

Final Assessment Report

Applied Linguistics

Graduate and Undergraduate Programs (reviewed 2019-20)

A. Summary

1. The Department's Self Study was considered and approved by the Senate Academic Review Committee on November 26, 2019.
2. The Review Committee consisted of two external reviewers: Marilyn Abbott (University of Alberta) and Philip Doyle (University of Western Ontario) and one internal reviewer, Michael Driedger (Brock University).
3. The site visit occurred on February 11-13, 2020.
4. The Reviewers' Report was received on March 12, 2020.
5. The Senate Graduate Studies Committee response was received on March 26, 2020.
6. The Department response was received on April 7, 2020.
7. The Senate Undergraduate Program Committee response was received on April 8, 2020.
8. The Dean of Graduate Studies response was received on April 23, 2020.
9. The Dean of Social Sciences response was received on May 1, 2020.

This review was conducted under the terms and conditions of the IQAP approved by Senate on May 25, 2016.

Based on their knowledge of the discipline, the content of the Self-Study and the interviews conducted during the site visit, the Review Committee gave the programs the following Outcome Categories:

Program(s)	Excellent Quality	Good Quality	Good Quality with Concerns	Non-Viable
MA/MA ISP Applied Linguistics (TESL) Direct Entry			✓*	
MA Applied Linguistics (TESL) Bridged Entry			✓*	
BA (Honours) Applied Linguistics/TESL			✓*	
BA (Pass) Applied Linguistics			✓*	
BA (Honours, Pass and with Major) Speech and Language			✓*	
BA (Combined Major) Applied Linguistics/TESL or Speech and Language Sciences with another program			✓*	
Minor			✓*	
Certificate in Hearing Sciences			✓*	
Certificate in Speech and Language Sciences			✓*	
Certificate in TESL			✓*	

*Primarily due to specific concerns with faculty complement.

B. Strengths of the Program

The reviewers noted the following strengths:

Based on the documented record of excellence in research, scholarship, and creativity, the Department of Applied Linguistics (DALs) has the potential to become one of the strongest applied linguistic programs in the country. The department has an excellent track record of Tri-Council research funding that provides students with funding and opportunities to become involved in research projects and partnerships. DALs currently holds the "Words in the World" SSHRC Partnership (2016-2022), a project which contributes to over 3 million dollars in research grants and contracts awarded to the department over the past eight years. The unit's exceptional record of scholarship is clearly captured in the following summary from their Self-Study: "Over the previous 8 years, together we have published 30 books or monographs, contributed to 59 edited volumes, published 97 peer-reviewed journal articles, presented 140 peer-refereed papers/posters at conferences and contributed 150 invited presentation/workshops" (p. 77). Due to T. Farrell's exceptional productivity, he was recently named to the 100,000 most cited authors list that was compiled by Stanford University. Evidence of effective teaching in the department was found in the overwhelmingly positive comments made by students during the external review committee's meeting with the students and in the students' and alumni's survey responses reported in the Self-Study (e.g., see p. 155).

The DALs programs in Speech and Language Sciences (SLS) and Hearing Sciences (HS) and Teaching English as a Subsequent Language (TESL) offer students an education with the potential to make a difference in people's lives as health care professionals and educators. These high quality programs enhance the reputation of the university and clearly meet labour market and societal needs (e.g., English teacher development to meet international students' and newcomers' English language needs and the skills to work with and provide treatment options for individuals who have speech, language and hearing disorders and hearing loss). DALs programs also provide a strong foundation for graduate study in related fields such as Speech-Language Pathology and Audiology.

The SLS and HS programs prepare students for careers that provide "skilled assessment and intervention services for those with communication disorders" (Self-Study, p. 9). "The SLS and HS Certificates are unique 1-year preparatory programs for students with minimal prior background in linguistics. They are the only programs of their kind in Canada" (Self-Study, p. 7), as they allow entry into a variety of professional programs and careers in education and other health-related fields. The SLS and HS programs also offer students opportunities to study alongside TESL students and are flexible enough so that if desired, students are able to switch streams mid-program.

