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TO: Digvir Jayas  
President and Vice Chancellor

DATE: June 6, 2024

FROM: Alan Siaroff  
Chair, Academic Quality Assurance Committee

RE: Department of Modern Languages and Linguistics Academic Quality Assurance Review

In accordance with the U of L *Academic Quality Assurance Policy and Process*, the Academic Quality Assurance Committee approved the review of the Department of Modern Languages and Linguistics at its May 7, 2024, meeting.

The Self Study Committee for this review was comprised of: Steven Urquhart (Program Review Coordinator), Raquel Trillia, and Tabitha Spagnolo.

The review produced 4 documents:

1. Self Study Report. Written by the Self Study Committee. Received October 13, 2024.
2. External Review Report. Written by Dr. Jane Koustas (Brock University) and Dr. Stephen Henighan (University of Guelph) based on a site visit January 11 to 12, 2024. Received January 30, 2024.
3. Program Response. Written by the Self Study Committee. Received March 1, 2024.
4. Dean's Response. Written by Matt Letts, Dean of the Faculty of Arts and Science. Received April 22, 2024.

## Self Study Report

The Self Study Report asked for External Reviewer feedback on several areas:

- **Staffing:** The Department is concerned about faculty attrition. We have lost the German program altogether, a professor in French and the Department has now, most recently, lost a position in Spanish with the recent retirement in 2022. In addition, the Japanese section has not replaced a vacant position despite the position being necessary to deliver the Japanese program consistently. Instead, the program draws on one sessional instructor. The elimination of multiple positions ultimately damages the integrity of the Department and prevents it from offering rich and diverse programming which, in turn, hinders the Department's ability to attract and retain students and grow in pace with other units in the Faculty of Arts & Science.
- **Combined Degree Program with Faculty of Education (B.A./B.Ed):** While the French section has worked with the Faculty of Education and the professor responsible for in-coming French students, there are no courses specifically on teaching language in Education and no means of maintaining language skills in the final years while completing practicum requirements. Marketing languages alongside B.Ed. degrees would create a niche for language learning at U of Lethbridge, as compared to other universities in Alberta.
- **Language Requirements:** The Bachelor of Management as a second degree (International Management) has decreased the number of required language courses. Previously, six courses in a language were required in this program, housed within the Dhillon School of Business. Currently, there are three required language courses, only two of which must be taken at U of L.
- **Upper-level courses:** At times, upper-level courses risk being cancelled due to low enrolment. This situation is related to the timing of PSI, PS2, PS3 (teaching practicums) in the Faculty of Education. As remedies, sections have tried to combine 3600/4600 level courses and offer occasional upper-level classes in English. Some cross-listing between Linguistics and Indigenous Studies and between Linguistics and Psychology has already been achieved.
- **Target language:** The Department offers courses in English for Linguistics and MODL courses. We have experimented with cross-listed courses taught in English (French Fairy Tales, Québec Cinema, Renaissance and Early Modern Science Fiction) and created the designation Hispanic Studies (HPST) for courses about Hispanic culture taught in English. The Department is aware that students miss out on key vocabulary, expressions, and practice when the target language is not in use.
- **Graduate studies:** The department has had a limited number of graduate students. Graduate recruitment needs to be developed but is difficult without adequate funding and support from the University. U of L does not waive tuition and students subsequently spend their Graduate Assistantships on these fees. Most professors in the Department do not need large grants to publish in their respective fields (i.e., literature) and thus are often unable to fund their own potential graduate students. Only French has an MA program. Spanish, Japanese and Linguistics do not have a major and thus must integrate students into existing multidisciplinary programs (CPST - Cultural, Social, Political Thought or IMMA – Individualized Multidisciplinary Master of Arts) or other related programs (Indigenous Studies). Integrating professors into such programs and the development of a standardized or more coherent master's program in French are important issues to consider. Only disciplines with a major can offer a master's program. Finally, it is important to address the issue of professor compensation in terms of course release for graduate student supervision and teaching.

