

Queen's University Quality Assurance Processes

Cyclical Program Review Progress Report

This form is for use by academic units and Deans to report on the progress made on Cyclical Program Review Implementation Plans. Progress Reports are important steps in the overall cycle of continuous improvement as they provide opportunity for reflection as well as for planning ahead to the next stage of the Cyclical Program Review (QUQAP 6.9.3.1).

Please complete the table below to report on progress made in the past 18 Months against the implementation plan.

Once the unit completes their section of the form, please return a signed copy to gugap@queensu.ca. The form will then be sent to the Faculty Dean and the Dean, SGSPA (if applicable) for their comments and signatures, then to the Vice-Provost, Teaching and Learning for review and signature. It will then be submitted to the Senate Cyclical Program Review Committee (SCPRC) for review and approval, then to Senate for information. **All monitoring reports will be posted on the Provost's Quality Assurance website**, and academic units are strongly encouraged to post the reports on their own websites.

Name of Program(s) under Review
Languages, Literatures and Cultures – BAH (Major) 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) Indigenous Studies – BAH (Major) Indigenous Languages and Cultures – Undergraduate Certificate Mohawk Language and Culture – Undergraduate Certificate

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Note: Indigenous Knowledges & Perspectives plans (formerly Indigenous Studies) are due to undergo separate cyclic review beginning in 2025-26. For this reason, we have not commented on those plans in this progress report.

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1. Academic Unit Report

- 1.1 **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>Proposed follow-up:</p>	<p>Terms of reference for existing Undergraduate Committee to be revised. Include curriculum and plan review. Ensure the committee is broadbased 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> <p>Schedule annual planning retreats focused on curriculum planning and renewal.</p> <p>Discuss plans for potential closure of dormant programs listed on page 1 of final assessment report.</p>
<p>Responsibility for leading follow-up:</p>	<p>Department Head and Undergraduate Committee</p>
<p>Timeline for addressing recommendation:</p>	<p>2023-2024 academic year</p> <p>Retreats to be held annually throughout next review period.</p> <p>Agreement on next steps by end 2023.</p>
<p>What is the current status of the follow-up?</p> <p>Include a completion percentage:</p>	<p>This recommendation has been largely implemented, though aspects are no longer relevant due to the closure of programs in German Studies, Hispanic Studies, and Italian Studies.</p> <p>100%</p>
<p>Please provide a brief description of the current, completed or planned work:</p>	<p>The department held its first annual retreat in summer 2023, addressing curriculum and program renewal. The next retreat is planned for April 2025, developing similar topics. Dormant programs have been closed.</p>
<p>If the recommendation has not been fully addressed within the proposed timeline, please provide a rationale as well as a plan for moving forward:</p>	<p>Curriculum alignment may lead to new course proposals, or course revisions, in Fall 2025.</p>

1.2 Recommendation 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.

Proposed follow-up:	Consider this recommendation when developing the strategic hiring plan.
Responsibility for leading follow-up:	Department Head responsible for development of strategic hiring plan, working with the wider department. Faculty Dean is responsible for faculty hiring decisions.
Timeline for addressing recommendation:	Strategic hiring plan to be completed by Fall 2024. Report on impact of hiring on program sustainability, development and academic quality in 4- year progress report.
What is the current status of the follow-up? Include a completion percentage:	Inactive. <25%
Please provide a brief description of the current, completed or planned work:	Hires for language-teaching positions have not been approved, and thus hiring into professional or teaching streams has not been relevant. We do not anticipate being approved for tenure-stream hires in this area in the next 2 years.
If the recommendation has not been fully addressed within the proposed timeline, please provide a rationale as well as a plan for moving forward:	n/a

1.3 Recommendation 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.

Proposed follow-up:	Continue working with Centre for Teaching and Learning to develop and update program learning outcomes. Begin development of program objectives or adaptation of objective statements already in use.
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	Work with Career Services to keep Major Maps up to date, and make sure these are available for all programs.
Responsibility for leading follow-up:	Department Head and Undergraduate Chair
Timeline for addressing recommendation:	Work to continue through next review period.
What is the current status of the follow-up?	In progress.
Include a completion percentage:	75%
Please provide a brief description of the current, completed or planned work:	Department retreat in 2023 began revising program-level learning outcomes for LLCU major; this has continued through 2024. Department retreat planned for April 2025 will focus on alignment between program learning outcomes and individual courses.
If the recommendation has not been fully addressed within the proposed timeline, please provide a rationale as well as a plan for moving forward:	Curriculum alignment should be complete by end of Winter 2026.