The undergraduate Applied Linguistics/TESL Program, the TESL Certificate, and the MA Applied Linguistics/TESL are well-established TESL programs. The Applied Linguistics/TESL Program and the TESL Certificate are highly successful in preparing students for employment as teachers of English as a Subsequent Language in Canada or

abroad. The TESL Certificate is accredited by TESL Ontario and is recognized for the highest standard of accreditation by TESL Canada (see <https://www.tesl.ca/training/tesl-canada-recognized-teacher-training-programs/standard-three-programs.html>). The MA Applied Linguistics/TESL program is innovative in that it provides “two entry options that respond to the needs of different student populations: 1) Direct Entry is offered for individuals who are fluent in English, while 2) Bridged Entry is available to individuals who require additional assistance with their academic language skills and familiarization with disciplinary readings in English” (Self-Study, Vol. II, p. 9).

The recently established MA in Applied Linguistics (General) will provide graduate students whose interest in Applied Linguistics falls outside of TESL to study in DALs; this new option will allow these students to select courses from related disciplines (e.g., language or statistics courses offered through departments such as Modern Language, Psychology, and Education). Such options may be viewed to be positive steps toward advancing the quality of the program.

C. Opportunities for Improvement and Enhancement

Recommendation #1

Improve communication among faculty members at the department and faculty levels (both the Faculty of Social Sciences [FoSS] and the Faculty of Graduate Studies [FGS]). This may be beneficial in addressing a number of issues that were raised by several faculty members. For example, there was confusion by DALs faculty regarding their ability to fund students in the research streams (thesis and MRP) of the MA programs.

The Department stated:

DALS agrees with the reviewers that improved communication between its faculty members and representatives of the FoSS and the FGS could yield a number of benefits that might, in turn, enhance program delivery. As a department we welcome initiatives from both Deans' Offices that would open new channels of communication. While these might prove helpful, we respectfully suggest that all parties pledge to make clear, consistent, and timely communication a goal moving forward. Our perception is that what is needed is not necessarily new strategies (though we are open to receiving suggestions) but increased clarity as we communicate through existing channels (e.g., meetings between Dept. Chair and Dean of FoSS). The example cited by the reviewers in this recommendation is illustrative of the lack of clarity that sometimes exists in communication among DALs, the FoSS, and FGS. The reviewers here cite information that conflicts with information DALs has itself received in the past, which is that there is, in fact, a de facto cap on graduate enrollment because of the Brock requirement that all graduate students enrolled in research programs be funded. The co-existing issue of finding the necessary TAs is not adequately acknowledged here.

The Senate Graduate Studies Committee indicated its agreement with this recommendation, adding:

In fact, the expressed confusion points among core faculty members are surprising and point to the need for better communication.

The Dean of Social Sciences responded:

The Dean's office supports the recommendation that communications among various individuals involved in program delivery (including departmental members and those representing the Department, Deans of Social Sciences and Graduate Studies as well as those representing the Deans) be improved.

The Dean of Graduate Studies responded:

When admissions offers are made to research-based students, the funding package consists of a graduate fellowship (from FGS) and TAs (administered as labour income by the programs/departments). I certainly am in favour of improved communications between all units. It has long been Brock's policy that research-based graduate students need to be offered TAs as part of their offer packages. There has, as well, been

flexibility in terms of offering an RAship (of equivalent value) instead of a TAsip. I encourage programs to consider this option, as well.

ARC Disposition of the Recommendation

ARC considers the recommendation to generally improve communication among faculty members at the department and faculty levels to be accepted for consideration. The Committee expects that the Department is best-positioned to determine strategies for improving communication with a focus on benefits to academic programming.

Implementation Plan (1st Priority)	
Responsible for approving:	Department
Responsible for resources:	Department
Responsible for implementation:	Department
Timeline:	Dean of Social Sciences to report by the end of academic year 2020/21

Recommendation #2

Develop a future plan for faculty renewal should a new faculty hire become available due to resource growth or retirement/replacements in DALs.

