

Four Year Report (2024) Applied Linguistics Graduate & Undergraduate Programs (reviewed 2019/2020)

A. Summary of Review

1. This review was conducted under the terms and conditions of the IQAP approved by Senate on May 25, 2016.
2. The Review Committee consisted of two external reviewers: Marilyn Abbott (University of Alberta), Philip Doyle (University of Western Ontario) and an internal reviewer, Michael Driedger (Brock University).
3. The site visit occurred on February 11-13, 2020.
4. The Final Assessment Report was approved by Senate on September 16, 2020.
5. The academic programs offered by Department of Applied Linguistics which were examined as part of the review are listed below, with the reviewers having assigned 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 Sciences			√*	
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.

6. The next review of the undergraduate programs in the Department of Applied Linguistics will be in 2027/28.

B: Recommendations

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.

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

Actions Taken	Year Action Started	Year Action Completed
Action #1 Institute regularly written Chair's Report to update departmental members on Faculty Council and Dean/Chair monthly meetings.	2020	2021
Action #2 Institute practice of holding goal-oriented ad hoc meetings amongst Chair, GPD, Dean of Graduate Studies, and Dean's Office.	2020	2021
Action #3 Issue invitation(s) to Dean of FoSS to attend department meetings as needed to share information.	2020	2021

Explanation of Actions Taken, Status and Results:

Three actions were initiated in 2020 with the aim of improving communications. All continue to be utilized. The Department Chair provides members with updates on Faculty Council and other relevant meetings on a regular basis. Begun in 2020 as written reports, this practice is now ongoing, in either verbal or written form, at the discretion of the Chair. There continue to be ad hoc and regular monthly meetings among the Chair, GPD and Deans. Finally, we have formalized via our Rules of Procedure a practice of inviting the Dean of Faculty of Social Sciences (FoSS) to department meetings on an 'as needed' basis. As the result of these actions we have in place a number of channels of communication, which serve to support the sharing of information among department members, and between the Department and the Faculties (Social Sciences; Graduate Studies and Postdoctoral Affairs).

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.

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

Actions Taken	Year Action Started	Year Action Completed
Action #1 Draft and submit Faculty Position Request Fall 2020 to address immediate needs.	2020	2020
Action #2 Develop a 5-year Plan to address mid-longer-term needs.	2020	2023

Explanation of Actions Taken, Status and Results:

In each of the past four years we have crafted and submitted faculty position requests. Through this process we have identified high priority needs, and determined areas of faculty expertise which would be likely to have the greatest impact on enrolment and research culture, and on our alignment with Brock’s StrategicPlan. Formal discussion took place at the Department’s May 2022 Strategic Planning meeting (“What areas of expertise will serve us and our students best”; “how can we make the strongest case for a new position”). Subsequent discussions included the potential for developing a new MA in Speech-Language Pathology and the associated implications for faculty complement. We were successful in receiving two 12-month LTA appointments for the 2023-24 academic year, and these have been of tremendous benefit to our programming. With these LTAs we have full-time, subject-experts, in critical undergraduate courses; we have increased our capacity to offer undergraduate and graduate research supervision; and we have members able to engage in vital service activities with both immediate and future impact on program quality (e.g., recruitment and retention; new MA program development). Given our critical need for faculty, advocacy for tenure-track positions remains an extremely high priority.

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.

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

Actions Taken	Year Action Started	Year Action Completed
Action #1 Schedule department meetings twice monthly during Fall/Winter terms, holding them as needed as determined by Chair.	2020	2021 ongoing
Action #2 Utilize written reports for information sharing so that meeting time is reserved for action items.	2020	2021 ongoing
Action #3 Revise Rules & Procedures to indicate that meeting agendas will be distributed to committee members no later than 48 hours prior to a meeting.	2020	2020

Explanation of Actions Taken, Status and Results:

Beginning in 2020 we reduced Department meeting frequency from weekly to twice-monthly or monthly as determined by the Chair and formalized a practice of distributing agendas at least 48 hours in advance. These practices continue and have been effective in reducing ‘meeting fatigue’, and in ensuring that meetings are efficient. Action items are prioritized with information-giving completed either ahead of time (via written report) or via brief verbal reports at the discretion of the Chair.

