

**Internal Academic Review 2004-2005
Language and Linguistics Program
Internal Academic Review Committee Report to Senate**

Language and Linguistics Program

The Language and Linguistics program was characterized by External Consultants and the Review Team as small but thriving. Noted for its collaborative nature, the program's faculty complement is comprised of individuals with national and international reputations in their fields. Reviewers and cognate heads alike were impressed by the high quality of students and the number of students who were self-selecting into the program

Last reviewed in 1998, the program has seen substantial growth, first, as a result of doubling course offerings and second, by the addition of three new programs. The Senate Internal Academic Review Team (IARC) agrees with reviewers, that despite its small size, the current program is both viable and vibrant. Nonetheless, programs such as this may be challenged and impacted by factors beyond their control, such as annual fluctuations in the faculty complement due to leaves, release time and retirements.

Major Recommendations

1. UNDERGRADUATE PROGRAM: The reports of the External Consultants and Review Team point to considerable opportunity for further growth in the undergraduate program. Students impressed upon reviewers their desire for expansion of the program's size, breadth, and depth and voiced their desire for the eventual creation of a Major in Linguistics. With the support of the Faculty of Arts and Science, the program has responded quickly to address this student demand by increasing enrolment in some courses, where appropriate. To speak to reviewers' concerns about resource limitations, the IARC encourages proponents of the new Major, to seek cross-faculty appointments and support through the Queen's National Scholar program.

The IARC recommends that the Language and Linguistics program, the Department of French Studies and the Faculty of Arts and Science work together to maintain the high quality of the program during future expansion and possible implementation of a new Major in Linguistics.

2. ADMINISTRATION: The Language and Linguistics program functions with relative independence as a distinct but very interdisciplinary program within the Department of French Studies. The unique administrative arrangements with the Department of French Studies have been successful to date; however, the IARC shares reviewers' concern for the long-term stability for the program. The IARC suggests that members of the program and the Department revisit the program's administrative structure to ensure the program can realize its full potential without placing undue strain on the Department.

The IARC recommends that the Language and Linguistics program, the Department of French Studies and the Faculty of Arts and Science continue to monitor the administrative arrangements between the program and Department.

Other recommendations the Department may wish to consider

The IARC recommends that the program review the undergraduate curriculum to add clarity and greater distinction between the Directed Reading and Thesis course options.

Outcomes of the Internal Academic Review of the Language and Linguistics Program

*Joint response submitted by the Dean of the Faculty of Arts and Science and
the Coordinator of the Language and Linguistics Program*

Recommendation 1: Undergraduate Program

The Dean will consider the need for further faculty positions based on enrolments and student/faculty ratios in future staffing strategies. An application for a Queen's National Scholar (QNS) has been submitted in response to the recommendation that the Program seek cross-faculty appointments or positions through the QNS program. If successful, the QNS would facilitate the creation of a Major concentration.

Recommendation 1: Administration

The Dean and Program Coordinator would like to clarify the reviewers' concerns about the administrative relationship between Linguistics and French Studies. At present, the two programs work well together. However, it is possible in the future that the Faculty may consider the hiring of a dedicated Linguistics staff person should concerns be raised over the workload of the staff in French Studies.

Follow-up on these recommendations and issues will take place in the annual budget and staffing strategy meetings between the Dean of the Faculty of Arts and Science and the Vice-Principal (Academic)

REPORT OF THE INTERNAL ACADEMIC REVIEW TEAM FOR THE LANGUAGE AND LINGUISTICS PROGRAM

Executive Summary

In preparation of the following report and its recommendations, members of the Internal Academic Review Team for the Queen's Language and Linguistics Program (hereafter, the "LING IAR Team") reviewed the Language and Linguistic Unit's Self Study document, the Report of the External Consultants, and other relevant documents. In addition, the LING IAR Team held discussions with the External Consultants, as well as with Charlotte Reinholtz, Coordinator of the Language and Linguistics Unit, Arts and Science Associate Dean Christine Overall, and groups of students enrolled in the Linguistics Program. Hereafter, "Language and Linguistics" will be abbreviated as "LING".