The Department stated:

DALS whole-heartedly agrees with the reviewers that a plan for faculty renewal is vital for the health and functioning of its programs. As we point out in the Self-Study, in addition to a retirement in 2020, we are facing several more in the next 3-5 years. We simply will not be able to continue to deliver our programs at our current high standards without new faculty members. We welcome the reviewers' suggestion of a limited-term appointment to address our short-term needs (created by one upcoming retirement and a sabbatical in 2020-2021). Though our request for a tenure-track position or ILTA was not granted earlier this year, given our critical, immediate need for more faculty to deliver our programs we intend to contact the Dean of FoSS to request that we be reconsidered for an ILTA (start date September 2020) as a short-term measure. In addition, we are keen to collaborate with [the] Dean [of Social Sciences] to create the type of longer-term plan for faculty renewal the reviewers have recommended. Part of this planning will involve identifying the areas of expertise we are in greatest need of to support our programs. We concur with the reviewers that the department requires in its next appointments individuals with the expertise necessary to (a) teach speech, language, and hearing sciences courses, many of which are currently taught by part-time instructors; (b) teach undergraduate and graduate TESL courses, and supervise graduate students. [Faculty member] is not the only faculty member with TESL Ontario Certification; however, she is the only one with TESL Ontario Practicum Certification. If she is not replaced soon it will be difficult for us to continue to meet TESL Ontario accreditation standards, something that is of great importance to our students. Thus, our faculty renewal plan must include steps to bring more individuals with TESL Ontario Certification, particularly in the areas of methodology and practicum, into our department. Regardless of area of expertise, we will target individuals with outstanding potential to enhance our already strong record of teaching and research success. We would welcome the opportunity to restore gender-balance to our department through the renewal process. The first action item in our long-term plan will undoubtedly be a request for a tenure-track position to begin in July 2021.

The Dean of Social Sciences responded:

The Dean's office supports the recommendation that the Department develop a faculty renewal plan that draws on its strengths and recognizes student demand. Requests for positions such as ILTA are subject to Faculty-wide and University wide processes.

The Dean of Graduate Studies responded:

This is not within the strict purview of the Dean, FGS, however, I am in support of ensuring that externally associated requirements, as well as EDI considerations are met.

ARC Disposition of the Recommendation

ARC considers the recommendation to develop a plan for faculty renewal to be accepted. The Committee expects that the Department will proceed through normal channels of advocacy for any faculty resources indicated in the eventual plan.

Implementation Plan (1st Priority)

Responsible for approving:	Department
Responsible for resources:	Department
Responsible for implementation:	Department
Timeline:	Dean of Social Sciences to report by the end of academic year 2020/21

Recommendation #3

Reduce the number of department meetings from once per week to once per month or as needed. Ensure that the meetings are action-oriented.

The Department stated:

We agree with the reviewers that efforts should be made both to avoid unnecessary department meetings and to increase efficiency when meetings are held. We would not wish to establish a schedule that limits the department to once/per month meetings as a matter of course. As the need for meetings fluctuates throughout the year, we suggest that it is preferable that the DALs Chair be free to schedule meetings as needed. Our current approach has us with two meetings scheduled per month and the option of cancelling if there are few key agenda items. The other consideration for DALs is that as a small department we do not operate subcommittees. When decisions are required we must often meet together as a unit. With the department embarking on curriculum reviews of all programs and planning new recruitment initiatives in the near future, regular department meetings will continue to be important. (We note, however, that there are provisions in our Rules & Procedures for online discussion and voting when in-person meetings are not possible or when a member is away from campus). Action-oriented meetings such as the reviewers describe are a worthy goal, which DALs' Chairs strive to achieve with the support of all faculty members. Chair's and GPD reports are regular items on our meeting agendas now and will continue to be so. Chairs and GPDs could take advantage of the option to provide written reports in advance of meetings in lieu of verbal reports in order to increase meeting efficiency.

The Dean of Social Sciences responded:

Departmental meetings are regulated by Departmental rules and procedures which are approved annually and which need to comply with the Collective Agreement.

The Dean of Graduate Studies responded:

This is not within the purview of the Dean, FGS, with the exception of how this relates to Recommendation #1 around improving communication. I am in support of this goal.

