

**CARLETON UNIVERSITY COMMITTEE ON
QUALITY ASSURANCE**

**Cyclical Review of the undergraduate and PhD programs in Applied Linguistics and
Discourse Studies
Executive Summary and Final Assessment Report**

This Executive Summary and Final Assessment Report of the cyclical review of Carleton's undergraduate and PhD programs in Applied Linguistics and Discourse Studies is provided pursuant to the provincial Quality Assurance Framework and Carleton's Institutional Quality Assurance Process (IQAP).

EXECUTIVE SUMMARY

The undergraduate and PhD programs in Applied Linguistics and Discourse Studies resides in School of Linguistics and Language Studies, a unit administered by the Faculty of Arts and Social Sciences.

As a consequence of the review, the programs were categorised by the Carleton University Committee on Quality Assurance (CUCQA) as being of **GOOD QUALITY** (Carleton's IQAP 7.2.12).

The External Reviewers' report, submitted to School of Linguistics and Language Studies on July 6th, 2018, offered a very positive assessment of the programs. Within the context of this positive assessment, the report nonetheless made a number of recommendations for the continuing enhancement of the programs. These recommendations were productively addressed by the Director of School of Linguistics and Language Studies, the Dean of the Faculty of Arts and Social Sciences, and the Dean of the Faculty of Graduate and Postdoctoral Affairs in a response to the External Reviewers' report that was submitted to CUCQA on May 23rd, 2019.

An Action Plan detailing how, when and by whom the recommendations will be implemented was received and approved by the Senate Quality Assurance and Planning Committee (SQAPC) on October 17th, 2019.

**CARLETON UNIVERSITY
SCHOOL OF LINGUISTICS AND LANGUAGE STUDIES
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MEMORANDUM

DATE: May 2, 2019

TO: Dr. Lorraine Dyke, Vice-Provost and Associate Vice President (Academic);
Chair, Carleton University Committee on Quality Assurance

CC: Dr. Jerry Tomberlin, Interim Provost and Vice President (Academic)
Dr. Dwight Deugo, Assistant Vice President, Office of the Vice Provost
Dr. Pauline Rankin, Dean, Faculty of Art and Social Sciences
Dr. Richard Mann, Associate Dean (Curriculum, Programs and Planning), Faculty of Arts and Social Sciences
Dr. Matthias Neufang, Dean, Faculty of Graduate and Postdoctoral Affairs
Dr. Jim Opp, Associate Dean, Faculty of Graduate and Postdoctoral Affairs
Christina Noja, Manager, Office of the Vice Provost
Tiffany Douglas, Program Review Officer, Office of the Vice Provost

FROM: Dr. David Wood, Director, School of Linguistics and Language Studies

RE: Action plan in response to the Outcome of Cyclical Review for the Bachelor of Arts and PhD programs in Applied Linguistics and Discourse Studies

In response to your memo of February 7th, 2019, informing us of the categorization of our program as “**good quality**” following “a successful review”, please find below the Action Plan that you requested.

ALDS Human Resources

1. Hire administrative staff to run the practicum and help with student advising.

This is a highly desirable goal for SLALS, achievable only with financial support from the Faculty. We rely on one administrative staff member to manage all degree programs and this is unworkable in our growing school. Having administrative staff deal with practicum placements is also an idea whose time has come, as faculty members are currently spending excessive time and energy on this, at a cost in terms of a focus on

teaching and research. We are ready to initiate this hiring process if/when the Faculty agree to support it.

2. Explore ways of running directed reading courses with multiple students, rather than individual meetings.

This is a readily implemented idea, and the PhD committee is currently ensuring students are made aware of this and faculty are prepared to proceed accordingly.

3. Provide formal recognition for these directed reading courses as extra or as part of regular teaching load.

This would need to be coordinated with workload management planning at the faculty and university level.

4. Provide formal recognition for graduate student supervision as extra or regular load teaching.

See #3 above

5. That the administration consider allowing faculty in ALDS to team teach some graduate courses in their specialty areas so that more varied offerings are available to graduate students and faculty can get credit for teaching part of a course (or their turn being the primary instructor of a team-taught course) without also compromising their regular teaching load.