- Diversity of Student Experience Levels: Diversity in background preparation and incoherencies. Students from diverse backgrounds with differing levels of proficiency often end up in the same intermediate-level language class (levels 2010/2020). The French and Spanish sections have modified the placement process to try to deal with this situation. The French section has also implemented a minimum required grade to take upper-level classes and increased requirements for majors and minors.
- Language Lab Use: Spanish and Japanese no longer conduct language labs, as students can complete many on-line exercises at home. The extra lab hour can create student scheduling issues. The language lab hour in 1<sup>st</sup> and 2nd year French grammar courses is still required but is now conducted exclusively online and asynchronously also to prevent student scheduling issues.

The body of the report noted several strengths of the Department of Modern Languages and Linguistics:

- The exclusive use of Spanish as the language of instruction for Spanish programming sets our program apart from other provincial institutions. Another feature of our program is that students can complete a semester abroad as early as their second year of study. This improves the language proficiency of students early on in their career and exposes students to Spanish or Hispanic culture in a “natural” setting. Through the Spanish Student Visiting Program (SPAN 2250), study in a Spanish-language university in an immersion setting. Because students pick their destination university themselves (together with the Off-Campus Studies Coordinator), SPAN 2250 offers endless possibilities. No other provincial program offers students this type of prospect. This course has been successfully run for over seven years.
- The French Visiting Student Programme (FREN 2250), begun in 1974, is one of the longest standing such programs in Alberta. It is required for French Education majors, and, since 2019 for B.A. French majors; many students take excellent advantage of the program. They can go to Québec or travel abroad to complete their semester. In addition to our French major and minor, French offers combined majors with Spanish. Our combined degrees are also noteworthy: the combined B.A./B.Ed. in French Education, for example, enjoys an excellent reputation and is in high demand by students and future employers, as employment statistics reflect. Since 2015, we have a memorandum of agreement with Université Lumière Lyon II in France.
- The combined B.A./B.Mgt. in Japanese/International Management is one of the few of its kind in Alberta and attracts quite a few students seeking to improve their employment prospects by being able to speak Japanese and understand the culture.

The following weaknesses and challenges were mentioned in the body of the report:

- The Department is concerned about faculty attrition. We have lost the German program altogether, a professor in French and the Department has now, most recently, lost a position in Spanish. It is important to mention that recently retired faculty member was a specialist of Teresa of Avila and of women's writing in general within Spanish literature, which is a significant area of study and interest linked to Women's Studies. The Japanese section has not replaced a vacant position despite the position being necessary to deliver the Japanese program consistently. Instead, the program draws on one sessional instructor.
- Students generally expressed concern regarding French, Spanish, Japanese teaching courses in English and indicated need for streamlining procedures for study and work abroad program. Students also indicated the need for more:
  - oral expression classes.

- upper-level courses (some are offered only once every two years)
- language assistants
- (and better) communication with Academic Advising

Recommendations from the body of the report:

- To maintain the current complement of course/programs, the Department will continue to need some Sessional support in French, Japanese, and Linguistics. The Faculty of Arts and Science has tried to eliminate dependence on sessional instructors for several years.
- The Department of Modern Languages and Linguistics and Linguistics needs to replace one retired Spanish Professor and needs a Japanese Instructor to sustain current programs in this language. The Department lost one French Professor in 2013 and the entire German Section also in 2013. In the long term, in order to diversify offerings and uphold the Department's commitment to its multilingual character, hires in each of the sections would be invaluable.
- While the French section has worked with the Faculty of Education and the professor responsible for in-coming French students, there are no courses specifically on teaching language in Education and no means of maintaining language skills in the final years while completing practicum requirements. Marketing languages alongside B.Ed. degrees would create a niche for language learning at U of Lethbridge, as compared to other universities in Alberta.
- Given that the Department of Modern Languages and Linguistics and Linguistics finds itself within the third major university in Alberta and somewhat isolated in terms of geography, it is important for the University of Lethbridge to work with the Department to become involved in the promotion of language-learning in the area and province. It is essential to maintain enrolments and increase them by backfilling lost positions and then to develop a niche market in collaboration with the Faculty of Education, as many students enter the teaching profession. These changes must not simply be the initiative of individual department members but also involve upper administration in the Faculty of Arts and Science and the University. Upper-administration meetings need to be organized with the Faculty of Education, and then, the Dhillon School of Business to address the fact that international business management students no longer need languages to complete their degree. The reduction in required language courses has decimated the minor in Modern Languages. Furthermore, discussions regarding language requirements need to be organized within the Faculty of Liberal arts and in conjunction with other Departments across University Faculties where language is indirectly encountered or critical to understanding subject matter to the fullest manner possible.
- The Spanish section is trying to establish a long-overdue Hispanic Studies Minor at the U of L, housed and managed through the Department. The broad, interdisciplinary scope of the program would subscribe to the institutional, inter-faculty and A&S strategic call for intrinsic innovation to serve an evolving student body with a thirst for a globalized experience. The Spanish section would partner, initially, with Anthropology, History and International Management, fostering interdisciplinary relationships while confirming the Spanish section's role at the heart of a rejuvenated model of liberal education. This initiative requires the support of the faculty of A&S as an act of recognition that language acquisition in general is ceding ground to dynamic programming that will allow students to integrate linguistic, cultural, historical, political and business awareness, thus providing them with credentials that are, in a word, marketable.
- Integrating offerings related to Latin instruction or other singular courses would highlight the fact that this Department is a language hub within the University which should also explore co-op

