that general faculty meetings are held once a semester, but it is advisable that the faculty be given more frequent opportunities to discuss a wide variety of matters that are of immediate and future concern. The Department, in particular, should utilize such occasions to discuss its long-term plan based on a coherent strategic planning that spans the next 3-5 years. We observed that the Department's Self-Study lacked a developed strategic plan for future faculty renewal. It is especially important that the younger faculty engage in this process so as to foster a new generation of leadership within the Department. We have given recommendations in this document for what we believe are the best avenues for renewal, but it is ultimately for the faculty to determine this direction.

Recommendation 18: Have monthly faculty meetings and actively engage in long-term strategic planning so that there will be a set of priorities that can help establish areas of future hiring and growth as well as to help foster a new generation of leadership within the Department.

Section 9 – Summary of recommendations
This section brings together all 18 of our recommendations. While this may seem like a large number of recommendations, the Committee was asked to consider many different matters for its review. We believe that our report has addressed all the matters that were brought up in the Self-Study and Terms of Reference. It is up to the Department to decide how to respond to the recommendations.

Recommendations 1-6 concern the undergraduate program:
Recommendation 1: The Department should consolidate the two undergraduate phonology courses 221 and 321 as 321 and consolidate the two undergraduate syntax courses 222 and 322 as 322. In addition we suggest that 330 (Phonetics) be required for the major. Thus, we recommend that the current five required undergraduate courses for the major (220, 221, 222, 321, and 322) be revised to four required courses: 220, 321, 322, and 330. Additionally, if this recommendation is followed, we suggest that a course in language acquisition be used to replace phonetics for the current requirement that students take two courses out of 323, 324 and 330, so that the requirement would be students take two courses out of 323, 324, and a course in language acquisition (either first language or second language).

Recommendation 2: The Certificate in Teaching ESL should be kept and the practicum (LING 363) be taught every two years. The issue should be revisited in another few years for re-evaluation.

Recommendation 3: To respond to the large number of international majors and minors who may lack English proficiency, the Linguistics department should look to see what other departments are doing to deal with the issue and consult with CELTR.

Recommendation 4: The Department should follow up on the proposed LING 280WQ writing course as a way to improve writing and argumentation skills among undergraduates. Such a course may serve as a catalyst for limited English proficiency students to improve their writing skills for linguistics. The Department should also consider implementing various strategies for increasing opportunities for low-stakes writing across the curriculum.

Recommendation 5: We recommend that the Department look into offering non-W 200-level topics courses as a way of exposing students to language related issues where linguistics provides a unique perspective. It is possible that such courses will attract more potential majors and minors.

Recommendation 6: We recommend that the Department add "ability to analyze linguistic data" to its list of Educational Goals. We also recommend that the Department develop a more effective and streamlined way of assessing the attainment of its educational goals.

Recommendations 7-9 concern the graduate program:
Recommendation 7: Initiate a course-only (fee-paying) stream in computational linguistics with the goal of developing the MS degree in it. Include in the stream requirements the stand-alone MA graduate courses (800 phonology; 801 syntax; and 851 experimental techniques) but

not a thesis. This should help to guarantee enrolments in the required and other stand-alone graduate courses so that the goal of offering five stand-alone graduate courses can be met.

Recommendation 8: In order to integrate diverse methodologies, the Department should offer a graduate seminar once a year on a topic that would cut across different subdisciplines in the Department. Possible topics include variation and eye tracking. In addition, we recommend development of the proposed second year graduate seminar where students would be exposed to different methodologies.

Recommendation 9: Encourage the best undergraduates to enroll in the 800 level stand-alone graduate courses with the specific goal of making research opportunities available for advanced undergraduates with the objective of presenting research results at a conference or similar academic venue.

Recommendations 10-11 concern developing a computational linguistics program:
Recommendation 10: A new faculty line in computational linguistics with a research focus that complements the existing interest of the faculty. A CL specialist with a bent toward syntax/semantic issues may make the most sense. This could be someone who does corpus linguistics, natural language processing, natural language generation, etc. The right hire in this area could strengthen the experimental area, but also possibly the applied and sociolinguistic areas as well as the First Nations components of the Department.

