



## Cyclical Program Review Final Assessment Report and Implementation Plan for the Academic Programs Offered by the Department of Languages, Literatures and Cultures

### Programs Reviewed:

Languages, Literatures and Cultures – BAH (Major). Commenced 2017.

N.B. This cyclical program review fulfilled the requirement for monitoring of this new program, 5 years after the first students were enrolled.

Linguistics – BA, BAH (Minor, Major)

World Language Studies – BA (Minor)

Italian – BA (Minor, Joint Honours)

German Language and Literature – BA (Minor, Joint Honours)

German Studies – BA (Minor, Joint Honours)

Hispanic Studies – BA, BAH (Minor, Joint Honours, Major)

Spanish and Latin American Studies – BA (Minor)

Indigenous Studies – BA (Minor, Joint Honours). Commenced 2013.

Indigenous Studies – BAH (Major). Commenced 2021.

Indigenous Languages and Cultures – Undergraduate Certificate. Commenced 2019.

Mohawk Language and Culture – Undergraduate Certificate. Commenced 2018.

N.B.

The following programs are listed in the University's internal records as active programs. However, these programs are not currently advertised or offered, and have no students enrolled.

German Language and Literature (MA, PhD)

Spanish (MA)

Specialization plans in Linguistics and Spanish and Latin American Studies (BAH)

In accordance with Queen's University Quality Assurance Processes (QUQAP), this final assessment report provides a synthesis of the external evaluation, internal responses, and assessment of the above programs. This report identifies the significant strengths of the programs, and opportunities for program improvement.

An implementation plan is attached that identifies:

- who will be responsible for acting on and monitoring progress on the recommendations,
- any resource or governance implications resulting from the recommendations, and
- timelines for implementation of the recommendations.

## Final Assessment Report: Executive Summary

### Summary of Review

- 1) The Department of Languages, Literatures and Cultures produced a self-study document that was reviewed by the Dean, Faculty of Arts and Science and the Associate Vice-Principal (Teaching and Learning). The self-study was approved on March 4, 2022.
- 2) The review team visit took place from April 19-21, 2022. It was a virtual site visit. The review team members were:
  - i. Professor Florentine Strzelczyk, Provost and Vice-Principal (Academic), Western University. Professor of German Literature and Culture, with Linguistics expertise, and administrative experience in developing Indigenous strategy.
  - ii. Professor Michael Lettieri, Vice-Dean, Academic Experience, University of Toronto Mississauga. Professor of Italian, founding Chair of UTM Department of Language Studies.
  - iii. Professor Margaret Walker, Professor of (Ethno)Musicology, Dan School of Drama and Music, Queen's University. Internal reviewer.
- 3) The visit included meetings with
  - i. Students (several meetings)
  - ii. Faculty. Several meetings were held for faculty grouped by different programs, e.g., Linguistics, Indigenous Studies, German, Hispanic Studies, etc.
  - iii. LLCU Department Staff
  - iv. Department Leadership Team: Head Donato Santeramo, Associate Head Nathan Brinklow
  - v. Librarians Hannah Tanna and Sylvia Andrychuk
  - vi. Heads of cognate departments – History, School of Religion and Film and Media
  - vii. Barbara Crow (Dean) and Bill Nelson (Associate Dean), Faculty of Arts and Science
  - viii. Klodiana Kolomitro, Associate Vice-Principal (Teaching and Learning)
- 4) The review team reported on May 10, 2022. The Department Head and Faculty Associate Dean provided responses to the review team report.
- 5) The Senate Cyclical Program Review Committee considered all the documentation at its meeting on February 27, 2022. (Discussion of the review was scheduled for Fall term 2022 but had to be postponed due to unexpected circumstances). Based on this discussion, the Final Assessment Report and Implementation Plan was developed by the committee secretary and Vice-Provost (Teaching and Learning). The Report and Plan was approved on March 27, 2023.