arrangements in conjunction with the Faculty of Education. Making connections between the University, its students and employers in the area would establish dialogue between these parties and demonstrate the pertinence of advanced study.

- Finally, it is important to remember the essential place that Japanese holds in Lethbridge's cultural heritage and to promote this via development of this section of Modern Languages and Linguistics. While certain efforts have been made in terms of linguistics via a hire in Indigenous studies, the University needs to further develop this area and then to explore the potential heritage language learners such as the local Hutterite population and those who speak Dutch, Filipino, Mandarin or Russian in the area. Summer courses in these languages have pointed to interest in such languages and thus deserve more long-term consideration.

## External Review Report

The External Review Report contained 12 (twelve) recommendations for improving the Department of Modern Languages and Linguistics:

Recommendations from the body of the report:

- Research projects and requests for research funding should be mentored in close collaboration with the ORIS (see suggestions above).
- Faculty in anomalous positions should have their status regularized.
- Courses should be taught in the target language wherever possible; the number of content courses taken in English should be restricted to one per student per language programme.
- The Spanish programme should not dispense with the teaching of literature and should explore stronger ties with Spanish America.
- The administration should develop stronger ties with Dhillon School of Business and the Faculty of Education to enforce the importance of language acquisition and cultural literacy. A language credit or course should be required in the International Management programme. Students in the B.A./B.Ed degree in French Education do not have the opportunity to further develop their competence.
- The Faculty of Arts and Science should consider a language requirement in conjunction with other departments. This is a necessary component of a liberal arts education and, furthermore, would distinguish the University of Lethbridge from other institutions that do not adhere to the liberal arts education model.
- The DMLL should work towards the foundation of an MA in Modern Languages. This is appropriate in an institution with a focus on liberal education. The Lethbridge Modern Languages MA would benefit from a transdisciplinary focus that would distinguish it from other modern languages Master's degrees offered in Alberta, which are narrower in focus (applied linguistics, literature and/or film studies, transcultural studies at UofC; applied linguistics, media and cultural studies, translation studies, comparative and transnational literatures at U of A). If this MA were offered part-time, it would appeal to teachers seeking to upgrade their qualifications and would eventually attract students from outside the UofL's usual catchment area. The MA could include an experiential learning component. The foundation of an introductory MA seminar, given in English but with students doing research according to their own linguistic specializations, would be a necessary

condition for launching this degree. This degree would demand adequate funding for graduate students through scholarships, teaching or research assistantships or other forms of support. The Advancement Office could explore scholarship funding from individual donors including corporate sponsors. Additional teaching at the MA level would have to be factored into the teaching load.

- The DMLL office should have a full-day administrative schedule.
- When funding becomes available, we recommend the following in order of priority in hiring in the DMLL, as outlined in more detail above: a. Romance Linguistics (TT); b. Francophone literature and culture (TT); c. Japanese instructor (contract); d. French-language cross-appointment with education (TT or contract); e. Professor of Practice in Indigenous language to allow more teaching in Linguistics (contract).
- Use of library resources should be encouraged by course outlines and built into one second-year course in each language (see above).
- The public face of the DMLL should be developed through more active self-promotion, liaising with high schools, open houses, workshops on business French.

The DMLL should take advantage of the bilingual character of the Jarislowsky Chair in Trust and Political Leadership to associate itself more closely in students' minds with the idea of Canadian bilingualism, and to present official bilingualism as an asset to be pursued by students and faculty members.