ARC Disposition of the Recommendation

ARC considers the recommendation to be accepted for consideration. The Committee expects that the Department is best-positioned to determine strategies to improve Departmental meetings in order to move forward on issues such as curriculum review. ARC understands that Departmental rules and regulations are under the purview of the Department and subject to provisions of the Brock University/Faculty Association Collective Agreement.

Implementation Plan (1st Priority)

Responsible for approving:	Department
Responsible for resources:	Department
Responsible for implementation:	Department
Timeline:	Dean of Social Sciences to report by the end of academic year 2020/21

Recommendation #4

Amend departmental procedures to include one representative each from the undergraduate and graduate student cohorts.

The Department stated:

We thank the reviewers for this suggestion. The inclusion of undergraduate and graduate representatives in department and graduate program meetings has been a topic of conversation in the department in the past. We agree with the reviewers that this is a worthwhile action and might serve to improve communication between faculty and students. We intend to (a) invite undergraduate and graduate reps to one special department meeting per term where they would have the opportunity to ask questions and share suggestions/concerns from students as well as learn about department initiatives; (b) share regular meeting agendas with the student reps; (b) allow representatives to contact the Chair (or GPD in the case of graduate students) at any time if an issue arises and make a request to attend a regular meeting of the department or graduate committee. Agenda items would be added at the discretion of the Chair or GPD.

The Senate Graduate Studies Committee indicated its agreement with this recommendation.

The Dean of Social Sciences responded:

Departmental meetings are regulated by Departmental rules and procedures which are approved annually and which need to comply with the Collective Agreement.

The Dean of Graduate Studies responded:

I am in support of this recommendation since it will also service the purposes of helping the goals around Recommendation #1 be achieved.

ARC Disposition of the Recommendation

ARC considers the recommendation to be accepted and in the process of implementation. The Committee expects that the Department is best-positioned to determine appropriate methods of including students in discussions about academic programming. ARC understands that Departmental rules and regulations are under the purview of the Department and subject to provisions of the Brock University/Faculty Association Collective Agreement.

Implementation Plan (1st Priority)	
Responsible for approving:	Department
Responsible for resources:	Department
Responsible for implementation:	Department
Timeline:	Dean of Social Sciences to report by the end of academic year 2020/21

Recommendation #5

Include a representative from another University department or office in DALs department meetings as an independent observer to help ensure that respectful workplace standards and other University policies are followed, and to encourage closer connections with the larger FoSS community.

The Department stated:

DALS respectfully submits that the presence of an independent observer at department meetings is neither necessary nor likely to be helpful. We point to statements throughout our Self-Study document indicating that respectful working relationships have been substantially restored. We would have struggled to successfully complete a new hire, a CRC proposal, a Dean's Discretionary Fund proposal, changes to our graduate program (e.g., new course-based option), a curriculum review, and the Self-Study process itself were the collegiality issues identified in the previous report still at play. As in any department, there are matters on which we disagree and we acknowledge that there remain areas in which could improve in our communication. To that end, each of us is committed both to communicating in a respectful manner and to adhering to departmental and university policies and procedures. We agree with the reviewers that closer connections with the larger FoSS community would be of benefit to our programs, but think there are other means of achieving these (e.g., via collaborations with other researchers in the Language Research Network).

The Dean of Social Sciences responded:

Departmental meeting are regulated by Departmental Rules and Procedures which are approved annually and which need to comply with the Collective Agreement.

ARC Disposition of the Recommendation

ARC considers the recommendation to be not accepted. The Department has indicated that it does not support this idea and the Committee recognizes that Departmental rules and regulations are under the purview of the Department and subject to provisions of the Brock University/Faculty Association Collective Agreement.

Implementation Plan

Recommendation not accepted.

Recommendation #6

Develop positive working relationships with other FoSS programs such as (but not limited to) the Departments of Child and Youth Studies and Applied Disability Studies to facilitate recommendation #1.

