

**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.

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.

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

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 Yüksek'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 Yüksek, 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 Yüksek, 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 Yüksek'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.