

DATE: June 8, 2020

TO: Senate

FROM: Dr. Dwight Deugo, Vice-Provost and Associate Vice-President (Academic), and Chair,
Senate Quality Assurance and Planning Committee

RE: Final Assessment Report and Executive Summary: Undergraduate Programs in
Linguistics

The purpose of this memorandum is to request that Senate approve the Final Assessment Report and Executive Summary arising from the cyclical review of the undergraduate programs in Linguistics.

The request to Senate is based on a recommendation from the Senate Quality Assurance and Planning Committee (SQAPC), which passed the following motion at its meeting of June 4th, 2020:

THAT SQAPC recommends to SENATE the approval of the Final Assessment Report and Executive Summary arising from the cyclical program review of the undergraduate programs in Linguistics.

The Final Assessment Report and Executive Summary is provided pursuant to articles 4.2.5-4.2.6 of the provincial Quality Assurance Framework and article 7.2.23 of Carleton's Institutional Quality Assurance Process (IQAP). Article 7.2.23.3 of Carleton's IQAP (passed by Senate on June 21th, 2019 and ratified by the Ontario Universities Council on Quality Assurance on November 22nd, 2019) stipulates that, in approving Final Assessment Reports and Executive Summaries 'the role of SQAPC and Senate is to ensure that due process has been followed and that the conclusions and recommendations contained in the Final Assessment Report and Executive Summary are reasonable in terms of the documentation on which they are based.'

In making their recommendation to Senate and fulfilling their responsibilities under the IQAP, members of SQAPC were provided with all the appendices listed on page 2 of the Final Assessment Report and Executive Summary. These appendices constitute the basis for reviewing the process that was followed and assessing the appropriateness of the outcomes.

These appendices are not therefore included with the documentation for Senate. They can, however, be made available to Senators should they so wish.

Any major modifications described in the Action Plan, contained within the Final Assessment Report, are subject to approval by the Senate Committee on Curriculum, Admission, and Studies Policy, the Senate Quality Assurance and Planning Committee (SQAPC) and Senate as outlined in articles 7.5.1 and 5.1 of Carleton's IQAP.

Once approved by Senate, the Final Assessment Report, Executive Summary and Action Plan will be forwarded to the Ontario Universities' Council on Quality Assurance and to Carleton's Board of Governors for information. The Executive Summary and Action Plan will be posted

on the website of Carleton University's Office of the Vice-Provost and Associate Vice-President (Academic), as required by the provincial Quality Assurance Framework and Carleton's IQAP.

Senate Motion June 19, 2020

THAT Senate approve the Final Assessment Report and Executive Summary arising from the Cyclical Review of the undergraduate programs in Linguistics.

**CARLETON UNIVERSITY COMMITTEE ON
QUALITY ASSURANCE
Cyclical Review of the undergraduate programs
in Linguistics
Executive Summary and Final Assessment Report**

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

EXECUTIVE SUMMARY

The undergraduate programs in Linguistics reside in the 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 categorized by Carleton University's Senate Quality Assurance and Planning Committee (SQAPC) as being of good quality. (Carleton's IQAP 7.2.13).

The External Reviewers' report 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 the School of Linguistics and Language Studies and the Dean of the Faculty of Arts and Social Sciences in responses to the External Reviewers' report and Action Plan that was submitted to SQAPC on June 4th, 2020.

FINAL ASSESSMENT REPORT

Introduction

The undergraduate programs in Linguistics reside in the School of Linguistics and Language Studies, a unit administered by the Faculty of Arts and Social Sciences. This review was conducted pursuant to the Quality Assurance Framework and Carleton's Institutional Quality Assurance Process (IQAP). As a consequence of the review, the programs were categorized by Carleton University's Senate Quality Assurance and Planning Committee (SQAPC) as being of good quality. (Carleton's IQAP 7.2.13).

The site visit, which took place on September 19th and 20th, 2019, was conducted by Dr. Marc Brunelle from University of Ottawa, and Dr. Darin Flynn from the University of Calgary. The site visit involved formal meetings with the Provost, the Vice-Provost and Associate Vice-President (Academic), the Dean of the Faculty of Arts and Social Sciences, and the Director of the School of Linguistics and Language Studies. The review committee also met with faculty members, undergraduate supervisor, staff, and undergraduate students.

The External Reviewers' report, submitted on October 22nd, 2019 offered a very positive assessment of the program.