The Department stated:

DALS agrees that efforts to develop positive working relationships with other FoSS programs, including the Department of Child and Youth Studies and Applied Disabilities Studies could benefit our programs, and our students specifically. We point out some existing indicators of such relationships, including among our course offerings where we offer courses such as LING/CHYS 2P99 and LING/CHYS/PSYC 3P61. The launch of the Language Research Network on campus will further our efforts in this regard as will the new MA Applied Linguistics (General), which has provision for students to select courses from other departments. Our faculty members serve on thesis exam committees for students from other FoSS departments and have participated in research events such as the CHYS Research Symposium. Moving forward, we are committed as a department to examining other initiatives which might further our connections with these and other FoSS departments, including, promotion of co-majors and minors, examining further cross-listing options, revising our undergraduate curriculum to include more elective options (such that students might, for example take offerings from Applied Disability Studies). Further, we recognize the potential value of building relationships with other Faculties in the University. Collaborations with the Faculty of Education, for example, might prove mutually beneficial, enabling us to offer TESL electives to teacher education students.

The Dean of Social Sciences responded:

The Dean's office supports developing collaborative relationships, undergraduate and graduate, among DALS and other units in FOSS as well as other Faculties.

The Dean of Graduate Studies responded:

I am in support of this recommendation since it will both assist the program in terms of providing a broader base of potential graduate supervisors, as well as contribute to the University's goals around interdisciplinarity.

ARC Disposition of the Recommendation

ARC considers the recommendation to be accepted and already in progress. The Committee recognizes that the Department has already developed some positive working relationships with other Departments in the Faculty and that it is actively pursuing more affiliations both within and outside the Faculty.

Implementation Plan (1st Priority)

Responsible for approving:	Department
Responsible for resources:	Department
Responsible for implementation:	Department
Timeline:	Dean of Social Sciences to report by the end of academic year 2020/21

Recommendation #7

Consider moving the MA application deadlines to an earlier date so as to provide time for TA placements (beyond those available in DALs) to be negotiated with the Dean and other departments within FoSS.

The Department stated:

An earlier application deadline for the MA program would not serve us well. There are issues other than TAs to consider when selecting an appropriate application deadline. First, we must recognize that many potential applicants are not ready to apply at an earlier date; they are still researching options. Second, DALs need lead time for recruitment and information-sharing with potential applicants. As many potential applicants to this program are international students more lead time is needed to sort out logistical issues prior to a student being prepared to submit an application. We feel that the challenge in arranging sufficient TA placements for our graduate students is not an issue of time and we are not convinced that other FoSS departments who need to secure TA positions for their own graduate students would be able or willing to offer such positions to incoming DALs students. The challenge in finding sufficient TA positions for our MA students is due, rather, to declining enrollment in our undergraduate programs which means fewer seminar offerings; and the fact that MA Applied Linguistics (TESL) students do not necessarily have the background knowledge to TA all of our diverse undergraduate course offerings. We cannot envision placing non-Applied Linguistics graduate students when we do not have enough TA positions to meet our own demand. The fact is, we have recently been unable to place all qualified applicants to our own MA program in TA positions, necessitating that we reject their applications. While the work we put in to building undergraduate enrolment may, in the long-term, help alleviate the problem we have with a shortage of TA positions, the most immediate help would come via a change in the Brock policy that requires full funding for all graduate research students.

The Dean of Social Sciences responded:

TA placements are regulated by the CUPE agreement which gives priority to Graduate Students who are deemed qualified across departments and Faculties.

The Dean of Graduate Studies responded:

I think the current deadlines work. The issue around co-ordinating TAs is related more to when TA positions are posted and filled. This could be facilitated both by the Associate Dean, Graduate Studies and Research, FoSS, and the Faculty of Graduate Studies.

ARC Disposition of the Recommendation

ARC considers the recommendation to be not accepted as it falls outside the jurisdiction of both the Committee and the Department, and does not have support from the Deans of Social Sciences and Graduate Studies.

Implementation Plan Recommendation not accepted.
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Recommendation #8

Improve transparency about criteria regarding decisions that impact DALs. For example, some DALs faculty may not be aware of the indicators and ranking processes used to determine which departments receive new full-time hires.