Recommendation 11: Develop a fee-paying, course-only masters stream/degree program in computational linguistics. This could start out an MA stream within the Department at the beginning but should develop into a formal MS program in CL housed in Linguistics but with coursework and relevant faculty participation from Computing Science. The requirements for the degree would include 800 phonology; 801 syntax; and 851 experimental techniques so as to help guarantee enrollments in the required and other stand-alone graduate courses.

Recommendation 12-15 concern First Nations languages and linguistics:
Recommendation 12: A new faculty hire in First Nations languages and linguistics with a research focus that complements the existing language documentation and research in the department. Specifically, this hire needs to have a strong theoretical background in linguistics and fieldwork experience, with the proven ability to work with First Nations communities and to apply linguistic knowledge in on the ground language learning and teaching contexts. This hire will ideally work with Prof. Marianne Igance and Prof. Donna Gerdts, to support the ongoing research initiatives off campus. The hire also needs to be based on the Burnaby campus in order to expand First Nations language and linguistics in the Department and strengthen the role of the First Nations Language Centre. The latter involves expanding connections with the local Squamish First Nation to offer language and other related courses with the aim of targeting this community. This position should not jeopardize the Department from seeking other positions necessary for department growth, since it should be funded as part of a broader Indigenous initiative on campus, as part of a mandate to build university-First Nations relationships, especially with the local Squamish First Nation.

Recommendation 13: The *Graduate Certificate in the Linguistics of a First Nations Language* should be implemented as soon as possible. Once it is in place, the department can follow a "wait and see" approach in order to then develop a specific MA stream/track or specialization in First Nations Languages and Linguistics.

Recommendation 14: Renew courses in field methods, language documentation, and First Nations language teaching, with an eye to sustainability and growth in these areas. A new faculty hire (see above) will ideally be able to work towards fulfilling these courses that are in demand by students and First Nations communities.

Recommendation 15: SFU needs to recognize that it is well-positioned to take advantage of the potential of First Nations Languages and Linguistics to serve as a cornerstone in building University-First Nations relations and to foster First Nations participation on campus. The Linguistics Department should aim to work with other departments at the university, including consolidating its relationship with First Nations Studies, in order to seek out future funding opportunities in teaching and research. That is, after a new First Nations linguistic hire is in place, interested linguistics faculty should seek out collaboration across campus in order to hire additional Indigenous faculty on campus that can support linguistics, the First Nations Language Centre, and the broader SFU community and goals.

Recommendation 16 concerns the IELTS Test Center in Linguistics:
Recommendation 16: The IELTS Test Center should no longer be housed in the Department of Linguistics.

Recommendation 17 concerns technical support:
Recommendation 17: The Department should have a technical support staff on a permanent basis and that there be uniformity in the procedure for backing up all data produced and used.

Recommendation 18 concerns the administration of the unit:
Recommendation 18: Have monthly faculty meetings and actively engage in long-term strategic planning so that there will be a set of priorities that can help establish areas of future hiring and growth as well as to help foster a new generation of leadership within the Department.

EXTERNAL REVIEW – ACTION PLAN

Notes

1. It is <u>not</u> expected that every recommendation made by the Review Team be covered by this Action Plan. The major thrusts of the Report should be identified and some consolidation of the recommendations may be possible while other recommendations of lesser importance may be excluded.
2. Attach the required plan to assess the success of the **Educational Goals** as an addendum (Senate 2013).
3. Should any additional response be warranted, it should be attached as a separate document.

1. PROGRAMMING

The reviewers concluded that the quality of teaching and opportunity to do research is a major factor that draws engaged students to one of the largest undergraduate linguistics programs in North America. They see the most significant challenge to be how to reconcile the need for faculty to teach the resulting large numbers of majors and minors with the need to simultaneously offer at least five stand-alone graduate courses a year so as to maintain the quality of the graduate program, especially at the PhD level.