Challenges discussed in the report:

- In general, the DMLL demonstrates good compliance with disciplinary and institutional standards. The use of courses taught in English rather than in the target language is a concern, as reduced use of the target language diminishes the student's professional advantage post-graduation. While such courses received excellent reviews and can be useful for attracting more students, we advise against allowing further proliferation of such courses.
- The decline in literary studies, particularly in Spanish, is also a concern as it reduces both fluency in the target language and understanding of the culture, particularly in its chronological development. The Spanish programme is strong in visual fields, notably film and theatre. Spanish faculty report a lack of student interest in literary studies, a phenomenon observable at other universities. However, incoming undergraduate students' interests should not be taken as set in concrete; it is the faculty's responsibility to stimulate and inspire students to develop new interests.
- The current Administrative Assistant has only a half-time position in the DMLL. This post is shared with Indigenous Studies, which is in another building. As a result, the office is closed in the afternoons, meaning that queries are left unattended. Professors, students and visitors, therefore, experience frustration: a closed door does not leave a positive impression. While both units may be comparatively small, there are fixed costs associated with any department (budgets, room assignments, scheduling etc.) and working for two departments essentially doubles the workload. The joint appointment also complicates the role of the direct supervisor as two individuals are involved. The Administrative Assistants rely on their cohorts in other units for technical assistance, as this is not available. A reclassification of rank (salary, responsibilities) is recommended.
- Students require more course options per term. Not only do students in a particular discipline have no choice with regard to the courses they take, but many courses are offered on two-year rotations, resulting in limited opportunities to fit courses into student schedules. This is a matter of particular concern for students majoring in other departments (e.g. Computer Science, Education), or those

returning from study abroad or in Quebec, who may come back to find that the course they require is not offered that year. All programs (Linguistics, French, Spanish, Japanese) endeavour to offer comprehensive, coherent programmes, but they are challenged to do so because of limited number of available courses and/or faculty.

All sections experienced a drop in enrollments when the language requirement was eliminated from the International Management Programme. Language competency and cultural know-how should be recognized as key components of the International Management Programme. A language requirement also strengthens the position of a business programme in a liberal arts education. The cutting of language requirements in degrees with an international focus (business, international development), which has also occurred at other universities, has come to be recognized as a false economy, as students with a grounding in a language enjoy a significantly stronger position in the job market. Every effort should be made to lobby the International Management Programme to reverse this decision.

Opportunities discussed in the report:

- The proposed HISP degree, incorporating Anthropology, may bring the benefits of higher enrollment, particularly as SPAN faculty will be part of this degree, though it should be carefully monitored to ensure that it does not have the reverse effect of draining students away from the Spanish degree. In addition, the two “Culture and Civilization” courses (FREN2200 and SPAN3600) might be freshened up by a change of name. The word “civilization,” in particular, is now associated with antiquated colonizing discourses (e.g. la mission civilisatrice). Titles reflecting the diversity of both the Francophone and Hispanophone worlds might be more appropriate, for example, “Cultures of La Francophonie” or “Global Hispanic Cultures.”
- We also recommend that the French section develop a course in Business French at the second- or third-year level. Of particular interest to the students in the Dhillon School of Business, this course would be useful to all those seeking employment in the private and public sector; it could attract students from departments across the University.
- The Spanish and French sections may wish to add a credited internship through the Applied Studies or Co-operative Education Offices. Experiential learning is widely recognized as a valuable addition, especially in a liberal arts education, and as an important credential when seeking employment. Possible areas of placement include: museums, art galleries, theatres and other cultural institutions, local businesses, social services, community and government organizations such as those working with newly arrived immigrants.
- [L]ibrary resources are not adequately used by students. A note about how to use the library should be included in all course outlines. Students should be made aware of the possibility of booking an appointment with a librarian to facilitate research. At least one course in each subject, most profitably at the 2000 level, should include a visit to the library, a session with a librarian on how to do research in the library and ideally a library-based research assignment.
- A representative from the Office of Research and Innovation Services should be invited to a departmental meeting to introduce faculty to the services available and to explain the grant process. The Office should be aware of the research projects undertaken by the faculty. Grant facilitators should set up discipline-specific workshops to familiarize faculty with the grants available and the application process. Internal funding should be available to encourage faculty to reapply, particularly if the grant was deemed worthy but could not be funded (4A status). Dates for deadlines, especially the internal deadline to guarantee that the ORIS has sufficient time to provide feedback to the

applicant, must be adequately communicated. It is useful if faculty receive regular emails alerting them to approaching internal deadlines to foster an ongoing awareness of broader research possibilities.