**The following strengths of the programs were noted:**

- *Innovative features*
  - The Languages, Literatures and Cultures (LLCU) major is at once theoretically informed and practically oriented. It allows students to explore a wide range of topics, texts, events and media.
  - Creative course offerings
  - Capstone learning experience in Linguistics – fully research-based course.
  - LinguaeLive, a web platform created and run by a departmental faculty member, is an innovative tool to facilitate peer-to-peer intercultural collaboration.
- *Positive feedback from students on their learning experience*
  - According to student evaluations of teaching, LLCU courses are rated higher than the university average by students.
  - Teaching and Research Assistantships are available to undergraduate students in Linguistics plans.
  - Experiential learning opportunities
- *Curriculum that reflects the state of the discipline today*
  - Credentials mentioned on student transcripts help students when applying for jobs or future education.
  - Effective teaching of language online in some courses.
  - Clear and reasonable assessment methods that are student-centred and hold students to high performance standards. Includes the use of self-reflection primarily in Indigenous Studies courses, that some instructors are emulating in other LLCU disciplines.
- *Course and program learning outcomes are linked appropriately*
  - The path to achievement of program learning outcomes is clear to students.
- *Effective support from staff, faculty, and teaching assistants*
  - Newly hired faculty members have worked with existing faculty members to update the curriculum. The new capstone course is a noteworthy addition.
  - Proactive approach to educating students on academic integrity.
- *Meaningful efforts to broaden the range of perspectives included in teaching, including introduction of Indigenous pedagogies and ways of knowing.*
  - Minor in Indigenous Studies offered since 2013, Certificates in Mohawk Language and Culture and Indigenous Languages and Cultures introduced in 2018-2019. Major in Indigenous Studies introduced in 2021.
  - Increased focus on Indigenous languages and their social and cultural context in Linguistics program.

**The following opportunities for enhancement were noted:**

- *Continued consideration of a potential new graduate program*
  - While this is beyond the immediate scope of the Department to examine, new faculty member hires may drive the creation of such a program.
- *The Department and individual instructors are encouraged to continue engaging with the Centre for Teaching and Learning on curricular development.*
- *Scope to further develop relationships with alumni with a view to expanding work-integrated learning opportunities for students.*
- *Possibility of adding new Joint Honours and/or Minors when resources allow. The Department is considering development of:*
  - Minor in Asian Studies, building on existing course offerings.
  - Joint Honours and Minor in LLCU
  - Joint Honours in Linguistics
- *Continue the practice of hiring new faculty who are capable of servicing more than one program (LLCU, Linguistics, Indigenous Studies, and the various language streams).*
- *Clear, targeted communication with prospective students and their families on the value of an LLCU degree and the skills that students acquire through the degree. Consult with Career Services and use major maps and program objectives as communication tools.*

**Summary of Review Team Recommendations**

The review team made twelve recommendations in the following areas:

1. Program and curricular development: fostering a culture of continuous program improvement.
2. Partnerships (community and international collaborations).
3. Cross-departmental recommendations – building and broadening the departmental ecosystem.

**Status**

The academic programs offered by the Department of Languages, Literatures and Cultures have been approved to continue.

Dates monitoring reports due: Fall 2024 and Spring 2027

Date of next review: 2029-30 academic year

Prepared by Vice-Provost (Teaching and Learning) March 2023

Approved by the Senate Cyclical Program Review Committee March 27, 2023



### Implementation Plan

| Recommendations   | Proposed Follow-up  | Responsibility for Leading Follow-up | Resource or Governance Implications | Timeline for Addressing Recommendation |
|---|---|--------------------------------------|-------------------------------------|--|
| 1. Introduce a standing committee to the department on academic programs and curriculum development that has subcommittees where groups meet and develop their majors, minors, and joint honours with the larger umbrella program of LLCU in mind. Curriculum planning and renewal also need to become an important part of annual planning retreats. | <p>Terms of reference for existing Undergraduate Committee to be revised. Include curriculum and plan review. Ensure the committee is broad-based and able to consider the full range of programs offered.</p> <p>Consider need for a curriculum development subcommittee/ad hoc program-specific committees.</p> | Department Head                      | Development of existing committee.  | 2023-2024 academic year                |