1.1 Action/s (description what is going to be done):

1.1.1 Undergraduate:

- *Recommendation 1: The Department should consolidate the two undergraduate phonology courses 221 and 321 as 321 and consolidate the two undergraduate syntax courses 222 and 322 as 322. In addition we suggest that 330 (Phonetics) be required for the major. Thus, we recommend that the current five required undergraduate courses for the major (220, 221, 222, 321, and 322) be revised to four required courses: 220, 321, 322, and 330. Additionally, if this recommendation is followed, we suggest that a course in language acquisition be used to replace phonetics for the current requirement that students take two courses out of 323, 324 and 330, so that the requirement would be students take two courses out of 323, 324, and a course in language acquisition (either first language or second language).*

  The department recognizes that the current syntax and phonetics/phonology sequence has certain redundancies and that consolidating the two levels of syntax and phonetics/phonology would be a good way to facilitate the streamlining of our major and minor programs. However, before proposing to simply delete LING 221 and LING 222, we need to make sure that a revised lower-level curriculum can provide the prerequisite knowledge needed for our upper-division curriculum (e.g. knowledge of basic phonetics). It is crucial to learn how our two future lower-division courses (LING 280 and LING 282WQ) can contribute such prerequisite knowledge, as well as how any important remaining non-redundant content can be incorporated into higher-level courses. The department will study this issue over the next two semesters.

Recommendation 2: The Certificate in Teaching ESL should be kept and the practicum (LING 363) be taught every two years. The issue should be revisited in another few years for re-evaluation.

Agred and adopted. The next offering of LING 363 will be in 2018-1. Enrolment in the Certificate has resumed at a modest rate.

- *Recommendation 4: The Department should follow up on the proposed LING 280WQ writing course as a way to improve writing and argumentation skills among undergraduates. Such a course may serve as a catalyst for limited English proficiency students to improve their writing skills for linguistics. The Department should also consider implementing various strategies for increasing opportunities for low-stakes writing across the curriculum.*

  Agreed and already adopted. LING 282WQ has been approved and is currently scheduled to be taught once a year for the next three years. The first offering will be in 2017-1 on the topic of "structural ambiguity, garden paths, and funny headlines" with an enrolment cap of 40. Additional offerings of the course with higher enrolment are anticipated if the first offerings are successful enough for us to decide to make it a requirement. In addition, many professors continue to incorporate writing-to-learn practices into even their non-W courses.

- *Recommendation 5: We recommend that the Department look into offering non-W 200-level topics courses as a way of exposing students to language related issues where linguistics provides a unique perspective. It is possible that such courses will attract more potential majors and minors.*

  Agreed and already adopted. A course proposal for LING 280, a no-prerequisite topics course, was approved at a department meeting in July and is going forward this fall so as to be entered into the calendar as soon as possible. An experiment of one-course-per-year scheduling has been incorporated into our 9-semester course planning, with more frequent offerings foreseen if the courses are successful. The first offering will be in 2017-3 on the topic of "language and social media" with an enrolment cap set at 125.

1.1.2 Graduate:

- *Recommendation 7: Initiate a course-only (fee-paying) stream in computational linguistics with the goal of developing the MS degree in it. Include in the stream requirements the standalone MA graduate courses (800 phonology; 801 syntax; and 851 experimental techniques) but not a thesis. This should help to guarantee enrolments in the required and other stand-alone graduate courses so that the goal of offering five stand-alone graduate courses can be met.*

  Recommendation 11: Develop a fee-paying, course-only masters stream/degree program in computational linguistics. This could start out an MA stream within the Department at the beginning but should develop into a formal MS program in CL housed in Linguistics but with coursework and relevant faculty participation from Computing Science. The requirements for the degree would include 800 phonology; 801 syntax; and 851 experimental techniques so as to help guarantee enrollments in the required and other stand-alone graduate courses.

This is an ambitious recommendation that the department can't decide on without acquiring more information. We have struck a committee to investigate computational linguistics masters programs and other course-only linguistics programs. Our first step is to hire a graduate student RA this fall to investigate such programs at other universities as well as the actual job market potential for students trained in aspects of computational linguistics.

A crucial complicating factor is that UBC is already in the process of proposing a computational linguistics professional master's program. SFU Linguistics is in communication with UBC Linguistics about their initiative. If we decide to NOT go ahead with proposing our own program, we will consider seeking ways to collaborate in their effort, e.g. by arranging for our highly qualified faculty to possibly teach joint courses and by exploring ways to involve our graduate students in initiatives that will improve their employability.