1.4 Recommendation 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 embedded, for credit microcredentials.

Proposed follow-up:	Consider if any further sub-degree credentials or non-credit micro credentials could be achieved with current resources.
Responsibility for leading follow-up:	Department Head
Timeline for addressing recommendation:	Consideration of workable possibilities by 2025.
What is the current status of the follow-up?	Inactive.
Include a completion percentage:	<25%

Please provide a brief description of the current, completed or planned work:	With current staffing levels, and limits on low-enrolment classes, it is not feasible to offer separate curriculum to heritage learners; all instructors support both new and heritage learners within a shared classroom. The new modular degree framework in FAS should create more flexible opportunities for learners
If the recommendation has not been fully addressed within the proposed timeline, please provide a rationale as well as a plan for moving forward:	We do not anticipate being able to staff smaller programs with projected declines in faculty complement. Resources are being concentrated in a smaller number of language areas.

1.5 Recommendation 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. 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.

Proposed follow-up:	Explore with relevant departments the possibility of developing a graduate program, as and when resources may allow for this. If resources permit, move forward with establishment of student demand, need for the program, and development of program proposal.
Responsibility for leading follow-up:	Department Head, with support from Faculty Associate Dean for Graduate Studies If program development goes ahead, Departments to work with the School of Graduate Studies and Postdoctoral Affairs
Timeline for addressing recommendation:	Discussions to take place between 2023- 2025. Development of program contingent on establishment of student demand, and on resources.
What is the current status of the follow-up? Include a completion percentage:	Resources have not permitted further discussions of a new graduate program. Faculty are able to supervise primarily through joint appointments with Cultural Studies. <25%
Please provide a brief description of the current, completed or planned work:	n/a

<p>If the recommendation has not been fully addressed within the proposed timeline, please provide a rationale as well as a plan for moving forward:</p>	<p>Current resources do not allow development of any new graduate program within LLCU.</p>

1.6 **Recommendation 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 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. 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>Proposed follow-up:</p>	<p>Capstone course for LLCU already approved and offered. Explore other options recommended to strengthen the curriculum.</p>
<p>Responsibility for leading follow-up:</p>	<p>Department Head and Undergraduate Chair Faculty Dean is responsible for faculty hiring decisions.</p>
<p>Timeline for addressing recommendation:</p>	<p>Curriculum discussion in 2023-2024 academic year. Report on hiring in 18- month and/or 4-year progress report.</p>
<p>What is the current status of the follow-up? Include a completion percentage:</p>	<p>Fully complete within available resources. 100%</p>
<p>Please provide a brief description of the current, completed or planned work:</p>	<p>As noted above, the capstone in LLCU now exists, and has been successful. We continue to work on revising and expanding the curriculum. The introduction of the modular plan framework has eliminated Medials/Joint Honours, so this is no longer relevant.</p>

	<p>Hiring of new faculty focused on the LLCU major means that these courses are fully staffed, and the other core courses (LLCU 111, LLCU 203, LLCU 303) are currently being reviewed as part of ongoing curriculum renewal.</p> <p>(INDG plans will undergo separate cyclic review)</p>
<p>If the recommendation has not been fully addressed within the proposed timeline, please provide a rationale as well as a plan for moving forward:</p>	