Recommendation #4

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

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

Actions Taken	Year Action Started	Year Action Completed
Action #1 Update Rules & Procedures to include provision for student reps. to attend department meetings.	2020	2020
Action #2 Invite student reps. to attend one department meeting per term.	2020	2021 ongoing

Explanation of Actions Taken, Status and Results:

In 2020 we amended our Rules of Procedure to include provision for undergraduate and graduate student representatives to be invited to Department meetings. Student representatives are now invited to attend one Department meeting per year; they may request to attend additional meetings and will be admitted at the discretion of the Chair. This practice has served to open a formal channel of communication between the Department committee and our undergraduate and graduate cohorts. Student representatives report to the committee on the activities they engage in to support their cohort (e.g., social events, guest speakers, graduation celebrations, marketing & promotion initiatives, social media campaigns, alumni outreach). Faculty have the opportunity to provide feedback and appreciation. Students also have an avenue through which they can relay questions/concerns from peers.

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.

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.

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

Actions Taken	Year Action Started	Year Action Completed
Action #1 Explore opportunities to develop co-curricular offerings with other departments, within and outside FoSS.	2020	2021 Ongoing
Action #2 Participate in Faculty-wide events.	2020	2021 Ongoing

Explanation of Actions Taken, Status and Results:

We have continued to offer several cross-listed courses with CHYS, PSYC, WGST and SCLC as well as prescribed combined majors with CHYS and English Language & Literature. New initiatives which have enhanced our connections with departments both within FOSS and beyond include: inclusion of LING courses in new MLLC Concentrations (Italian Language & Romance Linguistics; Spanish Language & Romance Linguistics); new microcredential with EDUC (Teaching Second Language Learners) that consists of 1.0 EDUC and 1.0 LING credit; participation with other departments in student recruitment initiatives in Spring and Fall 2023 (Social Sciences Day; Health Programs Day). Such relationships are generally perceived positively. For example, the microcredential with EDUC has led to increased enrollment in the two associated LING courses. Over time, the connections with EDUC may positively impact our CTESL as microcertificate students seek out additional TESL training. In 2023-24 our undergraduate program enrollments experienced an application growth of 57%, admission growth of 63%, and confirmed growth of 86% over the previous year. Multiple factors contributed to this success; our participation in Faculty and University wide events for prospective students most likely played a role by increasing our profile among High School students.

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.

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.

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.

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).

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

Actions Taken	Year Action Started	Year Action Completed
Action #1 Submit proposal to ARC for the merger of the undergrad programs.	2020	2020
Action #2 Revise APC submission to reflect merger and submit to UPC for approval.	2020	2020
Action #3 Communicate changes to stakeholders.	2020	2021

Explanation of Actions Taken, Status and Results:

Speech Language Sciences (SLS) and Hearing Sciences (HS) Programs and Certificates were merged in 2020-21. Since then we have had one program in Speech Language & Hearing Sciences (SLHS) and one SLHS Certificate. Our Calendar has reflected this change since and all stakeholders have been informed (e.g., via website updates, meetings with the Academic Advisor, updates to department student representatives, liaising with Admissions etc.). The merger was effective in streamlining our programs, has made it simpler for us to market and promote our program offerings, and has supported students by providing them with more

opportunity to familiarize themselves with the fields before they choose key courses (i.e., they select their specialization at the end of Year 1 rather than choosing a major during High School). Hearing Sciences still exists, but as a specialization within the program rather than as a separate program, which was unsustainable given historical cohort sizes.