Enrolment in our graduate program is back up after last year's decline. This fall, we have 7 incoming graduate students. Enrolment in stand-alone graduate courses is strong this fall: 9 in one (MA-required) course and 7 in the other (elective) course. Plus there is a graduate piggyback course that has attained an enrolment of 5. This fall, such enrolment includes a master's student from computing in two courses. A major reason for the increase is that the three assistant professors have accepted graduate students for the first time.

We highly value our current two-year, thesis-based MA program. Hence, we may seek, in the end, to continue to develop the existing MA instead of developing a separate masters program in computational linguistics. Our current 10-semester course-planning model successfully schedules 5 or even 6 stand-alone graduate per academic year (the 6th one supporting tentative First Nations linguistics programming). In addition, this fall, we are actively seeking to recruit some of our most talented third-year undergraduate majors into applying for our new concurrent BA/MA program. We are also seeking a path towards integrating into our existing MA program future graduates of our new Graduate Certificate in the Linguistics of a First Nations Language (recommendation 13).

* *Recommendation 8: In order to integrate diverse methodologies, the Department should offer a graduate seminar once a year on a topic that would cut across different subdisciplines in the Department. Possible topics include variation and eye tracking. In addition, we recommend development of the proposed second year graduate seminar where students would be exposed to different methodologies.*

Such cross-cutting content-based courses can be offered as elective stand-alone graduate courses, perhaps team taught if we can find a mechanism to award appropriate teaching credit for that. In addition, we are developing required second-year writing workshops where students can discuss and get feedback on their ongoing theses or other writing projects. Such workshops will have the added benefit of exposing students to multiple methodologies. However, it will be necessary to find ways to award faculty members facilitating such workshops some sort of teaching credit.

* *Recommendation 13: The Graduate Certificate in the Linguistics of a First Nations Language should be implemented as soon as possible. Once it is in place, the department can follow a "wait and see" approach in order to then develop a specific MA stream/track or specialization in First Nations Languages and Linguistics.*

The Graduate Certificate was approved by Senate on Sept. 12, 2016. Planning is now underway to admit two cohorts to begin study in the summer of 2017. One cohort of approximately 15 Hul'q'umi'num' students has the goal of ultimately obtaining master's degrees. Hence we are currently seeking ways to accommodate such students into our existing MA. The Certificate as well as the future MA students will need funding to cover tuition as well as travel and accommodation expenses for coursework and thesis consultation/defenses that take place in locations other than their own communities.

3

1.2 Resource Implications (if any):

* For the undergraduate program, we only need temporary instructional support to free faculty to teach our experimental new courses while we are still in the process of deciding whether to eliminate the relevant existing courses that currently have successful enrolment.

* For the graduate program, we need agreement from the Dean to allow faculty to risk committing to teach stand-alone graduate courses without fear that their course will be canceled if enrolment dips below 5, as well as to teach or team-teach the writing workshops.

* For the Graduate Certificate in the Linguistics of a First Nations Language as well as future incorporation of its graduates into the existing MA program, we will need funding to cover administrative costs, some student expenses, as well as some instructional costs. The department will prepare a detailed budget. One avenue for one-time funds could be the budget of the Aboriginal Reconciliation Committee.

* To support the Graduate Certificate and future MA work by its graduates, it would be highly advantageous to obtain the faculty position described in recommendation 12 (discussed below in 2.1).

* If we decide to go ahead and propose a computational linguistics masters program, we would need the position described in recommendation 10 (discussed below in 2.1).

1.3 Expected completion date/s:

* Planning for all of the above initiatives is expected to be completed by the end of Spring semester 2017.

2. RESEARCH

The review committee was highly laudatory regarding the quality of faculty research. They state, "the faculty have a research profile that would rank among the best in Canada, and is arguably on par with the three top linguistics programs of McGill, University of Toronto, and UBC." They note that SFU Linguistics has become a leading institution in Canada for experimental linguistics, has the reputation as a focal point for First Nations linguistics, has faculty with prolific research records in computational linguistics, maintains its historic research emphasis on the second language learning and teaching of English, and attracts students in sociolinguistics. Faculty are highly active in editing major journals and in landing research grants. The reviewers note that the latter totaled close to $900,000 in 2014-15, making Linguistics one of the top grant-receiving units in FASS despite its relatively small size. They argue for right now building on such strengths in order to support the development of timely and significant new programs in First Nations linguistics and in computational linguistics.