1.7 Recommendation 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 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>Proposed follow-up:</p>	<p>The reviewers commended LLCU instructors’ existing practice on academic integrity. Therefore, the follow-up to this recommendation is to continue with existing practice.</p> <p>Ensure that new and temporary instructors are made aware of academic integrity procedures.</p>
<p>Responsibility for leading follow-up:</p>	<p>Chair of Undergraduate Studies</p>
<p>Timeline for addressing recommendation:</p>	<p>Ongoing</p>
<p>What is the current status of the follow-up?</p>	<p>Permanently ongoing</p>
<p>Include a completion percentage:</p>	<p>100%</p>
<p>Please provide a brief description of the current, completed or planned work:</p>	<p>Discussions of academic integrity, for example involving generative large language model tools, are ongoing in department meetings and faculty seminars. Syllabi are continuously updated with relevant policies.</p>

If the recommendation has not been fully addressed within the proposed timeline, please provide a rationale as well as a plan for moving forward:	This will be ongoing on a permanent basis.
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1.8 Recommendation 8: Plan for at least one work integrated learning opportunity for each LLCU major over the course of their degree.

Proposed follow-up:	<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>
Responsibility for leading follow-up:	Department Head & Undergraduate Chair
Timeline for addressing recommendation:	2023-2024 academic year
What is the current status of the follow-up?	Under active development
Include a completion percentage:	50%
Please provide a brief description of the current, completed or planned work:	<p>Within FAS there are current discussions of Work Integrated Learning for all plans. In this context, we are looking at options for such placements in both the LING and LLCU plans. <i>September 2025 update:</i> In addition, we are proposing two new internship courses for the LLCU and LING courses, to provide curriculum-specific structure for for internships students pursue as part of their major or minor plans. These will be option courses for the LLCU and LING plans, respectively; LLCU 399 and LING 399. These are internship courses, and may be taken in connection with</p>
If the recommendation has not been fully addressed within the proposed timeline, please provide a rationale as well as a plan for moving forward:	<p>either paid or unpaid opportunities. They are intended to complement the faculty-wide Work-Integrated Learning structure, which will (we understand) apply only to paid opportunities. These will involve an initial proposal, weekly or biweekly reports during the placement, and a final written report.</p> <p>The LLCU experiential learning course LLCU 303 (Applied Intercultural Communication) is undergoing redevelopment, to be replaced by a more flexible program for student experiences.</p>

Curriculum submissions planned for Fall 2025.

1.9 Recommendation 9: Develop mutually beneficial relationships with alumni to enrich classroom activities and career preparation.

Proposed follow-up:	Continue existing efforts to develop systematic contact with alumni, collaborating with Advancement.
Responsibility for leading follow-up:	Department Head to allocate faculty and staff resources.
Timeline for addressing recommendation:	Plans for increased contact put in place by Spring 2024. Outreach efforts to be maintained on a regular basis.
What is the current status of the follow-up?	In progress, via outreach to alumni relations and alumni career events
Include a completion percentage:	>25%
Please provide a brief description of the current, completed or planned work:	This year saw the first LLCU Career Panel, featuring recent alumni. It has proven challenging to get lists of recent graduates from Alumni Services; sharp declines in department level administrative staffing prevent other progress from being made here.
If the recommendation has not been fully addressed within the proposed timeline, please provide a rationale as well as a plan for moving forward:	An ongoing system update in the advancement system has put an indefinite hold on further progress here. <i>September 2025 update:</i> As far as we know, this hold is still in place. We have not received updates. Reduced staffing complement within our department/hub has prevented us from proactively reaching out to advancement over the summer.

1.10 Recommendation 10: Foster systematically partnerships with cultural organizations where LLCU languages and cultures have their origin to enrich programs and program resources. Partnerships with national language organizations may provide resources and limited-term professors to enrich and support programs.