The Department stated:

DALS is aware of the indicators and ranking processes used by FOSS as the Dean has shared these at faculty retreats. We would welcome, however, complete transparency about how the indicators provided are weighted in the calculation of scores. Simply knowing a list of factors does not allow us to mitigate weaknesses. We need to know how these things are weighted so we can target areas that will most likely result in an improved standing.

The Dean of Social Sciences responded:

Requests for faculty resources are subject to Faculty and University-wide processes. Data used to assess departmental requests is provided by the Chair of the Department to the Dean's office. Priority rankings of positions within the Faculty are shared with Chairs and Directors of all units in the Faculty and submitted to the Provost for approval. Feedback on each unit's ranking is provided to the Chair of the Department.

ARC Disposition of the Recommendation

ARC considers the recommendation to be not accepted. The Committee recognizes that the processes for hiring in the Faculty are already clear and well-established.

Implementation Plan

Recommendation not accepted.

Recommendation #9

Merge the undergraduate programs in Speech and Language Sciences and Hearing Sciences (i.e., single major with concentrations) and corresponding Certificate programs (Self-Study, p. 18).

The Department stated:

We welcome the recommendation and will be taking the necessary steps to merge the aforementioned programs.

The Dean of Social Sciences responded:

Program changes are subject to approval by the appropriate Senate bodies.

ARC Disposition of the Recommendation

ARC considers the recommendation to be accepted and in the process of implementation.

Implementation Plan (1st Priority)

Responsible for approving:	Department
Responsible for resources:	Department
Responsible for implementation:	Department
Timeline:	Dean of Social Sciences to report by the end of academic year 2020/21

Recommendation #10

Update the calendar to ensure that the biology pre-requisites for SLS/HS are clearly communicated as being required rather than recommended.

The Department stated:

We acknowledge students' concern that they are currently not sufficiently informed about their potential need to complete a Biology course in Year 1. The background here is that some graduate programs in Speech-Language Pathology require prior completion of Human Physiology. Students in our SLS program can take Human Physiology as an elective; however, to do so they must have completed the Biology prerequisite. Program Note 1 alerts students that they may wish to complete a Human Physiology credit during their program of study to fulfill some graduate SLP entrance requirements. Further, Year 1 of the Speech and Language Science plan includes 1 Science Context Credit with a strong recommendation that students complete BIOL IP91 and 1P92. A revision to Program Note 1 might make things clearer for students but the problem may be more in the high school entry requirements rather than in the current calendar description. Currently, we require 4U English and only strongly recommend 4U Biology. This means that some students enter the SLS major without high school biology and then cannot complete the Biology courses that are prerequisites for the Human Physiology credit some of them may need for graduate SLP programs. Changing this to require 4U Biology might deter some potential SLS undergraduates and negatively impact enrollment. Therefore, careful consideration should be made prior to making any such changes. DALs is committed to examining all course prerequisites and program entry requirements and to working with the FoSS Student Advisor and others to ensure the information is communicated in a clear and timely manner (see also Recommendation #11). In addition to submitting text changes to the calendar entry, we will add this information to our webpage and include it in the undergraduate handbook we intend to develop.

The Dean of Social Sciences responded:

The Dean's office supports the departments' goal to clarify the calendar requirements for students in both the undergraduate and graduate programs.

The Senate Undergraduate Program Committee responded:

The Committee looks forward to reviewing calendar changes that pertain to recommendation number 10.

ARC Disposition of the Recommendation

ARC considers the recommendation to ensure that pre-requisites are clearly communicated to be accepted for consideration. The Committee understands that the calendar is up-to-date but that the Department will consider additional methods of bringing this information to the attention of potential students.

Implementation Plan (1st Priority)

Responsible for approving:	Department
Responsible for resources:	Department
Responsible for implementation:	Department
Timeline:	Dean of Social Sciences to report by the end of academic year 2020/21

Recommendation #11

“Develop an effective method for providing accurate and timely program advice to undergraduate students” (Self-Study, 2019, p. 18).