2.1 Action/s (what is going to be done):

* *Recommendation 12: A new faculty hire in First Nations languages and linguistics with a research focus that complements the existing language documentation and research in the department. Specifically, this hire needs to have a strong theoretical background in linguistics and fieldwork*

experience, with the proven ability to work with First Nations communities and to apply linguistic knowledge in on the ground language learning and teaching contexts. This hire will ideally work with Prof. Marianne Igance and Prof. Donna Gerdts, to support the ongoing research initiatives off campus. The hire also needs to be based on the Burnaby campus in order to expand First Nations language and linguistics in the Department and strengthen the role of the First Nations Language Centre. The latter involves expanding connections with the local Squamish First Nation to offer language and other related courses with the aim of targeting this community. This position should not jeopardize the Department from seeking other positions necessary for department growth, since it should be funded as part of a broader Indigenous initiative on campus, as part of a mandate to build university-First Nations relationships, especially with the local Squamish First Nation.

Recommendation 14: Renew courses in field methods, language documentation, and First Nations language teaching, with an eye to sustainability and growth in these areas. A new faculty hire (see above) will ideally be able to work towards fulfilling these courses that are in demand by students and First Nations communities.

Recommendation 15: SFU needs to recognize that it is well-positioned to take advantage of the potential of First Nations Languages and Linguistics to serve as a cornerstone in building University-First Nations relations and to foster First Nations participation on campus. The Linguistics Department should aim to work with other departments at the university, including consolidating its relationship with First Nations Studies, in order to seek out future funding opportunities in teaching and research. That is, after a new First Nations linguistic hire is in place, interested linguistics faculty should seek out collaboration across campus in order to hire additional Indigenous faculty on campus that can support linguistics, the First Nations Language Centre, and the broader SFU community and goals.

We enthusiastically agree with these recommendations, and have put forward a proposal for precisely such a targeted hire in our current Faculty Renewal Plan. In addition to crucial local First Nations language revitalization and documentation activities, this new hire is essential for renewal of our fourth-year/graduate field methods, universals and typology, and structures of Aboriginal languages courses, as well as to develop a popular LING 280 course on languages of BC. Also, this faculty member would be tremendously helpful for teaching and supervising students in the new graduate certificate and subsequent master's work of its graduates.

- *Recommendation 10: A new faculty line in computational linguistics with a research focus that complements the existing interest of the faculty. A CL specialist with a bent toward syntax/semantic issues may make the most sense. This could be someone who does corpus linguistics, natural language processing, natural language generation, etc. The right hire in this area could strengthen the experimental area, but also possibly the applied and sociolinguistic areas as well as the First Nations components of the Department.*

We are waiting to adopt this as a goal until we can come to agreement on the role of computational linguistics in our graduate program and until we see what happens at UBC. If we do decide to pursue a computational linguistics masters program, we will need to hire a faculty member to develop it and teach in it. UBC is planning to hire 3 faculty members. Since we already have multiple faculty with expertise in aspects of computational linguistics (as well as two computational linguists in Computing Science), we would probably only need to hire one faculty member.

2.2   Resource Implications (if any):

- **The most highly pressing need at this time is for the targeted tenure-track faculty hire to support First Nations Languages and related areas**

of general linguistics.

- There would be a clear future need for an additional tenure-track faculty position in computational linguistics if the decision is made to go ahead and develop a computational linguistics masters program.

2.3   Expected completion date/s:

- We are reliant on the Dean and VPA for CFL positions.

3. ADMINISTRATION

3.1   Action/s (what is going to be done):

- *Recommendation 16: The IELTS Test Center should no longer be housed in the Department of Linguistics.*

  The IELTS Test Centre was closed down completely on August 3, 2016.

- *Recommendation 17: The Department should have a technical support staff on a permanent basis and that there be uniformity in the procedure for backing up all data produced and used.*

  We have a permanent, part-time technical support assistant. We hope to be able to make more use of that technician's time for additional lab support now that he no longer has to provide support to the IELTS Test Centre. In the process of working out his duties, we will document the need for additional technical support for laboratories. This fall, we have hired a former staff member to help upgrade our website and document the time and expertise that it will take to maintain the revamped website adequately. That assessment will enable us to determine whether we should seek to hire a permanent (part-time) communications coordinator to maintain the website and allow us to establish a presence on social media.