Recommendation #10

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

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

Actions Taken	Year Action Started	Year Action Completed
Action #1 Revise program Note 1 in APC submission.	2020	2021
Action #2 Update FAQs on departmental webpage.	2020	2021
Action #3 Share information with FoSS Academic Advisor.	2020	2021

Explanation of Actions Taken, Status and Results:

In 2020-21 we took several steps aimed at clarifying the biology pre-requisite requirements for SLHS students; these included: revising Program Note 1 in the calendar, updating website FAQs, and sharing information with the program Academic Advisor. While all actions were successfully completed, we plan to gather input from students on the efficacy of these actions in bringing about the intended clarity.

Recommendation #11

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

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

Actions Taken	Year Action Started	Year Action Completed
Action #1 Chair communicate regularly with FoSS Academic Advisor, including meetings as needed.	2020	2022 ongoing
Action #2 Review and update FAQs on departmental website.	2020	2021
Action #3 Develop new tools for sharing information with students.	2020	2022 ongoing

Explanation of Actions Taken, Status and Results:

In 2020 we initiated three actions to improve provision of academic advice to undergraduate students. The Chair continues to communicate regularly with the FOSS Academic Advisor on an as needed basis. FAQs on the Department website were updated, social media accounts (e.g., Instagram) were established as a communication tool, student representatives were invited to Department meetings, a newsletter was initiated and began to be published three times per year. All continue to be useful means of providing academic advice, the most critical being the program Academic Advisor provided by FOSS. The person in this role provides vital guidance to our students as they navigate their programs and manage unique considerations (study abroad, LOP, course substitutions, requirements for graduation etc.). At the same time, we recognize that our own faculty members continue to devote considerable time to providing career-focused academic guidance and support to students interested in post-graduate study. This includes a workshop on how to write a compelling Letter of Interest for graduate school.

Recommendation #12

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

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

Actions Taken	Year Action Started	Year Action Completed
Action #1 Chair meet with representatives from Recruitment to discuss programs’ promotional needs.	2020	2021
Action #2 Chair meet with Senior University Administration to discuss programs’ promotional needs.	2020	2021
Action #3 Develop online recruitment materials and participate in university recruitment events.	2020	2022 ongoing
Action #4 Develop a recruitment event for High School students to introduce them to Linguistics.	2020	2022 ongoing
Action #5 Increase profile of the department within and outside the university through media presence.	2020	2022 ongoing
Action #6 Formalize a plan for extra graduate student fees and address issue of funding graduate students.	2020	2022 Ongoing

Explanation of Actions Taken, Status and Results:

Beginning in 2020 we undertook several steps to raise the Department’s profile and enhance recruitment. These actions, many of which are ongoing, have included: regular participation in University recruitment events and the Ontario Universities Fair, creation of new online promotion materials (webinar; PowerPoint presentations, testimonial videos); participation in phone call campaigns, YouTube channel with promotional videos; virtual campus for hosting events for prospective students, new social media channels and content, work with FOSS Communications Team to promote department stories and events (e.g., Faculty Focus and Brock News stories), Department Newsletter, information nights both in-person and online for undergraduate Certificates, participation in Social Sciences and Health programs days, meetings

among the Chair and members of Brock’s Recruitment team. In many of these efforts grants we received through the Dean’s Discretionary Fund were pivotal as they enabled us to hire students representatives and develop materials. In the first couple of years, the outcome of these efforts was difficult to assess given the pandemic situation. However, we saw the impact in our 2023-24 undergraduate program numbers. That year we experienced an application growth of 57%, admission growth of 63%, and confirmation growth of 86% over the previous year.

On the graduate front, we formalized a system for invoicing Bridged Entry students for the costs of their mandatory summer preparatory course and the services of the Writing Mentor with whom they work. This has created a smoother process for all. For recruitment we held information sessions, met with Brock’s Associate Director International Student Recruitment to discuss strategy, and participated in an International Recruitment Event. Graduate program numbers have been stable throughout this period, which is remarkable in a time of great volatility and challenge particular with respect to international recruitment, a category on which our program heavily depends.

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.

