

Department of Linguistics
Update on Unit Response to External Reviewers' Report & Action Plan
Programs Being Reviewed: BA in Linguistics
Completed by: Beth MacLeod
Approved by Dean: include title/date

Note: This document is made available for public posting on the Vice- Provost's website.

***** Denotes items that SQAPC would like the unit to pay particular attention to based on their past review of the original action item.**

External Reviewer Recommendation	Original Action Item	Owner & Timeline	Progress Update September 2021	Will the action described require calendar changes? (Y or N)
1. Given the large number of new programs, we would recommend that no major reforms be implemented for a few years and that effort be spent on the stabilization and fine-tuning of the current curriculum. The possibility of phasing out old programs should also be considered; for instance, it is unclear whether the old BA honours in Linguistics is still essential.	<i>No new proposals until after the next midterm review.</i>	<i>LING, 3 Years</i>	<i>As suggested by this recommendation, we are focusing our current offerings. During the coming year (2021-22) we will discuss the possibility of continuing to offer the old BA Honours in Linguistics.</i>	<i>Not at this stage, but possibly in future.</i>
2. As the BA honours in Linguistics with specialization in Psycholinguistics and Communication Disorders does not satisfy the admission requirements of most MA programs in speech-language pathology, perhaps it should be advertised as a program leading to graduate studies in psycholinguistics rather than a program leading to speech-language pathology.	<i>Clarify SLP advertising</i>	<i>LING, ASAP (website revision expected to be done for F 2020)</i>	<i>Website revisions are still ongoing, but many have been implemented. For this recommendation, the Linguistics website describes the Psycholinguistics & Communication Disorders concentration as focusing on experimental and clinical areas of linguistics, including first language acquisition, speech-language disorders, and language and the brain. It does not specifically say that the PDC concentration lead to graduate Speech-Language Pathology programs.</i>	<i>N</i>
3. The informal arrangement with the Department of Biology by which some 4th year students in Linguistics are allowed to take anatomy and physiology should be formalized and officially offered to students. Who gets to enroll in this course should be determined based on transparent and objective criteria.	<i>Clarify SLP advertising</i>	<i>LING, ASAP (website revision expected to be done for F 2020)</i>	<i>This arrangement is still being discussed between Linguistics and Biology. The BIOL course that relates to this recommendation is BIOL 3306 (Human Anatomy and Physiology). That course is often completely full and even students with the prerequisites are having to be turned away. As such</i>	<i>N</i>

			<i>we cannot continue to honour the informal arrangement as it was. Discussions about this are ongoing and we hope to resolve it soon, but it might depend on the BIOL courses being able to admit more students.</i>	
4. Guidelines and deadlines regarding directed studies should be better advertised.	<i>Clarify directed studies</i>	<i>LING, ASAP (website revision expected to be done for F 2020)</i>	<i>There is now a section in the FAQ on the Linguistics BA page that provides information about independent studies and Honours Theses. https://carleton.ca/slals/linguistics/ba-program/faq/</i>	<i>N</i>
5. Student involvement should be considered in the assessment of learning outcomes in a more informal manner than what is proposed in the current plan, so that unexpected issues have a better chance of being raised. It may also be necessary to find imaginative ways to elicit the contribution of students who are less involved in the department.	<i>Two student representatives from the CATL student group now participate in all LING faculty meetings and the VP of CATL is copied in organizational emails. Student reps have had opportunity to participate in discussions and have already brought items of concern to discussion.</i>	<i>LING, Complete</i>	<i>Student reps continue to participate in all meetings and to be kept abreast of organizational emails.</i>	<i>N</i>
6. An effort should be made to reunite all SLALS personnel in a single building or to relocate the entire school within reasonable walking distance. If this is not possible, all linguistic faculty should at the very least be moved to a single building containing enough space to build proper laboratories and research facilities.		<i>FASS</i>	<i>This has been completed – all LING and ALDS faculty are now in Paterson Hall.</i>	<i>N</i>
7. In order to mitigate the detrimental effect of large classes on classroom experience and student performance, TA-led tutorials should be offered. If the graduate programs in Linguistics are not quickly funded by the province, the lack of TAs could be compensated by facilitating the recruitment of TAs from Applied Linguistics and Cognitive Science. Advanced undergraduate students in Linguistics may also be hired.	<i>Create TA-led Tutorials for 1001, 2005, 2007, 3004, & 3007</i>	<i>LING, Complete</i>	<i>2021-22 is the second year that we have run TA-led tutorials for LING 1001, 2005, 2007, 3004, and 3007. As our graduate program grows, finding qualified TAs for these tutorials is becoming easier.</i>	<i>Relevant calendar changes have already been made.</i>

<p>8. The department should make the conference room (or any other comparable space) available to undergraduate students when it is not in use (late afternoon, for instance) to allow the organization of student association meetings, and mentoring and collaborative work sessions.</p>	<p><i>PA 249 available for students to reserve.</i></p>	<p><i>SLaLS, Complete</i></p>	<p><i>This has not been particularly relevant in the past year due to COVID, but we will work on making sure students know they can use PA 249 when we are able to meet in person safely.</i></p>	<p><i>N</i></p>
<p>9. A faculty liaison should be in charge of communication with students to insure that there is an undergraduate student committee every year and that students are consulted when program changes are implemented and logistic decisions taken. A (non-voting) student representative should also attend the Linguistic program's faculty meetings.</p>	<p><i>Associate Director of Linguistics is now the official liaison with CATL. Two student representatives from the CATL student group now participate in all LING faculty meetings and the VP of CATL is copied in organizational emails. Student reps have had opportunity to participate in discussions and have already brought items of concern to discussion.</i></p>	<p><i>LING, Complete</i></p>	<p><i>Two undergraduate reps have been confirmed to attend our LING faculty meetings this year.</i></p>	<p><i>N</i></p>
<p>10. Documentation about best paths through the programs should be prepared and distributed to the students. Students should also have access to the prospective schedule for the 2-3 upcoming years, with a caveat that the course rotation schedule may be affected by leaves.</p>	<p><i>Clarify paths through programs.</i></p>	<p><i>LING, ASAP (website revision expected to be done for F 2020)</i></p>	<p><i>Our website now includes a comprehensive "Info-Pack" that describes pathways through the programs, guidance for choosing a degree/concentration, and scheduling habits.</i></p>	<p><i>N</i></p>