Proposed follow-up:	Department to continue its existing work in this area. Identify any gaps in partnerships – i.e., any programs where the department has not forged a link to a relevant cultural organization. Explore the viability of hiring limited-term professors paid for by external agencies Discuss with Faculty Relations Office and QUFA.
Responsibility for leading follow-up:	Department Head and faculty members Department Head

	Department Head and Dean, FAS
Timeline for addressing recommendation:	Work to continue throughout next review period. End summer 2023 Discussion by end of 2023-2024 academic year.
What is the current status of the follow-up? Include a completion percentage:	Ongoing 100%
Please provide a brief description of the current, completed or planned work:	LLCU has partnerships with several local organizations, which are maintained on an ongoing basis.
If the recommendation has not been fully addressed within the proposed timeline, please provide a rationale as well as a plan for moving forward:	n/a

1.11 **Recommendation 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.

Proposed follow-up:	
Responsibility for leading follow-up:	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.
Timeline for addressing recommendation:	
What is the current status of the follow-up? Include a completion percentage:	n/a Choose an item.

Please provide a brief description of the current, completed or planned work:	n/a
If the recommendation has not been fully addressed within the proposed timeline, please provide a rationale as well as a plan for moving forward:	n/a

1.12 **Recommendation 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.

Proposed follow-up:	
Responsibility for leading follow-up:	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.
Timeline for addressing recommendation:	
What is the current status of the follow-up?	Choose an item.
Include a completion percentage:	Choose an item.
Please provide a brief description of the current, completed or planned work:	n/a
If the recommendation has not been fully addressed within the proposed timeline, please provide a rationale as well as a plan for moving forward:	n/a

1.13 Provide 2-3 examples of how the program(s) under review have improved as a result of the cyclical program review process.

Improvements have been made in relevant programs as a result of ongoing curriculum adaptation and renewal.

1. Dormant and low-enrolment plans have been officially suspended, allowing the department to focus on the remaining programs (LLCU Major, World Language Studies Minor, Latin American Studies Minor, Linguistics Major and Minor)
2. Our previous experiential learning course LLCU 303 is being revised to better align with the overall learning objectives and academic framework of the LLCU Major. We are taking this opportunity to adapt this opportunity to offer work-integrated learning options for both the LLCU and Linguistics Majors.

With respect, though these changes have taken place in parallel with the cyclic review process, they have not resulted from the cyclic review process.

2. Decanal Response

2.1 Include any general comments on the Progress Report:

The department has made good progress with developing learning outcomes for courses, capstone course, increasing academic integrity awareness, outreach to local organizations and undertaking a critical review of programs. One outcome from this was the suspension of several dormant or low enrolment programs. The department fully engaged in redeveloping several degree plans to work within the new modular degree framework for the Faculty, which makes it easier for students to take double majors and major-minor combinations. These changes will likely increase interest in languages and culture.

2.2 Comment on any recommendations that have not been addressed within the proposed timeline:

The department has not been able to make progress on recommendation #2 concerning with new hires for valid reasons. The Faculty of Arts and Science is currently under a hiring freeze and is expecting to shrink in size through retirements over the next several years to resolve a large structural financial deficit. Given that there is uncertainty about where retirements will occur, it makes sense that this recommendation should be on pause for several years. The department has also not made progress on recommendation #4 for again legitimate reasons around not having sufficient resources to operationalize the recommendation.

Recommendation #5 is to explore demand for a graduate program. The department has been doing significant work in the undergraduate curriculum in the first 18 months and undergone a significant administrative reorganization. Moving forward, this would be a good recommendation for the department to engage with.

The department has encountered challenges with accessing alumni data (recommendation #9). We encourage them to involve the Dean's office in this issue so that we can collectively get this recommendation moving forward.

2.3 Comment on any recommendations that require the Dean's action, such as recommendations that involve budgetary considerations.

The Faculty of Arts and Science has projects underway that will address several of the recommendations. We are starting a new Work Integrated Learning program to offer 4-month and 8-month internships targeting the skills of students in the Humanities. This will support the work of the unit in recommendation #8. Having recently restructured departments into administrative hubs, the Faculty is looking towards the establishment of academic clusters that will move away from disciplinary 'silos' and greatly facilitate recommendation # 11.

In terms of recommendation #12, the Faculty office has the same desire to incentivize cross-departmental program development. Recent development of the modular degree framework helps departments work together. Work on the budget model is currently focused on reducing our structural deficit, but in the future finding ways to incentivize cross-departmental programming would be important.