3.2   Resource Implications (if any):

- Additional technical support for our productive research laboratories would be very welcome.

- We would also like to obtain the old IELTS space for an expanded First Nations Languages Centre to house expanded activities in the domain of First Nations languages (with the space possibly shared with the Department of First Nations Studies), and thereby free up space for additional activities in Linguistics.

- Possible future discussion of obtaining a part-time staff position for a communications coordinator.

3.3   Expected completion date/s:

- Assessment of our need for additional technical/computer and communications/web-based support is expected to be finished by the end of Fall 2016.

4. WORKING ENVIRONMENT

The review committee commends the department for the collegial harmony among the faculty and within the department that fosters a healthy workplace atmosphere, which in turn promotes academic productivity. The assistant professors, staff, and students all expressed appreciation for the warm reception and nurturing environment in the department.

4.1   Action/s (what is going to be done):

- *Recommendation 18: Have monthly faculty meetings and actively engage in long-term strategic planning so that there will be a set of priorities that can help establish areas of future hiring and growth as well as to help foster a new generation of leadership within the Department.*

   We agree with the recommendation to have more than one meeting per semester. We have already implemented the policy of having two faculty meetings per semester (six per year), with a third one to be called for when needed.

4.2   Resource implications (if any):

- None.

   Expected completion date/s:

- Immediately.

The above action plan has been considered by the Unit under review and has been discussed and agreed to by the Dean.

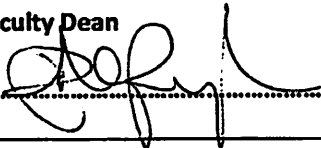|	Date
[signature] Unit Leader (signed) Name ......Nancy Hedberg................... Title ......Chair, Department of Linguistics...	......September 29, 2016...........

7

I met with Dr. Nancy Hedberg, Chair of the Department of Linguistics on September 22 2016 to discuss the external review prepared by Professors Stuart Davis (Indiana University), Donna Patrick (Carleton University), and Emily Bender (University of Washington).

Our office has given close consideration to the external review and to the detailed response from the Department of Linguistics. The external reviewers have produced a very thoughtful assessment, capturing the strengths found in the Department, identifying opportunities for new initiatives building on the department's strengths, as well as some challenges.

As the attached Action Plan outlines, the Department will address a number of key recommendations in relation to programming. At the undergraduate level, these include streamlining the syntax/phonology sequence at undergraduate level, and increasing support for writing, including for EAL student. At the graduate level, these include implementation of a Graduate Certificate in the Linguistics of a First Nations Language; possible implementation of a First Nations Languages and Linguistics stream within the existing Linguistics MA; and possible development of a course-based premium fee-paying MS in Computational Linguistics. On the research front, the Department plans to build capacity in the area of First Nations languages and linguistics to complement existing expertise in language documentation and research. On the administrative front, the recommended closure of the IELTS Test Center has already been accomplished and with its closure, the Department's technical support assistant can devote more time to other higher priority laboratory assistance.

In order to build teaching and research capacity in First Nations Languages and Linguistics, the Department seeks a continuing research faculty appointment. This need is entirely persuasive and our office will seek the VPA's approval to hire 1 tenure track appointment as part of the Faculty's hiring plan for 2017-2018. The Department also identifies that it will need more administrative support to run the cohort based Graduate Certificate in the Linguistics of a First Nations Language. Our office will work with the unit, in conjunction with First Nations Studies, to develop a sustainable plan regarding administrative support for all First Nations Language credential programming at the undergraduate and graduate levels.