Based on the above research, the LING IAR Team believes that, despite its small size, the quality of the Queen's LING Program is very high. The faculty serving the LING Program are all talented linguists with national and international reputations in their respective fields, and they all have remained active in research and publishing since the time of the last IAR. The students in the Program hold the LING instructors and their pedagogy in high regard and expressed no reservations about the quality of their instructors or their LING courses. The quality of the LING students, themselves, is very high, as evidenced by our observations of them, by testimonials from the Heads of other language units/departments, and by their success in gaining placements, on graduation, in high-profile postgraduate programs across Canada.

The size and scope of the Queen's LING Program have grown since the time of the last IAR, with course and faculty additions spawning three new programs – a Medial in Linguistics in 2001, a Minor in Linguistics in 2003, and an interdepartmental Medial in French Linguistics in 2004. In its present size and configuration, the LING Program is both viable and vibrant. However, with its small faculty complement, the LING Program is vulnerable to otherwise-minor annual fluctuations in its staffing resources. Moreover, the Program will face a crisis in approximately 5 years time when its continuing adjunct, Hitay Yükseker, retires, if a replacement for her wide-ranging and valuable services to the LING Program is not provided for.

As a satellite of the French Studies Department, the LING Unit relies heavily on the administrative staff in French Studies for routine paperwork. The growth in the LING Unit's administrative needs over the past few years has apparently been accommodated to the satisfaction of both French Studies and the LING Program. However, much of the "accommodation" has been effected by the LING Unit Coordinator's taking on many of the incremental tasks associated with the LING Program's expansion. If there is any further broadening of the LING Unit's programs, course offerings, communications activities, and/or possibly enrollments, then, in all likelihood, either the administrative burden on the French Studies staff will become excessive or the burden on the LING Unit Coordinator will grow to the extent that it will jeopardize her teaching and research effectiveness and her ability to perform her Coordinator roles.

Both students and faculty identified limited Program visibility and outreach to prospective students as a condition currently impeding the expansion of LING enrollments. Borrowing heavily from the Consultants' Report, our Report suggests a number of initiatives to address this problem.

Our Report concludes with nine sequenced recommendations designed to enable the Queen's LING Unit eventually to realize its appealing potential for the further expansion of the size, breadth, depth, and quality of its Program offerings, when the requisite incremental faculty and support resources become available.

Introduction

In preparation of the following report and its recommendations, members of the Internal Academic Review Team for the Queen's Language and Linguistics Program (hereafter, the "LING IAR Team") reviewed the Language and Linguistic Unit's Self Study document and relevant sections of the Faculty of Arts and Science's "Budget and Staffing Strategy" for 2003/04 and 2004/05; met with groups of students enrolled in the Linguistics Program; held a discussion with the External Consultants – Monica Macaulay and David Heap – who visited Queen's during October 2004; interviewed Charlotte Reinholtz, Coordinator of the Language and Linguistics Unit; and consulted with Associate Dean Christine Overall, who oversees the Language and Linguistics Unit on behalf of the Dean of Arts and Science. Hereafter, "Language and Linguistics" will be abbreviated as "LING".

As presently constituted, there are four undergraduate programs of study in Linguistics at Queen's: a Special Field Concentration, a Medial in Linguistics, an interdepartmental Medial in French Linguistics, and a Minor in Linguistics. The LING Program itself is a satellite of the French Studies Department, which provides administrative staff support to the LING Unit and its Coordinator, Dr. Charlotte Reinholtz. Dedicated teaching and research activities within the LING Program are conducted by one tenured faculty member, one continuing adjunct, and two sessional adjuncts. In addition, five other cross-appointed faculty members contribute considerable support for the LING Unit's teaching programs, student supervision, and research output – providing breadth to the LING Program through strong interdisciplinary ties to related fields of study. The overall enrollment in LING courses has exceeded 200 in every year since 1999 and is likely to increase in the near-term future as the impacts of the recently-created Minor in Linguistics (2003) and Medial in French Linguistics (2004) are felt. During 2004, there were 63 students enrolled in LING programs and the LING programs, in total, graduate about 15 students each year. A significant number of these LING students go on to graduate school after graduating from Queen's.