3. Decanal (School of Graduate Studies and Postdoctoral Affairs) Response

3.1 Include any general comments on the Progress Report:

n/a

3.2 Comment on any recommendations that have not been addressed within the proposed timeline:

n/a



February 13, 2026

Dr. Gavan Watson
Vice-Provost, Teaching and Learning
Queen's University

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OFFICE OF THE DEAN

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Dear Gavan,

Thank you for the November 20th 2025 letter “Chair Letter to FAS Dean re Nov 20 SCPRC” with question about changes in the Faculty of Arts and Science teaching workforce. The first part of our report speaks to the curriculum changes that have been done recently in the faculty to support program quality and the context for those changes. The second part addresses the questions about LLCU. *N.B. from Senate Cyclical Program Review Committee secretary: the first part of letter is not included here as it is not directly relevant to the progress report.*

Report on LLCU

Recommendations 2-5, 8-9, 11-12

Recommendation #2 is to hire a new T/TT position. The Faculty of Arts and Science is currently under a hiring freeze because of our structural deficit. In cases where program viability is at risk, academic units have a mechanism to request exceptional hires. These need to be adjudicated about the Dean's level and the Provostial level.

Recommendation #4 has two parts. One is to staff small courses, even when interest among students is low. So long as the classes have a minimum of 10 students, the academic unit is free to program them. The other part of the question is to work with other departments to develop sub-degree credentialing. No external resources are required to do that and we encourage the unit to start this work.

Recommendation #8 is to provide work integrated learning experiences. The Faculty of Arts and Science is launching a new work integrated learning program designed for students in the humanities. We expect this will address the recommendation.

Recommendation #12 suggests incentivizing cross-departmental program development. The faculty office is planning on setting aside a small number of teaching relief opportunities next year for initiatives like this.

Recommendations #3, #5, #9, #11 do not require external resources and the academic unit should be able to move these forward within the limits of the time available from their members for service.

Quality of the Student Learning Experience in LLCU programs

The letter asks us to report on the plans for maintaining the student learning experience in the programs. Student experience in the classroom is driven by the department and the instructor. The instructors in the department are highly qualified and have the necessary resources to develop high-quality courses, including support from the Centre for Teaching and Learning. We have taken perhaps a narrower interpretation of this than intended, but here we will focus on the ability to deliver the necessary courses for the degree plans rather than the classroom experience. The table below shows each of the disciplines, the degrees, language requirements, a statement about enrolments, and challenges for viability as we see currently. Degrees shown in red are under suspension and will be closed once all students in the degree plan have finished. No other suspensions are currently planned.

Discipline	Degrees	Language Requirements	Enrolments	Challenges
Hispanic Studies	Major, Joint Honours, General, Minor			
German Studies	Joint Honours, General, Minor			
Italian	Joint Honours, General, Minor			
Linguistics	Major, Minor	12.0 units in any language (major)	Strong. Most popular program.	None, there are more than enough courses offered in the major and language for progression. No courses with low enrolment.
Languages, Literatures and Cultures	Major	24.0 units in any language (major)	Robust. Second most popular program.	Minor challenges. The unit recently updated the degree plan to not require languages at the 300-level or above. There is difficulty offering language courses at the 300 & 400 level. The unit is able to deliver sufficient language courses to meet the needs of the program.
Spanish and Latin American Studies	General, Minor	12.0 units of Spanish	Small	Minor challenges. Right now the offerings of 100-level and 200-level Spanish are robust.
World Language Studies	General, Minor	24.0 units in any language (major)	Small	Modest. This degree plan requires 6.0 units at the 300-level. Right now only

				Chinese language courses are offered.
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The only degree plan that faces challenges is World Language Studies because it requires 6.0 units at the 300-level. Currently, only Chinese is offered at the 300-level, which creates risk for the program. It is likely the degree plan will need to undergo curriculum redevelopment for it to be sustainable into the future.

Sincerely,



Bob Lemieux, PhD
Interim Dean