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

Actions Taken	Year Action Started	Year Action Completed
Action #1 Form subcommittee to review undergraduate curriculum. Report to be submitted to departmental committee.	2020	2021
Action #2 Submit revised calendar entry to UPC that reflects updated curriculum for 2021-2022.	2020	2021
Action #3 Submit major modifications to ARC for program mergers and program name change.	2020	2021
Action #4 Explore curriculum updates for MA(General) and Course-only pathway.	2020	2023 and ongoing

Explanation of Actions Taken, Status and Results:

We completed a thorough review of the undergraduate curriculum in Fall 2020 in conjunction with the merger of the Speech Language Sciences and Hearing Sciences programs and Certificates. Other revisions over the past 4 years include the addition of three new courses (4P11; 4P28; 2P20); changing the Year in which we offer two courses (LING 3P53 moved to 2P53; LING 3P51 moved to 2P51); changing the name of the TESL program from “subsequent” to “second” with the aim of using more generally known terminology; making the minor more accessible; added more options for SLHS with Major students; adding a microcertificate in Teaching Second Language Learners (with EDUC). Other changes were designed to make it easier for students to transition from other programs into SLHS and TESL after year 1. While we do not have precise numbers for this, we have encountered students who have switched majors each year in our program. This was not previously the case. We also refreshed the program description in the calendar. Together these changes have: served to make our courses and programs more attractive and accessible to non-majors; have had the effect of increasing class size in some courses (e.g., LING 4P82; 4P83); have meant that fewer course substitutions are required.

With regard to the Graduate Program, Curriculum discussions were delayed due to some turnover over the last few years in the GPD position (i.e., sabbaticals, leaves) that resulted in shorter-term coverage. A Strategic Planning meeting was held in Spring 2022 and potential revisions to the graduate curriculum were discussed. Although substantial changes have not been agreed to at this stage, a few revisions have been made. We have also introduced a practice of cycling through available courses listed in the calendar, while in the past we stuck to offering a fixed set of courses, despite others being possible. Another change we made was codified in the MA Handbook, allowing MA students who have not previously completed a TESL practicum to take this course as an extra course during their studies, with permission of the GPD. Preliminary discussion has taken place regarding potential spring/summer course options for our course-based students who wish an alternative to the Capstone project. This exploration will continue. In the meantime, it has been beneficial to have the Dean of FOSS’ support so that we can offer the Capstone as a course when we have a minimum of 6 students enrolled. This eases the supervision burden on our small graduate Faculty complement.

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.

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

Actions Taken	Year Action Started	Year Action Completed
Action #1 Department meeting discussion about students' strengths and weaknesses and need for steps to address.	2020	2021 ongoing

Explanation of Actions Taken, Status and Results:

As noted, library skills instruction is not generally deemed to be a significant issue by our faculty. Thus, no new actions have been implemented. The Department Chair did bring the issue of changes in student performance in the wake of COVID pandemic disruptions up for discussion with the Dean of FOSS and there was a resulting conversation at FOSS Faculty Council in 2022. In addition, a new colleague offered a highly successful library skills instructional session for her fourth year class, which we may consider making a permanent feature if resources allow.

Recommendation #15

Rotate optional special topics courses biennially.

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

Actions Taken	Year Action Started	Year Action Completed
Action #1 Add new courses that address student needs/interests and remove courses that are no longer offered from the calendar.	2020	2021
Action #2 Reduce number of required courses to allow students flexibility to select electives.	2020	2021

Explanation of Actions Taken, Status and Results:

We took steps to improve course options for students by adding new courses (LING 4P11 Reflective Practice; 4P28 Research Methods; 2P20 Word Power). The latter course has been offered regularly with enrollments of approximately 10-20. Research Methods has been offered once to replace a cancelled course. Reflective Practice has not had sufficient enrolment to run to date. In 2021 we removed courses from the calendar that we were no long offering. Our sense is that this has given students more clarity regarding their options. We have also reduced the number of required first year courses by making LING 1P95 and 1P92 optional.