The Department stated:

DALS is committed to reviewing and updating existing materials and exploring new initiatives for providing students with timely and accurate program advice. We commit to enhancing our department webpage to make it a better source of program information for students. We will work with FoSS media personnel to develop strategies for updating the website and/or seek funds to support this as needed. Further, we will develop an undergraduate handbook for students, perhaps with the assistance of Dean’s Discretionary funds, which would enable us to hire a student to aid in the task.

The Dean of Social Sciences responded:

The Dean’s office supports the department’s goal of updating departmental websites and making use of resources in the Dean’s office to assist with improving communications with current and potential students.

ARC Disposition of the Recommendation

ARC considers the recommendation to be accepted and in the process of implementation.

Implementation Plan (1st Priority)

Responsible for approving:	Department
Responsible for resources:	Department
Responsible for implementation:	Department
Timeline:	Dean of Social Sciences to report by the end of academic year 2020/21

Recommendation #12

Work with the university recruitment office to create an international recruitment plan.

The Department stated:

DALS whole-heartedly agrees with this recommendation and, in fact, has been asking the university for assistance with international recruitment for some time. We welcome the opportunity to collaborate with the university recruitment office to promote DALS' programs. We note that we were recently awarded monies through the Dean's Discretionary Fund to support our Linguistics Bootcamp (a recruitment initiative for high school students). We will seek assistance from the FoSS media personnel to explore what social media initiatives might be useful and sustainable, keeping in mind that we must consider all new activities in light of the demands they add to a department that is operating with a skeleton faculty.

The Dean of Social Sciences responded:

The Dean's office supports the department's recruitment initiatives, both domestic and international, through resources available from the Dean's office and other University bodies.

The Dean of Graduate Studies responded:

FGS has been providing Recruitment support to the MA program, however, involving Brock International in the discussion may be beneficial.

ARC Disposition of the Recommendation

ARC considers the recommendation to be accepted and in the process of implementation.

Implementation Plan (1st Priority)

Responsible for approving:	Department
Responsible for resources:	Department
Responsible for implementation:	Department
Timeline:	Dean of Social Sciences to report by the end of academic year 2020/21

Recommendation #13

Follow up on the recent curriculum mapping exercise with curriculum review/renewal in all programs and engage in curriculum development for the new MA Applied Linguistic (General) program.

The Department stated:

We agree with the reviewers that regular curriculum review, beginning with a thorough and systematic examination of all undergraduate and graduate course offerings in advance of the APC submission for 2021-2022 is of the utmost importance. We note that we have already begun this process for the undergraduate programs making changes to some prerequisites for second year courses, and adding new course offerings that were mentioned in our Self-Study, such as Forensic Linguistics and Language & Power. One next step will be to review and revise a Research Methods course first developed and implemented in 2017 with a view to incorporating it as a regular component of the undergraduate curriculum.

The Dean of Social Sciences responded:

The Dean's office agrees with the departmental goal of reviewing its curriculum.

The Dean of Graduate Studies responded:

In support of the recommendation.

ARC Disposition of the Recommendation

ARC considers the recommendation to be accepted and in the process of implementation.

Implementation Plan (1st Priority)

Responsible for approving:	Department
Responsible for resources:	Department
Responsible for implementation:	Department
Timeline:	Dean of Social Sciences to report by the end of academic year 2020/21

Recommendation #14

Work with the librarians to find places for formalized library orientations in Year 1 of each of the programs, as several faculty members suggested that students are weak in their research skills.

The Department stated:

Faculty impressions of students' library research skills appear to be mixed; some members have expressed quite favourable views of our undergraduate students' abilities. Nevertheless, we agree that students in Year 1 courses should be provided with opportunities to acquire research skills they will use throughout their program. We think there are a variety of approaches for incorporating these learning experiences into existing courses; this might not necessarily involve formalized library orientations in-class but could, for instance, include the use of A-Z learning services workshops, library workshops, linking to guides on Sakai sites etc. We commit to incorporating library research instruction, in some form, into the curriculum of one of our Year 1 courses. We might also invite reps from A-Z learning services and the library to attend a department meeting to share information on available options.