Faculty Dean	Date
	October 13 2016

8

ADDENDUM

DEPARTMENT OF LINGUISTICS

EDUCATIONAL GOALS AND ASSESSMENT ACTION PLAN, 2016

I. GRADUATE PROGRAM EDUCATIONAL GOALS:

At the end of the MA and PhD program, students will be able to:
1. Clearly explain the central concepts of linguistics and master key concepts and methods of their chosen sub-discipline(s);
2. Know how to obtain and verify linguistic knowledge with detail, accuracy and honesty (through laboratory methodologies or data collection in the field) and know how to report results with proper scientific documentation;
3. Conduct original research in their sub-discipline(s). At the PhD-level this must include making novel empirical and theoretical contributions to the sub-discipline;
4. Effectively articulate and disseminate research (in written form though publications and orally through conference presentations) to the academic community and beyond.

Measurements for Outcomes:
1. Job placement within and outside Academia
2. Reviewed/refereed research
3. Degree progress (milestones including coursework completion, QPs, Thesis proposal, etc.)

Assessment:
We will assess the Educational Goals using the Measurements for Outcomes outlined above.

II. UNDERGRADUATE PROGRAM EDUCATIONAL GOALS:

A. Overall Goals: At the end of the major (and to a lesser extent, minor) programs, students will be able to:

1. Clearly explain the central concepts of Linguistics and their significance. (Knowledge in the Discipline)
2. Analyze linguistic data (Linguistic Analysis)
3. Clearly explain how scientific knowledge is obtained and verified, including the importance of detail, accuracy, and honesty. (Scientific Reasoning)

1

4. Accurately perform laboratory and field data collection techniques, and clearly report those procedures with proper scientific documentation. (Research and Communication Skills)
5. Clearly explain, compare, and evaluate fundamental assumptions of different types of linguistics theories. (Engaging Theory)
6. Use clear and appropriate documentation to apply linguistic concepts in the fields, disciplines, and professions where language is an important component. (Interdisciplinarity and Application of Linguistic Knowledge)

B. **Articulation of Goals into Specific Concepts and Procedures:** Assessment will take place via the measures documented in the third column.

Note: Some Data Sources may not be appropriate for some of the courses listed.

Overall Goal and Specific Concepts	Courses (LING)	Data Sources
1. Knowledge in the Discipline		
a. Classification of types of communication	100, 290	Exams, written assignments, student surveys,
b. Systematicity of language	100, 110, 160, 200, 220, 221, 222, 290, 309, 321, 322, 323, 324, 330, 350, 360, 362, 363, 400, 407	Exams, written assignments, student surveys, term papers
c. Organization of language structure (phonetics, phonology, morphology, syntax)	200, 220, 221, 222, 301, 321, 322, 323, 330, 350, 360, 362, 363, 408, 410, 411, 430, 441	Exams, written assignments, student surveys, term papers
d. Language meaning and use (semantics, pragmatics, discourse)	110, 220, 222, 295, 322, 324, 350, 360, 362, 400, 410	Exams, written assignments, student surveys, term papers
e. Linguistic explanation	321, 322, 323, 350	Exams, written assignments, student surveys, term papers
f. The importance of theoretical models	321, 322, 323, 324, 350, 360, 400, 407, 410	Exams, written assignments, student surveys, term papers
g. Relationship between language and cognition	322, 350, 430	Exams, written assignments, student surveys, term papers
h. How language is processed by the brain	401, 415	Exams, written assignments, student surveys, term papers

2

i. Language as biological endowment	100, 322, 350, 360, 410	Exams, written assignments, student surveys, term papers
j. Typology of sound systems, morphological patterns, and syntactic structures	110, 220, 221, 222, 321, 322, 323, 411	Exams, written assignments, student surveys, term papers
k. Connections between variation and change	160, 309, 407	Exams, written assignments, student surveys, term papers
l. Diachronic vs. synchronic Linguistics	110, 160, 309, 323, 407	Exams, written assignments, student surveys, term papers
m. Mechanisms of language change	110, 309, 407	Exams, written assignments, student surveys, term papers
n. Significance of language variation	160, 200, 309, 350, 360, 407, 410, 441	Exams, written assignments, student surveys, term papers
o. Relationship between language and culture	160, 309, 430	Exams, written assignments, student surveys, term papers
p. English varieties in North America	160, 200, 309, 407	Exams, written assignments, student surveys, term papers
q. Aboriginal languages in North America and the world	100, 160, 309, 323, 407, 408, 430, 441	Exams, written assignments, student surveys, term papers
r. Typology of multilingual societies	160, 309	Exams, written assignments, student surveys, term papers
s. Speech production and perception	220, 221, 290, 330, 350, 360, 362, 363, 401, 407, 411	Exams, written assignments, student surveys, term papers
2. Linguistic Analysis		
a. Data description	200, 220, 221, 222, 290, 301, 309, 321, 322, 323, 324, 330, 350, 400, 407, 408, 430, 441	Exams, written assignments, student surveys, term papers
b. Pattern extraction	110, 200, 220, 221, 321, 322, 323, 324, 350, 400, 407, 408, 430, 441	Exams, written assignments, student surveys, term papers
c. Hypothesis testing	220, 221, 301, 321, 322, 323, 330, 324, 350, 400, 401, 407	Exams, written assignments, student surveys, term papers

