

Minutes of a Meeting of the Department of Linguistics, October 28, 2011

Present: B. Elan Dresher (chair), Elaine Gold (undergraduate coordinator), Elizabeth Cowper (graduate coordinator, minutes), Susana Béjar, Daniel Bild-Enkin, Radu Craioveanu, Emily Dunbar, Daphna Heller, Michela Ippolito, Alana Johns, Arsalan Kahnemuyipour, Diane Massam, Naomi Nagy, Kenji Oda, Ana-Teresa Perez-Léroux, Keren Rice, Chris Spahr, Michelle St-Amour.

Regrets: Jack Chambers, Cristina Cuervo, Derek Denis, Atiqa Hachimi, Sali Tagliamonte.

1. Minutes

The minutes of the meeting of September 24, 2011 were circulated and are posted on the Chair's Page: <http://www.chass.utoronto.ca/~dresher/grad/>. Thanks to Elizabeth Cowper for doing the minutes. The minutes were approved.

2. WIT Presentation

Dr. Andrea Williams, the Writing Instructor and WIT Coordinator for the Faculty of Arts and Science, was present.

Alex Motut, the Lead Writing TA for Linguistics, gave a general introduction to the WIT Program, as summarized on the handout entitled 'WIT Overview'. She also distributed some sample materials that have been used in courses with WIT.

Dr. Williams gave an oral presentation about various aspects of the WIT initiative. She noted that there are two ways of thinking about WIT. It's not just about learning to write, but also about writing to learn. Writing is a mode of learning; students often find that writing about what they are learning enhances their understanding of the material. WIT funding from Arts and Science is about meeting curriculum objectives (see the new curriculum). Fifteen departments are involved in WIT. She noted that a given course doesn't have to be involved in WIT to benefit from WIT. Dr. Williams is available to help in various ways. Instructors may want to renew a course so as to make more effective use of writing assignments. Alternatively, some faculty are interested in renewing their mode of teaching so as to improve the quality of the students' learning. Her role is not to dictate what faculty should do, but rather to consult and support. She can help in figuring out how to use writing assignments in ways that help the students but don't overburden the instructor. There is research on student learning and pedagogy that can help in creating better assignments. Faculty should feel free to get in touch with Dr. Williams. She has ideas for bringing short, non-graded writing activities into large courses. Not every bit of writing must be marked in order for it to be meaningful and valuable. Dr. Williams noted that Linguistics does a lot with the limited WIT funds that we get.

Currently, the WIT courses in Linguistics are LIN100, LIN200, LIN203 and LIN204. In addition, WIT is happening to a more limited extent in LIN241H and LIN306H. Elaine Gold noted that it is sometimes a challenge to incorporate writing into our courses instead of the typical assignments, but the students do appreciate it. They like to be able to write about what they have learned. The writing component typically counts for 10-20% of the mark in our large 200-level courses.

The question came up whether the writing assignments drive people away from the courses. The answer is that it is hard to tell. Kenji Oda asked whether there is any coordination of WIT with UTM and UTSC. If not, the equivalence of the courses can break down. However, the campuses are separate faculties and have distinctive programs. Arsalan Kahnemuyipour noted that the problems of distinct courses/programs are sometimes exaggerated. Elaine has not observed that students from UTM/UTSC experience significant problems when they take

courses in our department. Dr. Williams said that she could talk to the people in charge of writing support at UTSC and UTM.

Diane Massam asked whether if one has a course with a writing assignment, it might be possible to get a few extra hours of TA help. Dr. Williams explained that the department gets an amount of money from WIT, and every department uses the money in different ways. This is something that the department could consider. Elaine noted that this needs to be planned in advance, and the money allocated. Faculty should let Elaine know if they are interested in something like this for next year. Dr. Williams noted that ideally, the writing work in a course should have an iterative structure, so that students can get feedback.

Elan Drescher said that when WIT began, we started with the big service courses, which really needed support to improve the student experience. We are now starting to move WIT into our core courses. We need to think about the best way to use WIT resources in those courses: maybe Diane's idea about extra TA hours for writing support would be a good approach for such courses.

Elaine said that it would be a good idea to have a meeting/training session at the beginning of each year about implementing writing activities across our curriculum.

Daphna Heller mentioned that the TA's in JLP course are hired by Psychology, so those courses have so far been out of the WIT picture in Linguistics. Dr. Williams will look into the question. If we have hours for some additional training for TAs, maybe she could do some training for the JLP TAs. A lot can be done in a couple of hours. Dr. Williams is new to U of T, and has been surprised at how little TA training there is here and how much it is focused on housekeeping matters rather than on pedagogy.