Recommendation #16

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

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

Actions Taken	Year Action Started	Year Action Completed
Action #1 Form speaker series planning team.	2020	2021
Action #2 Develop a launch event and plan for subsequent talks.	2020	2022

Explanation of Actions Taken, Status and Results:

Two faculty members worked with student representatives to develop and launch a Speaker Series in June 2021. We offered four events in total (all virtual), the last in Spring 2022. Attendance per event was in the range of 50 guests (Brock and community members). At a Department meeting in Fall 2023 discussion occurred regarding re-visioning the Series and future sessions were put on hold to allow time for further discussion re: the purpose of the series, and potential speakers and topics. We are also simply stretched too thin on the service front and while we would value having a robust speaker series, and believe it would be a huge plus for the Department’s reputation both internally and externally, we have other pressing needs for which service hours need to be allotted. With faculty renewal we may be able to again focus on the Speaker Series. In the interim, we will continue to have one off visiting speaker events sponsored by individual faculty members and supported by the Department.

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.

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

Actions Taken	Year Action Started	Year Action Completed
Action #1 Chair meet with representative from Alumni Relations to discuss strategies for tracking graduates of programs.	2020	2022 ongoing

Explanation of Actions Taken, Status and Results:

The Chair met with representatives from Alumni Relations on several occasions to discuss ways for the Department to connect with its alumni. With Dean’s Discretionary funding we hired a student to work on developing a survey for alumni. We began the practice of surveying our graduating students each Spring. This is seen as a critical tool for maintaining contact with our alumni and one we plan to continue using on an annual basis. It provides us with non-Brock contact information, ensuring we can follow-up with alumni re: career and education outcomes, gives us a tool for connecting current students with graduates of our programs, and provides us with a way of celebrating and promoting the achievements of our alumni, a helpful promotional tool.

C. Unit Summative Analysis and Evaluation

1. To what extent has the Department achieved the improvements suggested by the reviewers?

Overall, the Department has been very successful in achieving the improvements suggested by the reviewers despite the fact that our cycle coincided with the onset of the COVID pandemic, and the associated uncertainties and challenges. We took action on all but one of the reviewer recommendations that were accepted by ARC. This amounted to 13 of 14 recommendations and a total of 37 actions. Many of these actions were completed or identified as ‘completed and ongoing’ by the time we submitted our Year 1 report. Specifically, 17/37 (46%) actions were completed by the time of the Year 1 Report. An additional 18 (49%) were completed by the time of the Year 2 Report. The only action

identified as delayed in the Year 3 report was the review of the Graduate Program Curriculum. As mentioned, the delay in achieving this goal was related to a lack of continuity in the GPD role over this period. Despite that hindrance, progress was made in some aspects of this recommendation (e.g., change to permit qualifying MA students to complete the practicum course).

2. What overall impact has it had on the Department's programs?

Our actions over the past four years have positively impacted our programs. Those actions with the most significant impact have been the ones related to a) undergraduate curriculum updates (e.g., merging the SLS and HS programs and Certificates; revising the Minor to be more flexible; permitting more electives; reducing pre-requisites and restrictions to make transfer into our programs more feasible; partnering with EDUC to offer a new microcertificate; b) recruitment initiatives (e.g., new social media efforts; a virtual campus and associated events; YouTube channel with promotional videos; webinars; student testimonials; partnerships with FOSS communications on news stories; virtual and in-person information sessions; participation in events for High School students). Quality academic advising continues to remain fundamental to ensuring we support our current students as they navigate their programs. Efforts on alumni relations have enabled us to better document and celebrate our graduate's achievements. Some recommendations from the reviewers were more peripherally related to program quality. While we also took steps to address these recommendations (e.g., adjusting meeting frequency and structure), by their nature, they were less likely to impact program quality. In assessing the impact of the recommendations on our programs' quality we must especially highlight 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). We had fruitful discussions re: our current and future needs for faculty over the past 4 years; in the course of preparing faculty position requests each year we identified key areas of expertise for future hires. In particular, we identified the need for a faculty member with expertise to supervise MA TESL students, and one to support and contribute to a new MA program in Speech-Language Pathology. Though we had the retirements (two, in fact) identified by the reviewers in the recommendation, we did not benefit from faculty appointments until this year when we were granted two 1-year LTAs. Immediately we saw the benefits to our programs of these appointments (e.g., full-time, subject-area experts in key courses; graduate supervision; supervision of unscheduled project courses; contributions to key initiatives including recruitment, and new program development). Renewals of these appointments over at least the short-term will help ensure the program improvements we have realized to date continue.