Assessment of the Quality of the Current LING Program

Based on the LING Unit's Self Study Report, the External Consultants' Report, and its own investigations, the LING IAR Team believes that, despite its small size, the quality of the Queen's LING Program is very high. The faculty serving the LING Program are all talented linguists with national and international reputations in their respective fields, and they all have remained active in research and publishing since the time of the last IAR. The interdisciplinary nature of the faculty complement is a particular strength of the LING Program, as is its association and collaboration with the separately-funded Strathy Language Unit. The students in the Program hold the LING instructors and their pedagogy in high regard and expressed no reservations about the quality of their instructors or their LING courses. Indeed, the LING Program receives high praise from all corners of the University for accomplishing so much while operating "on a shoestring."

The quality of the LING students, themselves, is very high, as evidenced by our observations of them, by testimonials from the Heads of other language units/departments, and by their success in gaining placements, on graduation, in high-profile postgraduate programs across Canada. LING students are well represented on the Dean's Honour List and have received an

impressive number of academic awards, including several placements for the Prince of Wales Prize. Moreover, since the recent expansion of the Program offerings, LING students are now more-than-adequately prepared for graduate work in linguistics, and are readily accepted into one-year MA programs rather than two-year programs (which are intended for those with inadequate undergraduate preparation).

Program Size and Scope

The size and scope of the LING Program have grown since the time of the last IAR. Since then, the number of course offerings has more than doubled and all core courses have been offered on an annual basis. The number of the faculty complement dedicated to the LING Program has increased by three, including one regular, tenured member and two sessional adjuncts. These course and faculty additions have spawned three new programs – a Medial in Linguistics in 2001, a Minor in Linguistics in 2003, and an interdepartmental Medial in French Linguistics in 2004 – and an expansion in overall LING course enrollments of about 50 percent. Nevertheless, despite this recent growth, the Queen's LING Program remains the smallest of the 18 Linguistics programs offered at universities across Canada.

In its present size and configuration, the Queen's LING Program is both viable and vibrant. It offers the full range of core undergraduate Linguistics courses as well as a limited set of non-core courses – some of which, however, can only be offered every second year. (This latter constraint presents scheduling problems for LING students who go abroad in their third year of studies.) The current range of courses would also be just enough to support a Major in Linguistics, provided there was careful attention to solving scheduling difficulties that students in such a program might experience. Finally, most currently-offered courses could accommodate modest additional enrollments without creating the need for additional course sections.

With its small faculty complement, however, the LING Program is vulnerable to otherwise-minor annual fluctuations in its staffing resources. Moreover, the Program will face a crisis in approximately 5 years time when its continuing adjunct, Hitay Yükseker, retires, if a replacement for her wide-ranging and valuable services to the LING Program is not provided for. Therefore, while the on-going viability and contributions of the *existing* LING Program are laudable, they do not negate or render meaningless the vulnerability and lost opportunities associated with the Program at its present modest size.

Equally serious, in the view of the LING IAR Team, is the prospect that the appealing potential for the further expansion of the size, breadth, depth, and quality of the Queen's LING Program will be pushed into the future – and perhaps never be realized – as result of the lack of additional financial resources in the Arts and Science Faculty and the intense competition among departments and units for scarce Faculty resources. In this regard, the demand for linguistics studies is growing across North America and current LING students expressed strong support for the eventual creation of a Major in Linguistics at Queen's. A majority of the LING students interviewed indicated that they might very well have taken a Major in Linguistics, if it had been available at Queen's for them, so that they might gain a broader range of perspectives on the linguistics field pursuant to choosing employment and graduate school opportunities. Establishing a Major in Linguistics would, moreover, significantly increase student choices, mitigate some scheduling conflicts, and provide an opportunity for those undergraduates who are truly committed to, and focused on, linguistics to concentrate in this area and complete a degree in Linguistics alone.