Dr. Williams also noted that Alex has developed phenomenal resources over the past couple of years. A WIT website is being developed to share resources.

3. Chair's report (Elan Drescher)

3.1. Faculty News

The Dean will soon be appointing an Interim Chair and Graduate Chair and will be setting up a Search Committee for the next Chair and Graduate Chair. The details are contained in CPAD memo #20, 2011–12, posted at:

<http://www.artsci.utoronto.ca/faculty-staff/cpad-info/pdfs/2011-2012/20.pdf>.

Members of the department are encouraged to send "suggestions for the criteria that should be used in the selection of an Interim Chair and Graduate Chair as well as nominations for an Interim Chair and Graduate Chair" to Kim Derrick at officeofthedean.artsci@utoronto.ca by 28 October 2011.

Nominations for the Search Committee should be made online by November 2 at: <http://www.artsci.utoronto.ca/faculty-staff/searches/LIN>. A person can make multiple nominations, but each nomination requires a new login.

3.2. New copiers and printing policy

We have just received new photocopiers/printers. Thanks to Mary Hsu for doing a great deal of work looking into prices and options. We have decided that the best deal remains with Xerox. However, we have a serious problem with respect to printing and copying costs. Mary looked into how much various departments spend on printing/photocopying, and found that our expenditures are significantly higher than those of other departments, all of which charge both faculty and students for printing/copying in some form. Elan's view is that we cannot continue with unlimited free printing and copying. If we can reduce departmental expenditures

in this area, funds will be freed up for other things that might be more useful to students. Elan would like to have a consensus from faculty and students on this, if possible. We should keep in mind that we are a research-intensive department that encourages student and faculty productivity. Therefore, we don't want to send the wrong message with an overly strict pricing policy that discourages or impedes the production of research. At the same time, we need to reduce the proportion of the operating budget that is spent on printing and copying.

- Should we institute some sort of charges? We probably can't afford not to. Right now, there is no incentive to be parsimonious with printing. This not only costs money, it probably wastes paper.
- If we do, what should the charge for students be? How many free copies, and what price per page after that?
- Should we charge faculty? If so, at what rate?

There was a full discussion of the issue. Michelle St-Amour distributed a letter detailing the many financial challenges that face students, and arguing that to charge for copying would increase the burden. Elan suggested that the discussion needed to focus on how to deal with the specific issue at hand, and that funds saved in this area would most likely be spent on other things that benefit graduate students.

It was agreed that allocations need to be made for teaching, and other valid copying needs. One way to deal with this is for each person to have several codes. Michelle said that there are a lot of other reasons to print/copy besides teaching: research, conferences, handouts for visiting speakers, committees, etc. Also, students can only borrow books from the library for six weeks, and the number of renewals is limited. If someone needs material for their thesis research, they frequently need to make a copy.

Daphna pointed out that looking at recent usage is not helpful, since there has been no distinction made between personal, research, teaching, etc. It would make sense to track our usage patterns from now on. Perhaps there are a few people who copy a lot, and a lot of people who copy a reasonable amount.

Alana Johns said that faculty would probably be happy to pay from grants for printing & copying related to research. Maybe once research printing is charged to grants, our costs would become tractable.

Susana Béjar noted that even faculty without research grants have professional expense allowances which could be used to pay for research-related printing.

Naomi Nagy suggested that everyone should make greater efforts to reduce paper and printing use; Elan noted that that is easier for some than for others.

Arsalan suggested that we could set up a system as if we were going to charge, and track what the usage is for some period of time. Then we could develop one or more proposals to reduce costs to the department.

Alex agreed that it is a great idea to gather more information. She also warned against drawing conclusions from current personal codes and past data. There is no way to know how much use was for courses, guest speakers, TWPL, etc.

Diane suggested that we should distinguish printing for personal use, and start charging for that right away. There was general agreement on that.

Elizabeth noted that there was no explicit decision made to stop charging for copying and printing. It happened by default because the work involved in charging was more than staff could handle.

It would be good to differentiate between copying and scanning - there is an extra cost for paper when copying.

Diane suggested that transaction costs could be reduced if grants were charged a lump sum per year.

It was agreed that we should work on reducing paper use at meetings.

It was agreed that we would track usage for one term, and then bring a proposal or proposals to the department. Daphna offered to analyze the data.

3.3. Even wider cooperation with Speech-Language Pathology

Elan reported at the last meeting that there were new opportunities for us to cooperate with SLP in a variety of areas. We have jointly proposed two new upper-level courses for next year, and we are awaiting approval of these. Since then we have begun to consider the possibility of developing a new undergraduate program that would provide students with all the prerequisites for the SLP graduate program. Such a preparatory program does not currently exist at U of T. Susana mentioned that the specialist program in psycholinguistics at UTSC is such a program. Since such a program would involve not just LIN but also courses in physiology, psychology, etc., some thinking has to be done as to how to put it together and what its relation to Linguistics programs would be.

