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MEMORANDUM

ATTENTION	Senate	DATE	October 16, 2013
FROM	Jon Driver, Vice-President, Academic and Provost, and Chair, SCUP	PAGES	1/1
RE:	Faculty of Arts and Social Sciences: External Review Update for the Department of Linguistics (SCUP 13-48)		

At its September 25, 2013 meeting, SCUP reviewed the External Review Update Report for the Department of Linguistics within the Faculty of Arts and Social Sciences. The report is attached for the information of Senate.

c: G. Myers

A handwritten signature in dark ink, appearing to be "Jon Driver", is written over the signature line.



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MEMORANDUM

ATTENTION	Jon Driver, Chair, SCUP	DATE	September 17, 2013
FROM	Gord Myers, Associate Vice-President, Academic	PAGES	1/1
CC	T. Perry and J. Craig		
RE:	External Review Update for the Department of Linguistics		

The External Review of the Department of Linguistics was undertaken in March 2009. According to the procedures established by SCUP, the Department is required to submit an update describing its progress in implementing the Action Plan, which was derived from the External Review report, in the fourth year following the start of the External Review process. Please find attached this update, together with a copy of the Action Plan approved by Senate.

Based on this midterm report, my assessment is that the Department of Linguistics has made substantial progress toward implementing the Action Plan.

External Review Mid-term Update

Linguistics Department

Most recommendations from the 2009 external review of the Linguistics Department have been implemented and are now regular parts of the department's operations. The recommendations are enumerated below in their original order with comments on the actions completed towards their implementation.

Graduate Program:

- 1) *The three current stand-alone courses should continue to be offered annually for full teaching load credit, regardless of enrollment size.*

This recommendation has been implemented.

- 2) *At least two more stand-alone graduate courses should be offered annually, under the same conditions noted above for the three existing stand-alone courses, rotating through the five identified areas of strength: Formal, Computational, Experimental, Empirical, and Applied.*

The department was able to implement this recommendation in 2011-12 and will continue to offer courses at these levels into the future, so long as faculty resources are not further diminished by attrition of faculty or loss of temporary instruction funding.

- 3) *Graduate students should be required to take a minimum number of stand-alone graduate courses.*

The department undertook to review this recommendation after successful implementation of recommendation 2. The Graduate Studies Committee did so and did not find it practical, because of the diversity of student course needs once the required courses have been completed. Student interests will not always match offerings of stand-alone courses in a given year, since the two additional courses per year will rotate in a two-year cycle.

- 4) *Reconsider the adoption of Generals papers or Comprehensive exams into the Ph.D. program.*

The Graduate Studies Committee prepared a full curriculum revision, including two qualifying papers for PhD students. The changes took effect with the incoming class of Fall 2012.

- 5) *Update the website to better advertise types of courses offered, and accurately describe the nature of the doctoral program.*

A web page projecting course offerings is now regularly maintained. The description of the doctoral program on the department website was rewritten in detail after the curriculum revision of 2011-12.

Undergraduate Program:

- 6) *Institute a Certificate in Speech Sciences immediately, based on current resources. In addition, the possibility of developing a SLPA Diploma program should be explored, perhaps in partnership with other Departments or Institutions.*

Students began enrolling in the Certificate in fall of 2012; expected steady-state enrolment was set at 30, but there are currently 70 students registered in this certificate. The department has considered the possibility of the professional diploma in this area and has shelved the idea because faculty resources in this area are

currently fully occupied in servicing the larger than expected cohort of students in the Certificate program.

- 7) *Continue and develop vigilance in labeling courses appropriately (B, W, etc.) in the calendar so as to attract a range of students to linguistics courses, in order to increase enrollments and majors*

The department now offers an increased total of 12 courses that carry the B, W, or Q designation. Enrolments and the number of program students are now at or beyond the maximums the department can comfortably carry. The department has increased entrance and continuation GPA requirements for majors and minors because of this, effective this fall.

- 8) *Conduct an informal study to find out where Linguistics majors are coming from.*

This has been done on an as needed basis since the Review. It is not currently a concern, given the department's robust undergraduate enrolments and numbers of program students.

General Issues:

- 9) *Compress two courses normally taught in all three semesters to be offered in two semesters, to free up some teachers for stand-alone graduate courses, and reduce number of general interest courses, with the same goal in mind.*

The goal of freeing faculty for more graduate teaching has been accomplished in other ways, principally by relying on temporary instruction funding for a range of service courses. Given current student demand, it is not feasible to reduce the offering of core undergraduate courses for majors and minors, and the lower-division service courses are necessary to meet the department's assigned AFTE enrolment targets.