d. Formalization as rules	110, 220, 221, 321, 323, 324, 400, 407	Exams, written assignments, student surveys, term papers
e. Linguistic reconstruction	110, 407	Exams, written assignments, student surveys, term papers
f. Arguing from negative (ungrammatical) data	200, 222, 301, 322, 323, 324	Exams, written assignments, student surveys, term papers
g. Arguing from language typology	222, 301, 321, 322, 323, 330, 407, 430, 441	Exams, written assignments, student surveys, term papers
3. Scientific Reasoning		
a. Critical assessment of published claims	290, 301, 309, 321, 323, 350, 360, 362, 401, 407, 410, 415	Exams, written assignments, student surveys, term papers
b. Employ argumentation techniques	301, 309, 321, 323, 324, 350, 360, 362, 407, 410	Exams, written assignments, student surveys, term papers
c. Interpret technical details in articles and reports	301, 309, 323, 350, 360, 407, 410, 411, 415	Exams, written assignments, student surveys, term papers
d. Explain the importance of ethical research practices	301, 309, 323, 401, 408, 415	Exams, written assignments, student surveys, term papers
e. Reasoning from quantitative data	301, 323, 330, 350, 360, 401, 410, 411	Exams, written assignments, student surveys, term papers
4. Research and Communication Skills		
a. Interviewing and field work techniques	221, 309, 408, 430	Exams, written assignments, student surveys, term papers
b. Use recording software	309, 330, 401, 415	Exams, written assignments, student surveys, term papers
c. Use transcription software	309	Exams, written assignments, student surveys, term papers
d. Use analysis software	309, 330, 401, 415	Exams, written assignments, student surveys, term papers
e. Data storage and organization	309, 415	Exams, written assignments, student surveys, term papers

4

f. Laboratory data collection	301, 330, 401, 415	Exams, written assignments, student surveys, term papers
g. Scientific writing for experimental findings	301, 401	Exams, written assignments, student surveys, term papers
h. Authentic data/corpus selection and analysis	295, 301, 323, 350, 362, 408	Exams, written assignments, student surveys, term papers
5. Engaging Theory		
a. Assumptions about acquisition	350, 360, 362, 410	Exams, written assignments, student surveys, term papers
b. Assumptions about the biological/evolutionary endowment	322, 323, 350, 360, 410	Exams, written assignments, student surveys, term papers
c. Assumptions about universals/diversity	309, 323, 350, 407, 441	Exams, written assignments, student surveys, term papers
6. Interdisciplinarity and Application of Linguistic Knowledge		
a. Computing Science	290, 324, 360, 400	Exams, written assignments, student surveys, term papers
b. Forensic Science	290, 295, 411	Exams, written assignments, student surveys, term papers
c. Health Science, including Speech Language Pathology and Audiology	290, 350, 360, 362, 401, 410, 411	Exams, written assignments, student surveys, term papers
d. Education, including Language Teaching	200, 290, 350, 360, 362, 363, 401, 410, 411	Exams, written assignments, student surveys, term papers
e. Sociology	160, 309	Exams, written assignments, student surveys, term papers
f. Anthropology	160, 309, 430	Exams, written assignments, student surveys, term papers
g. Evolutionary Biology	407	Exams, written assignments, student surveys, term papers
h. Law and Government	295	Exams, written assignments, student surveys, term papers

I.	Formal Logic	324, 400	Exams, written assignments, student surveys, term papers
J.	Language Revitalization	430	Exams, written assignments, student surveys, term papers