Someone asked whether this might reduce enrolment in the major program in Linguistics. It was suggested that it might not: it would depend on how it was structured. If it is a major program, then it could form part of a double major with LIN. It would be interdisciplinary.

It was agreed that the idea is worth looking into. Emily Dunbar says that Western requires undergraduate preparation in SLP. In fact, Western is the only university that offers an undergraduate program in SLP.

Radu Craioveanu said that if such a program had been available, he would likely have taken it.

Elaine said that the current idea would be to make it a major program (which could be taken along with the major in Linguistics), including the following courses:

Year 1: LIN100, PSY100.

Year 2: LIN228, PSY210, and a full-year course in Physiology

Year 3: LIN305 or PSY201, LIN323, JLP315

4: PSY202, JLS472, JLS473, a course in the Psycholinguistics of reading/literacy

Daphna said that we need to understand what it means, financially, if enrolment were to shift from the regular LIN programs to this new program.

Naomi said that we should be careful not to raise false hope. Admission to the SLP Master's program is very competitive.

Daphna said that she thought a double major in LIN and PSY would actually be a better way to prepare to apply to SLP.

Elan reminded the group that this is coming up now because the Provost has provided a strong incentive for SLP (and other graduate-only divisions) to teach undergraduate courses.

Susana said that this is reminiscent of premed programs. It would be worth looking at those programs to see what works and what doesn't. The Human Biology program is huge.

There was a general consensus this is worth looking into, but we need to make sure the tail doesn't wag the dog.

The matter was referred to the Curriculum Committee for consideration.

3.4. Departmental Committees

Committee memberships are being worked on (see the updated list of committees). Some assignments still need to be made. There are still vacancies on Academic Appeals, Research/SIG, TWPL Faculty liaison, and Space. It was also announced at CPAD that every department should have an Awards Committee, in charge of nominating people for awards of all sorts. This proposal was not met with great enthusiasm.

Naomi said that the Ethics committee has been asked to handle course protocols from UTSC. There should therefore be representation from UTSC on the committee. Also, she reminded us that the blog committee needs to be smaller; the current large membership is unworkable. It was agreed that Naomi could ask the students on the committee to appoint a co-chair to take more responsibility and provide a better working structure. Students volunteer for the committee; there is no set size.

Faculty are asked to volunteer for the vacancies listed above. Please let Elan know.

3.5. December meeting

The planned date of the December meeting (December 9) conflicts with BWTL. The MIT reunion is also that weekend. On the other hand, there may be reasons to keep the meeting on that date. It was decided that Elan would look into the feasibility of changing the date.

4. Undergraduate Coordinator's Report

4.1. C&C (Communication and Consultation) meeting Sept 27

4.1.1. UofT Course Evaluation Project

The university plans to begin online evaluations by Fall 2012 (Daphna noted that some faculty think this is a bad idea. In particular, it is felt that pre-tenure faculty are at risk). A few departments are already trying it out. There will be 8 mandatory institutional questions, 3 mandatory divisional questions, and 3 optional questions about tutorials. Departments can add up to 3 questions. Instructors can include up to 3 questions per course, which only they will see the answer to.

Students will have a 2-week window at the end of the course to do the evaluations. There will still be some sort of anti-calendar. Many details are still under discussion but the university-wide questions are set. There is a Course Evaluation Support Officer to give advice. Courses with enrollments under 10 will have different evaluation procedures.

Institutional Core Questions

- Q1. I found the course intellectually stimulating.
- Q2. The course provided me with a deeper understanding of the subject matter.
- Q3. The instructor created a course atmosphere that was conducive to my learning.
- Q4. Course projects, assignments, tests and/or exams improved my understanding of the course material.
- Q5. Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material.
- Q6. Overall, the quality of my learning experience was....
- Q7. Please comment on the overall quality of the instruction in this course.
- Q8. Please comment on any assistance that was available to support your learning in this course.

The three divisional questions seem firmly set as well. There are two scalar questions concerning workload and frequency of attendance and, one yes/no question: 'Would you recommend the course to others?'