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|---|---|--|--|---|
|   | <p>Schedule annual planning retreats focussed on curriculum planning and renewal.</p> <p>Discuss plans for potential closure of dormant programs listed on page 1 of final assessment report.</p> | Undergraduate Committee  | Resources for annual retreats.                           | <p>Retreats to be held annually throughout next review period.</p> <p>Agreement on next steps by end 2023.</p>  |
| <p>2. In addition to hiring into the professional stream, consider also hiring into the new tenure-track teaching stream, particularly for language and entry level culture courses. This to ensure first class, innovative and current language and culture pedagogies that maintain and drive forward the innovative and cutting-edge nature of the new LLCU program and the Linguistics program.</p> | Consider this recommendation when developing the strategic hiring plan.   | <p>Department Head responsible for development of strategic hiring plan, working with the wider department.</p> <p>Faculty Dean is responsible for faculty hiring decisions.</p> | Significant resource implications of new faculty hiring. | <p>Strategic hiring plan to be completed by Fall 2024.</p> <p>Report on impact of hiring on program sustainability, development and academic quality in 4-year progress report.</p> |

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|--|---|--|--|---|
| <p>3. The learning outcomes are well articulated from the perspective of scholars active in a given discipline. Success in the Humanities these days depends on articulating clearly to students, their parents, the campus community, and to future employers what the value of an LLCU degree is. Focusing on communicating the learning outcomes more clearly and plainly around values of intercultural communications will strengthen the profile of this program on campus and beyond.</p> | <p>Continue working with Centre for Teaching and Learning to develop and update program learning outcomes.</p> <p>Begin development of program objectives or adaptation of objective statements already in use.</p> <p>Work with Career Services to keep Major Maps up to date, and make sure these are available for all programs.</p> | <p>Department Head and Undergraduate Chair</p> | <p>Part of regular faculty and staff workload.</p>                         | <p>Work to continue through next review period.</p>     |
| <p>4. Staff even small programs so that both heritage and new learners can achieve a sub-degree credential. Work with other departments and accept some of their courses as part of such</p>   | <p>Consider if any further sub-degree credentials or non-credit micro-credentials could be</p>  | <p>Department Head</p>                         | <p>Current resources preclude extensive development of credentialling.</p> | <p>Consideration of workable possibilities by 2025.</p> |

| <b>Recommendations</b>   | <b>Proposed Follow-up</b>  | <b>Responsibility for Leading Follow-up</b>   | <b>Resource or Governance Implications</b>  | <b>Timeline for Addressing Recommendation</b>  |
|--|--|---|---|--|
| embedded, for credit micro-credentials.  | achieved with current resources.   |   |   |  |
| <p>5. Ensure that research-intensive faculty members in LLCU have the opportunity to work with graduate students in ways that benefit LLCU faculty research programs and the faculty's research output and input overall.</p> <p>The original idea to create a graduate program around Intercultural Literacy could be revisited and/or attached to the existing graduate program in Cultural Studies. Opportunities for progress on this front will improve as faculty renewal takes place over the next review period.</p> | <p>Explore with relevant departments the possibility of developing a graduate program, as and when resources may allow for this.</p> <p>If resources permit, move forward with establishment of student demand, need for the program, and development of program proposal.</p> | <p>Department Head, with support from Faculty Associate Dean for Graduate Studies</p> <p>If program development goes ahead, Departments to work with the School of Graduate Studies and Postdoctoral Affairs.</p> | <p>Development of a graduate program is dependent on sufficient resources being available.</p> <p>There would be resource and governance implications in offering a graduate program.</p> | <p>Discussions to take place between 2023-2025.</p> <p>Development of program contingent on establishment of student demand, and on resources.</p> |
| <p>6. Both Majors (LING, LLCU) are doing well and show promise of growth. Future hires should be directed towards reinforcing and if possible expanding them, possibly hiring faculty</p>  | Capstone course for LLCU already approved and offered.   | Department Head and Undergraduate Chair   |   | Curriculum discussion in 2023-2024 academic year.  |