- 10) *In order to increase graduate applications, focus on improving and marketing existing strengths and programs in the areas of Formal, Computational, Experimental, Empirical, and Applied. Do not establish a course-only M.A. Do not establish a TESL M.A.*

The department continues to follow this advice. Application numbers remain sufficiently strong, and there are no plans for specialized M. A. degrees. The idea of taking in cohorts in particular areas of emphasis has proven difficult, as the number of applicants in each of the five areas varies unpredictably each year.

- 11) *The merger [of the English Bridge Program with the Linguistics Department] has positive consequences for both parties and should proceed, albeit cautiously*

The English Bridge program has been discontinued and the resources of this group have been reassigned to provide programming to Fraser International College students under an arrangement with FIC. The English language group has been incorporated more closely into the department culture. Linguistics graduate students are assigned TAs in that program, and English language lecturers serve on departmental committees. Adjustments made in the constitutional revision of 2011 further accommodate this group of faculty.

- 12) *The merger should not take place before extensive discussion has taken place among all faculty (applied and non-applied).*

This discussion occurred before and during the revision of the department's constitution in 2011.

- 13) *Review current job descriptions of staff and develop new ones to be initiated as soon as is feasible, possibly to tie in with retirement of the Graduate Secretary*

Staffing was reviewed and a reorganization of positions was undertaken. Hiring into the reorganized positions is now complete.

- 14) Review Governance procedures to ensure that there is strong committee and cross-committee involvement in the co-ordination of graduate and undergraduate curricular issues, both in design and yearly implementation***

The departmental constitution was reviewed and revised in 2011; the department is satisfied that this recommendation is reflected in that revision.

- 15) Every effort should be made to restore this [phonology] position to the Department***

A new appointment in phonology has been made. Unfortunately two more phonologists have retired since the review; a net deficit in this field remains (as measured by program demands).

EXTERNAL REVIEW – ACTION PLAN

Unit under review Linguistics Department	Date of Review Site visit March 11-13, 2009	Responsible Unit person, P. McFetridge/T. Perry	Faculty Dean L. Cormack
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Note: It is not expected that every Recommendation made by the Review Team needs to be included here. The major thrusts of the Report should be identified. Some consolidation of the Recommendations may be possible while other Recommendations of lesser importance may be excluded.

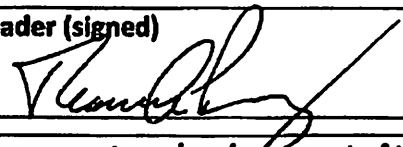
External Review Recommendation	Unit's response notes/Comments (if any)	Action to be taken	Resource implications (if any)	Expected completion date
1 The three current stand-alone [graduate] courses should continue to offered.	MA required courses--800 (Phonology), 801 (Syntax), 851 (Research Methods)--have been offered for at least the last five years, and will continue to be offered every year.	None required	None	N/A
2 At least two more stand-alone graduate courses should be offered annually ...	LING 806 and 807 will be offered in the next year in collaboration with French and Computing Science, respectively.	Cross-list these two courses and coordinate offerings with the collaborating departments	None	Spring, 2011
3 Graduate students should be required to take a minimum of number of stand alone courses.	This recommendation is dependent on the availability of additional courses.	The graduate studies committee will review this recommendation once offerings have been confirmed and it is clear what additional stand-alone courses will be available on a regular basis	None	Fall 2012
4	The addition of a generals paper in	The graduate studies committee	None	Fall 2011

Reconsider the adoption of Generals papers or Comprehensive exams Into the Ph.D. program	combination with the thesis proposal defence should adequately satisfy this recommendation	will bring forward a proposal to add a generals paper requirement for the Ph. D.		
5 Update the website to better advertise types of courses offered, and accurately describe the nature of the doctoral program.	A staff reorganization will make more effective web site maintenance possible	Assign staff to maintain the web site and improve content on the graduate program in conjunction with the graduate studies committee	No new staff resources will be required	Spring 2010
6 Institute a Certificate of Speech Sciences immediately, based on current resources...	The department has discussed the Certificate in Speech Sciences and will bring forward a proposal.	The undergraduate studies committee should complete its review of student demand and draft a proposal for the next round of curriculum revisions	None	Fall 2011
7 Continue and develop vigilance in labeling courses appropriately (B, W, etc) in the calendar ...	The department recently received approval for 5 new breadth designations for courses in the program	Ongoing review of course content and university regulations governing W, Q, B designations to assure that Linguistics courses receive any designations that they should have	None	Ongoing
8 Conduct an informal study to find out where Linguistics majors are coming from.	The Department has designed a web survey tool to poll students on how the discovered the study of Linguistics and which were their first courses.	Administer and analyze the web survey and review LING 220 student records	None	Spring 2010
9 Compress two courses normally taught in all three semesters to be offered in two...	Course planning through 2012 now implements this recommendation.	Schedule core 300-level courses on a less intensive rotation; reduce the offerings of some 200-level courses; limit the number of 400-level electives to 2 per semester	None	Completed