4.1.2. First-Year Initiatives Committee

This committee is meeting to discuss all aspects of first year programming. Next year all colleges will have a Year 1 program. Keren is on the committee. Suzanne Stevenson is the chair. The committee is charged with reviewing the whole suite of offerings, how they fit into the students' experience in general, and what gaps or problems remain. In particular, the committee will look at the 199Ys, the FLCs (First-Year Learning Communities), the College One programs, WIT and ELL support, the range of Breadth Requirement courses, and will begin work on the "Big Ideas Courses" project. "

4.1.3. Academic Handbook

The revised Academic Handbook is available online on the FAS website, Faculty & Staff site, under 'Teaching Resources.'

4.1.4. Summer Intensive Courses

Different departments had different experiences. Some (like Film Studies) found them very successful. There was agreement that the students must be clearly informed of the intensity of the course and the amount of work expected.

4.1.5. E-Marks (Electronic Submission of Marks)

Mary and Elaine attended a workshop about electronic grade submission. FAS is using the model developed at UTM, which seems quite straightforward and easy to use. Instructors will upload their final grades directly and indicate when the grades are ready for approval. An email is then automatically sent to the person responsible for approving the grades (the chair or undergrad coordinator). That person can view the grades and the distribution and either approves the grades or denies approval. If approval is denied an email with comments is sent to the instructor. The instructor can adjust the grades and resubmit for approval, or discuss the concerns and resubmit. Once the chair indicates the grades are approved for a particular course then Arts and Science can access them and post them on ROSI. This is simpler than our present method (no extra printing and signing of forms) and the pilot projects in the summer were very successful. It might be ready for this term's final grades. Arsalan noted that the system is in use at UTM and works extremely well.

4.1.6. NGSIS

UofT is developing a new Student Information System, which will eventually replace ROSI. The expected completion is 1-2 years.

4.1.7 International Opportunities for Undergraduates

MP Stevens, the Director of International Programs and Partnerships is asking for a representative from each department to be the contact person for information about international opportunities. Interested faculty should let Elaine know.

4.2. Comparison of POSTs over six years

	Total 11-12	Total 10-11	Total 09-10	Total 08-09	Total 07-08	Total 06-07
MAJOR	223	264	208	197	241	205
MINOR	110	135	100	85	133	141
SPECIALIST	66	60	46	42	66	57
	399	459	354	324	440	403

Average total 396.5 – so we're just above average this year.

4.3. Summer 2012 Courses

The deadline for our proposal for summer courses is Nov 14th. Elaine proposed the following:
 LIN100, LIN200, LIN203, LIN204, LIN228 (offered every summer)
 LIN232 (LIN229 and LIN241 were offered in 2011 summer)
 LIN351 (hasn't been offered in the summer in many years)
 JLP374 (JLP315 was offered in 2011 summer)

Possibly JAL328 Writing systems

Please let Elaine know of any other courses should be offered.

4.4. TBB199

(TBB = Thought Belief and Behaviour)

Daphna, Sali, Alana and Keren will be offering TBB199H courses in 2012-13. Thanks to the others who offered as well (Alexei, Diane). Elaine must submit the proposals on Oct. 31.

Please send outlines to Elaine by Monday.

4.5. Calendar Changes /New Courses

We have submitted proposals for two new JLS courses for next year – JLS472H1 Child Language Disorders and JLS473H1 Adult Language Disorders - replacing the current course JLS474H Disorders of Speech. These have yet to be approved by the Provost's office for funding and by the Science curriculum committee of Arts & Science.

4.6. Fall Campus Day Saturday October 29

Thanks to the students who have volunteered to help with Fall Campus Day, October 29 from 10 to 4 in East Hall of UC:

Graduate students: Erin Brassel, Radu Craioveanu , Chris Spahr

Undergraduates: Daniel Bild-Enkin, Emily Dunbar, Michelle Yuan

4.7. December Exams

The final exam schedule has been posted. Instructors with December exams are reminded that exams are due on November 10.

4.8. Winners of Awards

Congratulations to the following undergraduate award winners:

Award

Jack Chambers Undergraduate Scholarship

Henry Rogers Memorial Scholarship Fund

McNab Scholarship for Linguistics

Recipient

Magali Boizot-Roche

Caroline Liu

Michelle Yuan

4.9. Language Museum Update

Elaine is working with three Museum Studies students who are preparing the first exhibit for the Canadian Language Museum, which will open in the student lounge in New College at the end of March. The topic is Canadian English traits and expressions. The exhibit is designed to travel and will go to the CLA meeting in Waterloo at the end of May. There are also a work-study student and a volunteer doing research on content for the Museum website.

4.10. Other Business: End of Semester Party

The party is jointly sponsored by SLUGS and all SLUGS events are supposed to occur while classes are running. Classes finish on December 7th and so we are also considering December 2 for the end of semester party.