This Final Assessment Report provides a summary of:

- Strengths of the programs
- Challenges faced by the programs
- Opportunities for program improvement and enhancement
- The Outcome of the Review
- The Action Plan

This report draws on six documents:

- The Action Plan (Appendix A).
- The Self-study developed by members of Department of Linguistics Review Committee (Appendix B).
- The Report of the External Review Committee (Appendix C).
- The response and action plan from the Director of the School of Linguistics and Language Studies (Appendix D)
- The Response from the Dean of the Faculty of Arts and Social Sciences (Appendix E).
- The internal discussant's recommendation report (Appendix F).

Appendix G contains brief biographies of the members of the External Review Committee.

This Final Assessment Report contains the Action Plan (Appendix D) agreed to by the Director of the School of Linguistics and Language Studies, and the Dean of the Faculty of Arts and Social Sciences for the implementation of recommendations for program enhancement identified as part of the cyclical program review process.

The Action Plan identifies who is responsible for implementing the agreed upon recommendations, as well as the timelines for implementation and reporting.

Strengths of the programs

General

The External Reviewers' Report states that "[i]n short, the undergraduate programs in Linguistics seem of excellent quality. We found no serious deficiencies and as just mentioned, the minor problems associated with the old programs have largely been addressed in the new ones. The Linguistics faculty have been very proactive in adapting their programs to a quickly evolving field and to student needs. Moreover, SLALS administration has been supportive of program review and changes in the past few years" (p. 3).

Faculty

Speaking with regard to faculty, the external reviewers' stated:

"The faculty's areas of expertise allow them to teach courses and conduct research in all core areas of Linguistics (with foreseeable problems in semantics) and in a number of empirical disciplines. This wide coverage was made possible by two recent hires in acquisition and communication disorders. There is just enough overlap between faculty to allow collaborative endeavours while covering wide academic ground. The recent reduction in teaching load has already fostered a boost in research productivity, and if graduate programs and research laboratories are to open as planned in the next few years, the program's prospects are excellent" (p. 7).

Students

The external reviewers noted that "[i]t was obvious from our meeting with students that they are more than satisfied with the linguistics programs and faculty. Students find their professors accessible (more than professors in other programs) and are aware that new programs tailored to their needs are being implemented" (p. 6).

Curriculum

The external reviewers noted that the "department has put forward clear and realistic desired learning outcomes that are designed to provide students with skills that are essential in linguistics, but are also transferable to related disciplines and professional outlets in which linguistics graduates are typically hired" (p. 4).

Opportunities for program improvement and enhancement

The External Reviewers' Report made 14 recommendations for improvement:

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.
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.

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.
4. Guidelines and deadlines regarding directed studies should be better advertised.
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.
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.
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.
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.
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.
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.
11. To facilitate recruitment and involvement of Aboriginal students in the programs, it may be judicious to make sure that the language chosen for the Field methods course is an Aboriginal language on a regular basis.
12. Effort should be made to guarantee that there is always a qualified faculty to teach semantics (long-term contract instructor or tenure-track position).
13. The faculty's expertise in language documentation and field research should be better advertised.
14. To preserve the autonomy of the Linguistics unit within SLaLS, the Assistant-Director of SLaLS should be officially recognized as the chair of the Linguistics unit and the Program meetings should be assimilated to faculty meetings.

The Outcome of the Review

As a consequence of the review, the undergraduate program in Linguistics were categorized by Carleton University's Senate Quality Assurance and Planning Committee (SQAPC) as being of **GOOD QUALITY** (Carleton's IQAP 7.2.13).

The Action Plan

The recommendations that were put forward as a result of the review process were productively addressed by the Director of the School of Linguistics and Language Studies and the Dean of the Faculty of Arts and Social Sciences in responses to the External Reviewers' report and Action Plan that was considered by SQAPC on June 4th, 2020. The Department agreed unconditionally to recommendations #1, 4, 5, 7-10, 12-14, and agreed to recommendations #6 and 11 if resources permit. They did not agree with recommendation #2 and 3.

It is to be noted that Carleton's IQAP provides for the monitoring of action plans. A monitoring report is to be submitted by the academic unit(s) and Faculty Dean(s), and forwarded to SQAPC for its review by January 30th, 2021.

The Next Cyclical Review

The next cyclical review of the undergraduate program in Linguistics will be conducted during the 2023-24 academic year.