10 In order to increase graduate applications, focus on improving and marketing existing strengths and programs in the areas of Formal, Computational, Experimental, Empirical and Applied.	The department will continue to focus on its research M. A. and Ph. D. with a greater emphasis on the doctoral level. The areas of strength will be featured in marketing the program.	Develop cohorts for particular areas of strength to coincide with supervisory and course capacity as students graduate. Plan with faculty in those areas for the intake of a cohort in that specialty. Computational will be the first area for this treatment.	Minor advertising costs	Fall 2010
11 The merger [of the English Bridge Program with the Linguistics Department] has positive consequences for both parties and should proceed, albeit cautiously (see recommendation 12 below).	The plan to move the LTI group out of Linguistics is going ahead for Spring 2010, thus clearing the way for better integration of the English Bridge group into Linguistics.	Continue to utilize EBP instructors in Linguistics ESL courses wherever possible; continue to appoint Linguistics students to TAs in the EBP Develop a research group and eventually research centre involving both Linguistics and EBP program faculty.	Sessional and TA funding already in place (no net increase) None	Ongoing Fall 2010
12 The merger should not take place before extensive discussion has taken place among all faculty (applied and non-applied).	The review committee has not represented the current situation accurately. The EBP faculty are already members of the Department. When the LTI is transferred out of the Department, there will be a net loss of faculty. T	Review and discuss the constitutional implications of the LTI's departure and the closer integration of the EBP into the department. Revise the job description of the current LTI/EBP manager to integrate her workload into the department's staff	None None	Fall 2010 Spring 2010
13 Review current job descriptions of staff and	A reorganization of department staff is under way; a full review of staff assignments and succession planning	Complete revision of staff job descriptions, hire to fill current and new vacancies	No net new funding required	Spring 2010

develop new ones to be initiated as soon as is feasible, possibly to tie in with retirement of the Graduate Secretary.	are part of this action.			
14 Review Governance procedures to ensure that there is strong committee and cross-committee involvement in the co-ordination of graduate and undergraduate curricular issues...	The department is satisfied that the current committee structures and interactions with staff and the chair are working well.	Routine review from time to time	None	Ongoing
15 Every effort should be made to restore this [phonology] position to the Department. In the immediate future, at the very least, a replacement position should be funded to allow for this core area to be taught in the time of sabbatical leaves.	The position referred to remains the department's top priority and is on the current recruiting plan request to the Dean.	Continue to press the case for allocation of this position.	1 aP4 CFL position	Fall 2011

The above action plan has been considered by the Unit under review and has been discussed and agreed to by the Dean.

Unit Leader (signed)		Date
Name 	Title.....Chair.....	21 December , 2009.....

Dean's comments and endorsement of the Action Plan :

The external review team that evaluated the Department of Linguistics in Spring 2009 concluded that SFU has a very strong department, a conclusion with which I heartily agree. One of the most important challenges, in fact, is getting the word out about the excellent research and graduate experience, something that I encourage the Department to work on. I am in general agreement, both with the recommendations of the external review committee and with the Department's responses. Let me comment on a few.

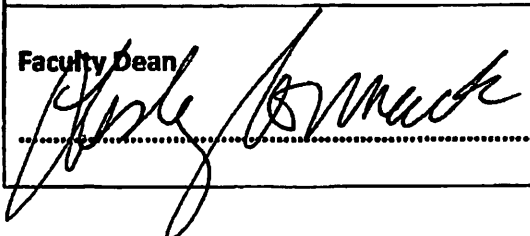
1-3. Graduate studies. I agree that the Department should work to have more stand-alone graduate courses and I encourage the Department to examine its undergraduate curricula in order to see where efficiencies are possible. The Department is working on both of these. I recommend that the undergraduate curriculum should have a systematic review, to ensure that changes fit the whole curriculum, rather than act as stop-gap measures.

4. I agree with the introduction of General papers or comprehensive exams at the PhD level, in order to give more structure to the program and to bring it more in line with other institutions.

6. I support the institution of a Certificate of Speech Sciences. I also suggest to the Department that they investigate the possibility of partnering with one of the lower mainland area colleges in order to make possible a Speech Language-Audiology Assistant Diploma. A model for this might be the Autism intervention diploma at Douglas, now allowed and promoted as part of an SFU degree in Psychology.

11-12. English Bridge. While the review team did not entirely understand the situation, their suggestion of constitutional planning was a good one. I recognize and support Linguistics in developing a new constitution to make sure that the EBP has a proper and well-supported place within the department and that it can, in turn, support the department in its mission.

15. Positions. I recognize that a phonologist has been at the top of Linguistics' list for 3 years. I also recognize that this is not a superfluous request and that Linguistics' record in teaching and research warrant strong consideration for such a position. At the present, there are no positions, nor is there any money for short term replacement.

Faculty Dean 	Date 21 Dec, 2009.....
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