This is a particular concern in the TESL area, as faculty are so preoccupied with manning existing required courses, they end up giving tutorial courses in addition, to meet student needs. Discussions are underway with the Faculty to consider a hiring strategy in this area to relieve the pressure to staff required courses with full time faculty.

6. Hire another support staff to assist with advising and to assume responsibility for developing and administering practicum placements in the graduate program(s).

See # 1 above.

ALDS Non-Human Resources

7. Amalgamate both halves of the ALDS programs in one physical location.

Space allocations are made beyond the level of school or faculty. In any case, this issue is one of the biggest for the entire school and its many programs. The current situation is a remarkable drag on productivity and collaboration within the school. We have attempted on several occasions already to make our predicament known to the committee responsible for

allocation of space, but with no success. We will continue to work with the Dean of FASS on this issue.

8. Expand office and classroom space to provide adequate resources for classroom meetings and instructor/graduate student office space.

See #7 above.

9. Renovate some of the existing space so that it can function more flexibly (e.g., Room 337 in the St. Patrick Building).

See #7 above

10. Develop or purchase a platform to allow instructors to host the large files (video and data files) associated with the multimodal assignments characteristic of all aspect of these programs. Make sure that faculty and students are given sufficient space to store such large files.

This is an excellent idea for all of SLALS. Resources to make this happen would need to be procured from the faculty or elsewhere in the institution. This will be explored in consultation with Teaching and Learning Services.

11. Create a second multimedia computer classroom for which ALDS courses have priority of use since a primary focus of the programs is in multimodal communication. Consideration should also be given to improving remote access (via the Cloud) to specialized software required by students and faculty as part of various ALDS courses.

See #7 above.

12. Purchase an app such as Zoon to facilitate fully synchronous or blended online meetings of courses.

See # 10 above.

13. Ensure that faculty and students receive training in how to access and use various software packages, platforms, apps.

See # 10 above.

PhD Program

14. Consider making the practicum shorter, more flexible, or optional.

The idea of making the praxis an option, to allow more flexibility in meeting individual student needs and speed progress through the program was rejected by the PhD committee in a fall 2018 meeting. This item remains under discussion but no action is imminent.

15. A course focusing on research methodology in ALDS disciplines be developed and offered regularly to ensure students are well prepared to undertake research which will allow them to complete their dissertations.

Whether ALDS has the staffing flexibility to add such a course is a subject on ongoing discussion in the program.

16. Institute mandatory annual meeting between supervisor and PhD student to ensure satisfactory progress in reaching program milestones

This has already been implemented, with a report form included.

17. That the trajectory of the graduates of the ALDS PhD be tracked and that brief bios be posted on the program website to give applicants a sense of the diverse professional pathways of the graduates.

This has already been implemented and some bios are already appearing on our site.

Undergraduate Program

18. Develop a plan for hiring additional faculty to address expanded program offerings and potential requirements of senior faculty. Perhaps create one (or more) positions at the associate professor level to address the upcoming loss of experienced senior faculty.

First, it must be recognized that it is difficult to discuss “impending faculty retirement” when we do not always know who may be retiring, and we do not ask (to our knowledge, it is not permissible to do so). ALDS has been fortunate to obtain a replacement hire for a retirement over the past year. Going forward, we are engaged in ongoing discussion of how to ensure that ALDS hire for replacement or new positions with a clear view of which areas are in need and which areas stand to grow substantially.

19. Institute a mandatory check for each student to ensure he/she is progressing toward degree program completion.

See # 16 above..

20. That the University consider “reclaiming” this program (intensive ESL) from the private provider so that the ALDS community can benefit from access to the intensive program while the intensive program also becomes richer as well.

SLALS has a joint effort underway with the Global Academy which can readily be mandated to do this, and discussions about strategies for expanding this are ongoing with the Dean of FASS..