| Recommendations  | Proposed Follow-up   | Responsibility for Leading Follow-up                             | Resource or Governance Implications                             | Timeline for Addressing Recommendation                             |
|--|--|--|---|--|
| <p>who are capable of servicing more than one program. As more students opt for the LLCU Major, LLCU should explore ways of strengthening the curriculum, possibly by offering a fourth-year capstone course and/or a research option, and investigate whether there is student interest to justify offering a Medial in LLCU.</p> <p>The INDG Major seems capable of catering to broad student interest. Further hires should be supported on a cross-departmental basis and collaborative work with partner departments should be encouraged to make this a very strong program.</p> | <p>Explore other options recommended to strengthen the curriculum.</p>   | <p>Faculty Dean is responsible for faculty hiring decisions.</p> | <p>Significant resource implications of new faculty hiring.</p> | <p>Report on hiring in 18-month and/or 4-year progress report.</p> |
| <p>7. We want to encourage faculty in LLCU to continue promoting initiatives raising student awareness about academic integrity and increasing information literacy around source attribution and documentation. A</p>   | <p>The reviewers commended LLCU instructors' existing practice on academic integrity. Therefore, the follow-up to this</p> | <p>Chair of Undergraduate Studies</p>                            | <p>none</p>   | <p>Ongoing</p>   |

| Recommendations  | Proposed Follow-up   | Responsibility for Leading Follow-up             | Resource or Governance Implications | Timeline for Addressing Recommendation |
|--|--|--|-------------------------------------|--|
| <p>course syllabus, as it is clearly the case in LLCU and at Queen's University, serves as an excellent resource to address issues of academic integrity, to inform students about instructor and institutional expectations and processes, and to introduce students to the norms of a particular discipline.</p> | <p>recommendation is to continue with existing practice.</p> <p>Ensure that new and temporary instructors are made aware of academic integrity procedures.</p>                             |  |                                     |  |
| <p>8. Plan for at least one work integrated learning opportunity for each LLCU major over the course of their degree.</p>  | <p>Maintain and build on internships and placements offered in LLCU 303.</p> <p>Work with Experiential Learning Hub in this area.</p> <p>Explore opportunities through alumni network.</p> | <p>Department Head &amp; Undergraduate Chair</p> | <p>Faculty and staff time.</p>      | <p>2023-2024 academic year</p>         |



| <b>Recommendations</b>  | <b>Proposed Follow-up</b>  | <b>Responsibility for Leading Follow-up</b> | <b>Resource or Governance Implications</b> | <b>Timeline for Addressing Recommendation</b> |
|---|--|---|--|---|
|   | Discuss with Faculty Relations Office and QUFA.  |   | of Queen's-QUFA collective agreement.      |   |
| 11. Begin discussions about creating a cross-departmental planning committee consisting of department and associate heads in cognate disciplines that does away with silos and supports the development of common themes, foci, and clusters. | Responsibility for this recommendation does not rest with the Department. The Dean, Faculty of Arts and Science is invited to collaborate with the Department Head of LLCU and other Department Heads in response to this recommendation. A progress report is requested as part of the 18-month progress report on the implementation plan. |   |  |   |
| 12. Realizing that recommendations regarding the budget model are out of scope for this review, at least within Arts & Sciences, it may be beneficial to find ways to incentivize and reward cross-departmental program development.          | Responsibility for this recommendation does not rest with the Department. The Dean, Faculty of Arts and Science is invited to consider this recommendation and report on action taken in the 18-month progress report.   |   |  |   |

## Final Assessment Report & Implementation Plan

**March 27, 2023**

John P. New

April 10th, 2023

Gara RL Watts

May 4, 2023



Barbara Crow, PhD

**Signature**

## Final status of academic programs in the Department of Languages, Literatures and Cultures

**Approved to Continue**

**2029 - 2030 Academic Year for the following programs:**

Spanish and Latin American Studies – BA (Minor)

**Date of next cyclical program review for the following programs to be confirmed by September 2023. To occur no later than 2028-2029:**

Indigenous Studies – BA, BAH (Minor, Joint Honours, Major)  
Indigenous Languages and Cultures – Undergraduate Certificate  
Mohawk Language and Culture – Undergraduate Certificate

### **Next Steps for Department**

1. Department Head, Faculty Dean and Vice-Provost (Teaching and Learning) to discuss the date of the next cyclical program review for Indigenous Studies programs and the Certificates in Indigenous Languages and Cultures, and Mohawk Language and Culture. Date of next review to be confirmed by September 2023.
2. Monitoring reports to be submitted 18 months and 4 years after receipt of the signed Final Assessment Report: Fall 2024 and Spring 2027. The provost's office will remind the department of the deadlines nearer the time, and provide a template for these reports.