Beyond the addition of an undergraduate Major, the LING Program Coordinator and several LING students expressed a desire to see the creation of a graduate program in Linguistics at Queen's – either on its own or jointly with another department – when faculty and financial resource availability make this a possibility.

Program Support

Queen's library resources in the linguistics field appear to be very strong and comprehensive, and the LING faculty are thoroughly involved in developing the library collection policy in their field. Some LING courses and much faculty and student research are also greatly facilitated by the Strathy Language Unit's invaluable database with its searchable corpus of Canadian English.

As a satellite of the French Studies Department, the LING Unit relies heavily on the administrative staff in French Studies for routine paperwork such as pre-registration, add/drops, timetabling, exams, and photocopying. The growth in the LING Unit's administrative needs over the past few years has apparently been accommodated to the satisfaction of both French Studies and the LING Program and has not presented any space allocation problems. However, much of the "accommodation" has been effected by the LING Unit Coordinator's taking on many of the incremental tasks associated with the LING Program's expansion, such as budget preparation, information and statistics gathering, polling of students, student reception and counseling, centralized timetabling, and webpage creation and updating. If there is any further broadening of the LING Unit's programs, course offerings, marketing and communications activities, and/or possibly enrollments, then, in all likelihood, either the administrative burden on the French Studies staff will become excessive or the burden on the LING Unit Coordinator will grow to the extent that it will jeopardize her teaching and research effectiveness and her ability to perform her Coordinator roles, including searching for, attracting, and evaluating new and/or replacement faculty members. Consequently, along with limited faculty resources, current administrative support resources are, in the LING IAR Team's view, a meaningful constraint on any further growth or broadening of the LING Program.

Program Visibility and Outreach to Students

Both students and faculty identified limited Program visibility and outreach to prospective students as a condition currently impeding the expansion of LING enrollments. The relatively short time since the emergence of the LING Program in its present form and the lack of resources to support more-extended promotional efforts were cited as the presumptive causes of this handicap. Examples of outreach activities that could be considered for initiation or strengthening include: preparation and distribution of high-quality, LING-specific, promotional materials to prospective students, including Concurrent Education students; the creation and updating of a LING Program website with links to Psychology and other Language Department websites; more LING booths at "academic fairs"; sponsorship of LING "ambassadors" to visit other Queen's departments and possibly selected Ontario high schools; more peer counseling for incoming LING students; and creation of a database of LING graduates to whom a modest Program newsletter could be sent periodically. Emphasizing, where appropriate, the interdisciplinary nature of linguistics applications and employment opportunities, as well as the value and uniqueness of the Strathy Language facility, would be a helpful marketing pitch.

Current LING students could be called upon to design and implement many of these initiatives. This student participation, itself, could in turn be fostered by the creation of some club

or distinct group identity for LING students, which would also provide an organ for two-way LING faculty-student communication on issues of mutual concern (e.g., course scheduling) and build loyalty and pride among LING students – which would perhaps radiate outwards and favourably impress prospective students. Of course, implementing some or all of these outreach ideas requires *additional* organizational time and energy and at least some *incremental* financial resources – both of which are currently in short supply within the LING Unit. Moreover, given that LING students, like other Queen’s students, are often heavily committed to a plethora of time-consuming extracurricular activities, there can be no guarantee that student-led outreach initiatives will blossom even if administrative encouragement and support are provided to them.

LING IAR Team Recommendations

The following recommendations from the LING IAR Team, while grounded in the Team’s vision of the desirable long-run evolution of Queen’s LING Program, are drafted with a view to what is practically and reasonably achievable over the next 5-7 years in the light of the constraints facing the Faculty of Arts and Science. To do otherwise would face the Coordinator of the LING Program with the untenable prospect of being evaluated, in the next IAR round, against a set of unattainable objectives and aspirations. In the logical order in which they might be addressed, the LING IAR Team’s recommendations for the LING Program are as follows:

