

Linguistics and Language Studies (GLENDON)

Cyclical Program Review – 2003-2011

Final Assessment Report and Implementation Plan

Reported to Joint-Committee on Quality Assurance: March 17, 2015

Program description:

The Linguistics and Language Studies program at Glendon College was established in 2003 within the Department of Multidisciplinary Studies. This is the first self-study of the Glendon Linguistics and Language Studies Program as an entity distinct from the historic resource-departments, English, Études françaises and Estudios Hispánicos.

Degree options include Specialized Honours BA and International BA (IBA) (bilingual or trilingual), which offers a specialized stream in Language Endangerment, Documentation and Revitalization Stream, the Honours BA or IBA, the Honours double major or major/minor in the BA or IBA and the Honours minor. There is also a BA option for students.

Program	Accepts 2013	Enrolment FTES 2013	Degrees Awarded 2013
Linguistics and Language Studies	30	76	8 BA Hon 6 BA

Reviewers:

External Reviewer: Dr. John Archibald, Dean and Professor of Linguistics, Faculty of Humanities, University of Victoria

External Reviewer: Dr. Carrie Dyck, Associate Dean Arts (Research and Graduate and Associate Professor, Linguistics, Faculty of Arts, Memorial University

Internal Reviewer: Dr. Patrick Taylor, Associate Professor, Humanities, Faculty of Liberal Arts and Professional Studies, York University

Site Visit: November 25-27, 2012

Outcome: The Joint-Committee on Quality Assurance concluded that a meeting with program and decanal representatives from the Glendon Linguistics and Language Studies and the LA&PS DLLL Linguistics undergraduate programs to explore opportunities for deepening collaboration was warranted. The meeting was held on June 3, 2015. While there is acknowledgement that the interdisciplinary and tri-lingual nature of the Glendon program provides opportunities for Glendon students to avail themselves of the courses offered by the Department of Languages, Literatures and Linguistics DLLL, the more highly laddered nature of the DLLL program poses challenges for DLLL students seeking major credit with Glendon offerings. There is agreement that 4th year restructuring should be explored in order that the two programs may take better advantage of each other’s strengths (Glendon’s offerings in Endangered Languages are attractive to DLLL students). In addition, the programs agree that linking their websites will sharpen students’ understanding of the choices available to them as well as heighten the visibility of the programs’ combined strength in Linguistics. The 18-month follow-up report will address specific recommendations for each program as report on progress on a more co-ordinated approach to curriculum planning and program requirements designed to benefit both programs.

18-month follow-up report due: December 2016



Program Strengths:

The Linguistics program, one of Glendon's largest programs, has a well-defined mission that aligns well with Glendon's focus on bilingual liberal arts education; it "requires students to develop a high level of linguistics awareness and support for their own language practices." The review report notes that an emphasis on language proficiency distinguishes the program from the Keele Linguistics program. Indeed, the program is unique at Glendon in that it alone requires students to fulfill its disciplinary requirements with courses in two languages. The program curriculum covers core areas of linguistics (syntax, semantics, phonology, morphology and phonetics) and offers instruction on an array of community languages (eg Rumanian, Persian). In addition to bilingual undergraduates degrees, the program offers trilingual degrees in English, French and Spanish, and this adds an attractive dimension to the employability of graduates. The program requirements are clear, appropriate and in alignment with relevant degree level expectations, and methods of assessment are appropriate and effective.

A Certificate in the Discipline of Teaching English as an International Language (Cert D-TEIL) provides an opportunity for professional training, and the design of this program includes an international practicum in Havana, Cuba. A majority of participants over 8 years have been LIN majors. The Centre for Research on Language contact provides some opportunity for experiential learning.

Opportunities for Program improvement (selected from self-study and reviewers' report):

The program could be enhanced by clearer articulation of the transferable skills graduates can be expected to develop. This would augment and not replace the information currently provided about the kinds of careers graduates move into.

A strong diversity of program offerings is possible because of the availability of courses in other areas; however, the review report identifies the sustainability of the program as a primary concern and describes several aspects of the issue that need to be addressed:

- The program currently has no dedicated faculty and is reliant on other units (English, French, Hispanic Studies) to mount courses and participate in the administration of the program; several faculty members are close to or post-retirement, and the 3 Departments (English, French and Hispanic Studies) have their own programs to mount;
- The program could be enhanced by better harmonization with the Keele program. The review report identifies a lack of information about how to access and receive credit for courses taken at either campus given differences in pre-requisites and grade-minimum requirements;
- The organizational location of the program within Multi-Disciplinary Studies and an administrative structure based upon a Co-ordinator and Executive Board may not provide the program with an effective decision-making capability; in light of this, the review report suggests a need for a strong and convincing articulation of the LIN program's immediate and longer-term needs in relation to curriculum reform and hiring priorities.

Decanal Implementation Plan (selected)

Principal Ken McRoberts' implementation plan emphasizes the need for the program to develop a plan outlining its future directions and generating hiring priorities. He notes that the eclectic nature of the program earns it a strong measure of popularity with students, but he argues that such eclecticism makes more urgent the necessity of a plan. The plan encourages the efforts undertaken by the program to better harmonize with the LAPS Linguistics program and to communicate clearly what Keele students might expect if they wish to take Glendon courses. The plan notes that the program members do not see the need for changes to the governance structure; indeed, the

program's response to review report clearly articulated that a co-ordinator from one of the three participating departments is selected for a three-year terms with other members serving one-year terms; ex officio members include the Director of the Centre for Research in Language Contact, the President of the Glendon Linguistics Club and the Director of the Language Training Centre for Studies in French.

Summary:

The Glendon Linguistics Program, housed within Multi-Disciplinary Studies, was approved in 2003 and draws its teaching and governance resources from the English, French and Hispanic Studies Departments. In addition to providing courses in the core areas of Linguistics, it also offers courses in community languages and it distinct in its provision for tri-lingual (French, English and Spanish) degrees and the requirement that students take courses offered in two of the three languages. It is increasingly attractive to students, and the primary focus over the next few years is the development of a 'future directions' document that will solidify the goals of the program and provide hiring priorities. Ongoing efforts to work with the LAPS Linguistics Program to harmonize requirements and communicate effectively to students are underway.

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