3. How is the Department adopting a process of continuous quality improvement for its programs?

The Department reviews its curriculum each year as it prepares the calendar submission and considers other quality improvements throughout the year under the guidance of the Chair and GPD. Items related to programming are included on monthly meeting agendas on a regular basis (e.g., recent meeting agendas have included time to discuss a potential Department name change). Subcommittees meet to consider special quality improvement projects; recently this concerns the proposed development of a new graduate program in Speech-Language Pathology. Through Dean's Discretionary funding applications we have been

able to hire students to assist with projects that support our quality improvement efforts (e.g., in marketing and recruitment; student ambassadors who work to support undergraduate and graduate students e.g., updating FAQs, creating social media content). Continued availability of these funds will support our efforts.

4. How well do the programs now align with Brock University strategic priorities?

Our programs have always been aligned with Brock's strategic priorities, and this is still the case today. Here we highlight a few of the particularly prominent connections between our programs and Brock's priorities. 1) We offer high quality programs that meet the interests and needs of students; specifically, we offer programs that address the societal need for English-language instruction and for professionals who can assess and intervene to support the significant segment of the population with communication disorders. If we are successful in our plan to develop a new MA in Speech-Language Pathology, we will further support Brock's efforts in this area. 2) We offer experiential learning through courses like our popular American Sign Language courses, and LING 4P80/81 and we now provide qualified MA students with the opportunity to take a parallel course at the graduate level through 5P80/81 so they can get hands-on classroom teaching practice. For another example of experiential learning in LING 2P90 see the Voice Bank activity described here: <https://brocku.ca/brock-news/2024/01/students-share-voices-for-applied-linguistics-project/>. 3) We offer professional development opportunities and programs that lead from Certificates to Graduate Study opportunities. For many years we have offered Certificates in TESL and SLHS. Our CTESL provides a pathway to our MA TESL. Now we also have a microcertificate in Teaching Second Language Learners, which can be a pathway into our CTESL for Brock EDUC students. 4) We directly support Brock's priority of fostering internationalization across the entire campus. Our unique Bridged Entry to the MA TESL program ensures that students who need to receive the extra English language supports that enable them to participate with the MA TESL peers in the same classrooms, ensuring that all benefit from a diversity of experiences.

5. How does this review and its results position the programs as the Department moves into the next review cycle?

The results of this Year 4 report demonstrate our Department's ability to accomplish the goals set for it. With a ridiculously small faculty complement, and during a time of considerable upheaval we have completed in almost their entirety the recommendations made by the external reviewers by implementing a total of 37 actions. This signals that we are a Department that takes the quality of our programs seriously and that we can be counted on to work toward achieving our goals. As we look to the next review cycle we have the opportunity to build on our achievements to date with particular emphasis on: building on our successful strategy for growth in undergraduate admissions (via strategies already in place and with the potential of a department name change to one more widely known/used); targeting new program development at the graduate level with the aim of implementing a program in Speech-Language Pathology; and completing the delayed (full) review of the MA TESL program curriculum.

D. ARC Final Summary

In final summary of the 2019/20 cyclical academic review of the programs offered by the Department of Applied Linguistics, ARC has determined the following:

1. That the Reviewers' Recommendations have been addressed satisfactorily.
2. The Department has established a direction for next steps as it prepares for the next review cycle.
3. The Department has achieved a broad-based, reflective, and forward-looking self-assessment.