Recommendation	Steps to take	Responsible	Timeline
1. Hire administrative staff to run the practicum and help with student advising.	Continue discussing with the Dean of FASS.	Director of SLALS	Ongoing
2. Explore ways of running directed reading courses with multiple students, rather than individual meetings	Set up a procedure	PhD Committee	Partly completed, ongoing
3. Provide formal recognition for these directed reading courses as extra or as part of regular teaching load.	The Director of SLALS will work with the Dean of FASS to explore ways to make this happen	Director of SLALS	Ongoing
4. Provide formal recognition for graduate student supervision as extra or regular load teaching.	See #3 above	Director of SLALS	Ongoing
5. That the administration consider allowing faculty in ALDS to team teach some graduate courses in their specialty areas so that more varied offerings are available to graduate students and faculty can get credit for teaching part of a course (or their turn being the primary instructor of a team-taught course)	A hiring strategy is needed to allow for this to occur, negotiations with the Dean of FASS are underway	Director of SLALS, Graduate Committee ALDS	Ongoing

without also compromising their regular teaching load.			
6. Hire another support staff to assist with advising and to assume responsibility for developing and administering practicum placements in the graduate program(s).	See #1 above	Director of SLALS	Ongoing
7. Amalgamate both halves of the ALDS programs in one physical location.	Work with Dean of FASS to inform the Space Allocation Committee of this issue.	Director of SLALS	Ongoing
8. Expand office and classroom space to provide adequate resources for classroom meetings and instructor/graduate student office space. <i>See #7 above.</i>	See #7 above	Director of SLALS	Ongoing
9. Renovate some of the existing space so that it can function more flexibly (e.g., Room 337 in the St. Patrick Building).	See # 7 above	Director of SLALS	Ongoing
10. Develop or purchase a platform to allow instructors to host the large files (video and data files) associated with the multimodal assignments characteristic of all aspect of these programs. Make sure that faculty and students are	To be undertaken in consultation with Teaching and Learning Services	Director of SLALS, technology in learning manager of SLALS	Fall 2019

given sufficient space to store such large files.			
11. Create a second multimedia computer classroom for which ALDS courses have priority of use since a primary focus of the programs is in multimodal communication. Consideration should also be given to improving remote access (via the Cloud) to specialized software required by students and faculty as part of various ALDS courses.	See #7 above	Director of SLALS	Ongoing
12. Purchase an app such as Zoon to facilitate fully synchronous or blended online meetings of courses.	See # 10 above	Director of SLALS, technology in learning manager of SLALS	Fall 2019
13. Ensure that faculty and students receive training in how to access and use various software packages, platforms, apps	See # 10 above	Director of SLALS, technology in learning manager of SLALS	Ongoing
14. Consider making the PhD practicum shorter, more flexible, or optional.	Has been considered and rejected	PhD Committee	Winter 2019
15. A course focusing on research methodology in	Under consideration	Graduate Committee	Fall 2019

ALDS disciplines be developed and offered regularly to ensure students are well prepared to undertake research which will allow them to complete their dissertations.			
16. Institute mandatory annual meeting between supervisor and PhD student to ensure satisfactory progress in reaching program milestones	Complete, report form included	PhD committee	Winter 2019
17. That the trajectory of the graduates of the ALDS PhD be tracked and that brief bios be posted on the program website to give applicants a sense of the diverse professional pathways of the graduates.	Underway, contacts made and bios appearing	PhD Committee	Ongoing
18. Develop a plan for hiring additional faculty to address expanded program offerings and potential requirements of senior faculty. Perhaps create one (or more) positions at the associate professor level to address the upcoming loss of experienced senior faculty.	ALDS Committee and Director of SLALS are communicating needs to Dean of FASS. One hire at Assistant Professor level is complete.	ALDS Committee, Director of SLALS	Ongoing
19. Institute a mandatory check	See # 16 above	ALDS Committees,	Partly complete

<p>for each student to ensure he/she is progressing toward degree program completion.</p>		<p>Director of SLALS</p>	
<p>20. That the University consider “reclaiming” this program (intensive ESL) from the private provider so that the ALDS community can benefit from access to the intensive program while the intensive program also becomes richer as well.</p>	<p>Negotiate with Global Academy, Provost, and Dean of FASS</p>	<p>Director of SLALS</p>	<p>Ongoing</p>