Department of Linguistics
Unit Response to External Reviewers' Report & Action Plan
Programs Being Reviewed: Undergraduate Programs
Approved by Dean: include title/date
[November 25, 2019]

Note: This document (excluding the categorization and unit response column) is forwarded to Senate, the Quality Council and posted on the Vice- Provost's external website.

Introduction & General Comments

Please include any general comments regarding the External Reviewers' Report.

[Sample Text: The Department/School/Institute was pleased to receive the Reviewers' very positive External Reviewers' report on [date]. This report was shared with our faculty and staff, and we are committed to the continual improvement of our programs to enhance the student, staff, and faculty experience. This document contains both a response to the External Reviewers' Report and an Action Plan (Section B) which have been created in consultation with the Dean(s).

For each recommendation, a category has been applied indication one of the following responses:

- Recommendations agreed to unconditionally;
- Recommendations agreed to if additional resources permit;
- Recommendations not agreed to.

Calendar Changes

If any of the action items you intend to implement will result in calendar changes, please describe what those changes will be. To submit a formal calendar change, please do so using the Courseleaf system.

Action Plan

Programs Being Reviewed:

External Reviewer Recommendation & Categorization	Action Item	Owner	Timeline	Will the action described require calendar changes? (Y or N)
<p>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.</p>	<p><i>No new proposals until after the next midterm review.</i></p>	<p><i>LING</i></p>	<p><i>3 years</i></p>	<p><i>N</i></p>
<p>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</p>	<p><i>Clarify SLP advertising</i></p>	<p><i>LING</i></p>	<p><i>ASAP (website revision expected to be done for F 2020)</i></p>	<p><i>N</i></p>

<p>pathology, perhaps it should be advertised as a program leading to graduate studies in psycholinguistics rather than a program leading to speech-language pathology.</p>				
<p>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.</p>	<p><i>Clarify SLP advertising</i></p>	<p><i>LING</i></p>	<p><i>ASAP (website revision expected to be done for F 2020)</i></p>	<p><i>N</i></p>
<p>4. Guidelines and deadlines regarding directed studies should be better advertised.</p>	<p><i>Clarify directed studies</i></p>	<p><i>LING</i></p>	<p><i>ASAP (website revision expected to be done for F 2020)</i></p>	<p><i>N</i></p>
<p>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.</p>	<p><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></p>	<p><i>LING</i></p>	<p><i>Complete</i></p>	<p><i>N</i></p>

<p>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.</p>		<p><i>FASS</i></p>		
<p>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.</p>	<p><i>Create TA-led Tutorials for 1001, 2005, 2007, 3004, & 3007</i></p>	<p><i>LING</i></p>	<p><i>Complete</i></p>	<p><i>Y, already complete.</i></p>
<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</i></p>	<p><i>Complete</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>LING</p>	<p>Complete</p>	<p>N</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>LING</p>	<p><i>ASAP (website revision expected to be done for F 2020)</i></p>	<p>N</p>

<p>11. To facilitate recruitment and involvement of Aboriginal students in the programs, it may be judicious to make sure that the language chosen for the Field methods course is an Aboriginal language on a regular basis.</p>	<p><i>An Indigenous language will be used in Field Methods subject to availability of consultants and appropriate relationships between faculty and communities.</i></p>	<p>LING</p>	<p>Complete</p>	<p>N</p>
<p>12. Effort should be made to guarantee that there is always a qualified faculty to teach semantics (long-term contract instructor or tenure-track position).</p>	<p><i>FASS will be pursuing a Semantics hire in an upcoming budget cycle.</i></p>	<p>FASS</p>	<p>January 2020</p>	<p>N</p>
<p>13. The faculty's expertise in language documentation and field research should be better advertised.</p>	<p><i>Increase visibility of language documentation faculty</i></p>	<p>LING</p>	<p>ASAP (website revision expected to be done for F 2020)</p>	<p>N</p>
<p>14. To preserve the autonomy of the Linguistics unit within SLaLS, the Assistant-Director of SLaLS should be officially recognized as the chair of the Linguistics unit and the Program meetings should be assimilated to faculty meetings.</p>	<p><i>SLaLS will reorganize internal governance to better reflect its structure as a School rather than a large Department.</i></p> <p><i>These plans are in the draft stage, but SLaLS conducted a thorough study to the governance of all the various schools at Carleton and has drafted a plan in that draws on that study. The current draft of</i></p>	<p>SLaLS</p>	<p>3 years</p>	<p>N</p>

	<i>the plan most closely replicates the way the School of Journalism and Communications handles governance: i.e. a very federalist model.</i>			
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