The Dean of Social Sciences responded:

The Dean's office supports the departmental goal of drawing on the library and other learning resources to assist students with their research skills

The Dean of Graduate Studies responded:

In support of the recommendation.

ARC Disposition of the Recommendation

ARC considers the recommendation to be accepted and in the process of implementation. The Committee understands that the Department does not perceive this issue to be pervasive and that conversations with the reviewers may have been mis-characterized.

Implementation Plan (1st Priority)

Responsible for approving:	Department
Responsible for resources:	Department
Responsible for implementation:	Department
Timeline:	Dean of Social Sciences to report by the end of academic year 2020/21

Recommendation #15

Rotate optional special topics courses biennially.

The Department stated:

We support this recommendation in principle recognizing the benefit for our students of greater course options. We acknowledge that it cannot be mandated that individual faculty members teach a greater variety of courses and not all may wish to do so. Nevertheless, some DALs faculty members have expressed a willingness to expand the repertoire of courses they teach. The curriculum review discussed in Recommendation #13 will enable us to identify potential courses for cycling. However, without significant faculty renewal in the near future, we will be limited in our ability to carry out this recommendation.

The Dean of Social Sciences responded:

The Dean's Office supports the departmental goal of reviewing graduate curriculum offerings.

The Dean of Graduate Studies responded:

In support of the recommendation.

ARC Disposition of the Recommendation

ARC considers the recommendation to be focused on improving course options for students. The Committee considers the recommendation to be accepted while not specifically committing the Department to offering special topics courses biennially as a way of addressing the intent of the recommendation.

Implementation Plan (1st Priority)

Responsible for approving:	Department
Responsible for resources:	Department
Responsible for implementation:	Department
Timeline:	Dean of Social Sciences to report by the end of academic year 2020/21

Recommendation #16

Reinstitute the DALs Speaker's Series as suggested by several faculty (Self-Study, p. 162).

The Department stated:

We support this recommendation, which we made ourselves in the Self-Study document. We have already taken steps to reinstitute a Speaker Series through the launch of the Language Research Network, of which DALs faculty will be key members.

The Senate Graduate Studies Committee indicated its agreement with this recommendation.

The Dean of Social Sciences responded:

The Department can apply for CRISS funds (Council for Research in the Social Sciences) to support a Speakers' series in the Department.

The Dean of Graduate Studies responded:

In support of the recommendation.

ARC Disposition of the Recommendation

ARC considers the recommendation to be accepted and in the process of implementation. The Committee understands that the Department is now involved in a Speaker Series which includes but has broadened beyond DALs.

Implementation Plan (1st Priority)

Responsible for approving:	Department
Responsible for resources:	Department
Responsible for implementation:	Department
Timeline:	Dean of Social Sciences to report by the end of academic year 2020/21

Recommendation #17

Seek to establish a mechanism for monitoring the current status of former students to better understand student success relative to postgraduate study and/or employment.

The Department stated:

Information on the status of former students would be very valuable. To date, we have collected information on our graduating students' plans informally; while this has been helpful a more formalized approach would provide more accurate data. DALs will consult with the alumni office at Brock and/or institutional analysis to determine how we might establish a mean of tracking our graduates. New social media initiatives which might be begun with the assistance of the FoSS media team might also support us in maintaining contact with and tracking our graduates. We commit to creating a new rotating departmental position (specific duties to be specified in our Rules & Procedures) with responsibility for tracking and communicating with former students.

The Dean of Social Sciences responded:

The Dean's office supports improving contact with students in conjunction with Alumni Relations and Institutional Analysis.

The Dean of Graduate Studies responded:

In support of the recommendation.

ARC Disposition of the Recommendation

ARC considers the recommendation to be accepted and in the process of implementation.

Implementation Plan (1st Priority)

Responsible for approving:	Department
Responsible for resources:	Department
Responsible for implementation:	Department
Timeline:	Dean of Social Sciences to report by the end of academic year 2020/21

D. Summary of Recommendations:

First Priority:

Recommendations 1,2,3,4,6,9,10,11,12,13,14,15,16,17

Not Accepted:

Recommendations 5,7,8