Keren announced that the Centre for Teaching Support and Innovation has a website with useful information about teaching large classes:

www.teaching.utoronto.ca/topics/teachingcontexts/explore.htm

5. Report of the Graduate Coordinator

5.1. Fellowships

OGS applications have been received and are being processed. The departmental deadline for SSHRC Master's and Doctoral fellowship applications is November 11. Graduate students are expected to apply for all external fellowships for which they are eligible.

5.2. MA Forum

The MA forum is underway - students have made their first two presentations. The third cycle will take place in November.

5.3 Senior Forum

Senior forum has met once so far. We meet again next week, and there will be formal presentations on November 29 and December 6. Several students are scheduled to complete their papers in December; the presentations are designed to be dry runs for their defenses. Supervisors are welcome to attend if they wish; speak to your supervisees after November 1 about exactly when they will be presenting.

6. Reports of committees

6.1 A&S Representative (DH/MI)

FAS council meets Monday Oct 31. Michela will attend. Daphna attended the last meeting. At that meeting, the biggest topic was the web-based evaluations. It didn't seem to be up for approval or discussion, but a lot of people had comments to make.

Michelle noted that the new FAS plan is out. Elan said that there has been much discussion of the new plan, but it doesn't seem to change anything for us. Elan clarified that Linguistics was never part of the group of departments affected by the previous proposal to create a School of Languages and Literatures. We were not involved in any way in that proposal.

6.2 Campus Liaison

Arsalan would like to have a discussion this year about coordinating courses between campuses.

Michela mentioned that the UTSC calendar has the wrong equivalence between the UTSC Semantics course and our semantic courses. The UTSC course is listed as equivalent to LIN341; it should be equivalent to LIN241.

6.3 Guest Speakers (DH)

There have already been several guest talks. NELLS is coming up soon. Alan announced that Louis-Jacques Dorais will be speaking in her class Thursday Nov 3, 3-5 p.m. All are welcome. SLUGS will provide refreshments.

6.4 flaut

Marshall Chasin will be speaking Wednesday evening Nov.2 on 'Different Hearing Aids for Different Languages.' This talk is jointly presented with SLUGS. Thanks to Marshall for his generosity in supporting the flaut program, and for his support of the department more generally.

6.5 Space

The committee needs volunteers.

6.6 Faculty Workload

The departmental Workload Policy Committee consists of Elan Dresher (chair), Elizabeth Cowper, and Michela Ippolito. The committee took the first draft and faculty comments posted on the departmental wiki and made some further drafts, informed by policies being developed by other departments and comments from Stephen Rupp, Vice-Dean, Faculty and Academic Life. We are now at draft 3.1 (distributed). Comments are welcome. Please send comments to any member of the committee.

6.7 NELS (Alex Motut)

Please register as soon as possible, so that the committee knows how many people will be attending..

There are some rooms available at the Intercontinental for the nights of Nov 10th, 11th, and 12th. NELS is committed to paying for these rooms; please let Alex know if you can use them. Conference rate is \$175/night; discounts may be available.

The committee is looking for volunteers to work at the conference. SLUGS will help.

7. LGCU

No report

8. SLUGS

SLUGS worked with Naomi to publicize and host a speaker she had invited. This doubled the audience. SLUGS has money from ASSU to help with refreshments, etc. at such events. SLUGS will coordinate with Alana for Dorais' talk on November 3.

Plans are in the works to do a seminar series in Cognitive Science in conjunction with the Cognitive Science Students' Association. The format will be a panel discussion, with an expert in the topic. Topics are being worked on.

There will be a showing of the movie 'The Linguists,' with a talk afterwards, on Nov 29.

9. Other business

Susana asked where we go for technical support? Elan said that we can get help from Chass by writing to support@chass.utoronto.ca. Chass is the IT support service for the Faculty of Arts and Science. We will be meeting with the CHASS director to set up a contract to clarify exactly what our needs are, and what kinds of services they will provide.

Kenji Oda, on behalf of the graduate students, raised several facilities/services issues.

- The printer in the basement is always running out of paper. It is frequently left with paper jammed. Bill used to help with this. Elan said that problems should be reported to Jill.
- Several computers in the computer lab don't work. Elan said that this is a matter for the Computer Committee. He asked that the committee figure out what needs to be done about the computers, and bring a recommendation to Elan.
- The keypad lock on the basement rooms is completely unsatisfactory and unsafe. It is time to change all the codes. It was agreed that this is an urgent matter. Kenji was asked to e-mail Elan with copy to Jill. Michelle pointed out that the basement rooms are less secure than the upstairs rooms, because they are outside the secure tower area. Especially after hours, they are not really safe.

10. Adjournment

The meeting adjourned at 4:06 p.m.