- (1) The LING Program should expand its set of generally-accessible, “service course” offerings to the wider Queen’s student population. LING 100 currently serves this role/need and will shortly be accompanied by LING 205 (Language and Power). LING 202 (Canadian English) could also be “repositioned” as a more-widely-accessible course. By expanding its service course offerings, the LING Program would enhance the visibility of linguistics studies at Queen’s and enlarge LING enrollments, thereby earning credits toward eventually justifying an additional tenure-track position for the LING Unit.
- (2) Where practical, the LING Unit should attempt to expand enrollments in its existing LING courses by increasing or removing the caps on class sizes and initiating efforts to widen the academic visibility of linguistics at Queen’s through measures such as those suggested in the previous section of this Report. Expanded enrollments in existing LING courses would, like the first recommendation, help the LING Program earn credits toward securing an additional regular faculty position by demonstrating in advance the existence of the student demand that would justify the diversion of incremental faculty resources to the LING Unit.
- (3) Concurrent with, or very shortly after, the LING Unit’s implementation of recommendations (1) and (2), the Arts and Science Dean’s Office should grant dedicated administrative staff support to the LING Unit in proportion to the extent to which recommendations (1) and (2) are effected, with maximum realistic implementation accompanied by as much as 3 days per week of dedicated staff support.
- (4) To assist with the successful implementation of recommendations (1) and (2), and with the support provided by the realization of recommendation (3), the LING Unit should expand its promotional effort to attract and retain students once they have arrived at Queen’s. Measures and initiatives such as those listed in the previous section of this Report, as well as others that may be imagined, should be considered.
- (5) When the growth in demonstrated student demand for LING courses warrants it, the Dean of Arts and Science should allocate an *additional*, regular, tenure-track faculty position to the

LING Unit. Ideally, this position should be seen as a permanent net addition to the Unit's teaching complement and not intended merely as a replacement for Professor Hitay Yürkseker's teaching services when she retires. Moreover, the person sought to fill this position should be someone capable of teaching in a graduate linguistics program.

- (6) In the period prior to the realization of recommendation (5), the Coordinator of the LING Unit should seek out and encourage outstanding linguistics scholars to apply for Queen's National Scholar (QNS) positions/funding as a bridging appointment toward a full-time, tenure-track position within the LING Program at Queen's.
- (7) The LING Unit must begin planning now for the retirement of Professor Hitay Yürkseker, which is expected in approximately 5 years time. Concurrent with her retirement, the Dean of Arts and Science should appoint a regular, tenure-track linguistics faculty member or a continuing adjunct professor to fill the void left by Professor Yürkseker, conditional, of course, on the availability of a qualified candidate. Considering the long lead-times that may be involved, the Coordinator of the LING Unit should soon begin working with the Dean's Office to ensure a seamless transition of Professor Yürkseker's responsibilities.
- (8) Concurrent with, or very shortly after, the appointment of an *incremental*, regular, full-time faculty member to the LING Unit (recommendation #5), and with the expansion of course offerings that such an appointment is bound to facilitate, the LING Unit should be empowered to offer a Major in Linguistics at Queen's. By this time, and assuming that recommendation (3) has been implemented, the LING Unit should have the faculty resources, course breadth, administrative support, and institutional visibility to mount and sustain a successful undergraduate Major in Linguistics. This recommendation is also conditional on the hiring of a third, full-time, regular or adjunct faculty member to fill the void left by Professor Yürkseker on her retirement.
- (9) Concurrent with, or very shortly after, the appointment of two new, full-time faculty members to the LING Unit (that is, one incremental appointment as well as a replacement for Professor Yürkseker on her retirement) and thus the realization of recommendations (1) through (8), the LING Unit could seek approval for the creation of a graduate program in Linguistics at Queen's – either on its own or jointly with another department. The Dean of Arts and Science and the Coordinator of the LING Unit should work together to determine the exact timing of such a development, given that the development, approval, and accreditation processes for a new graduate program are extensive and lengthy. The existence or possibility of a graduate program in the LING Unit at Queen's may be a key factor in attracting desirable applicants for additional regular, full-time faculty positions in this Unit.

Respectfully submitted by the LING IAR Team,

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