## Program Response

In their Program Response, the Self Study Committee addressed the recommendations from the External Review Report:

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1. <i>Research projects and requests for research funding should be mentored in close collaboration with the ORIS (see suggestions above).</i>	<p>We appreciate the confidence that the reviewers expressed in the Department's collective commitment to research and scholarship even as they exhort us to make a concerted and more consistent effort to seek and obtain external funding. Many, though not all, of us are able to maintain a steady publication record according to disciplinary standards while working independently without the need for substantial external funding. Some members of the Department do require and seek external funding and yet find themselves largely unsupported by ORIS if they choose, for example, to apply in French for federal funding. The reviewers' point is, nevertheless, well-taken particularly as they underscore that scholars with external funding may have greater success attracting graduate students which would, in turn, raise the profile of our Department and constituent disciplines. All of this, however, requires support from other areas of the university including the A&amp;S Dean's office as well as ORIS. As a Department, we collectively intend to act on this recommendation and reach out to ORIS for some specialized and individualized guidance in navigating funding opportunities specific to our disciplines and languages. This may take the form of a workshop for our faculty members. While we have found in the past that ORIS is more familiar with and better equipped to serve the sciences and social sciences, we will make efforts to collaborate with them in order to enhance their disciplinary breadth while exploring funding opportunities with the necessary support.</p>
2. <i>Faculty in anomalous positions should have their status regularized.</i>	<p>Our Department is comprised of one Lecturer III, one full professor, seven associate professors and one assistant professor. All of the faculty members in these various positions are tenured, equally valued and fundamental to the successful delivery of our programs. The reviewers appear to have misunderstood the terms of the position defined at the U of L as Lecturer III (90% teaching/10% service), believing that it is "anomalous" and in need of "regularizing" as opposed to those positions defined as assistant, associate and full professors (40% teaching, 40%</p>

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	research, 20% service). Lecturer positions have distinct roles and responsibilities and are not recategorized, converted or “regularized” at the U of L as a function of degrees held by those in the position of Lecturer III.
3. <i>Courses should be taught in the target language wherever possible; the number of content courses taken in English should be restricted to one per student per language programme.</i>	MLL’s course offerings are almost exclusively conducted in the target language with the exception of a maximum of one multidisciplinary, cross-listed course per semester in the French and Spanish programmes. A real and recent example of this was a 2nd year Québécois cinema class with the cross-listed designations of French, Modern Languages and Cinema, where those enrolled in French would conduct all but the class discussions in the target language. Such offerings are still in their infancy in our Department and were not adopted lightly or without fully weighing all possible advantages and disadvantages inherent in their offering. Upon trial and reflection, we generally view them as complementing our programs and contributing in a meaningful way to the greater A&S agenda to enhance Liberal Arts offerings for a broader audience while occasionally also boosting our enrolment. It is essential that we allow students who are not conversant in our disciplinary languages the opportunity to experience the literature, culture, history, cinema and storytelling traditions that we represent while mixing with our own majors and minors to facilitate an enriching exchange of ideas and perspectives. The reviewers appear to take an opposing view on this with which we do not agree, knowing as we do the student makeup, culture and vision of our faculty and university. We have no intention of allowing an occasional class offered in English to compromise or inadvertently overwhelm the integrity of our commitment to delivering high-quality, target-language curricula.
4. <i>The Spanish programme should not dispense with the teaching of literature and should explore stronger ties with Spanish America.</i>	For the last few years, the Spanish section has been assiduously exploring realisable means to invigorate their program, to boost student enrolment and to provide Spanish students with transferable knowledge and skills. To achieve this, they have reoriented their language instruction to a more orally focussed communicative model. Rather than dispense with the teaching of literature as the reviewers suggest, they are, in fact, moving to integrate it effectively and in an authentic and innovative way into classroom contexts that value, above all, the delivery of content appropriate to student needs and interests as Spanish minors or Spanish/French majors. This includes amplifying the scope of their studies

	across the Hispanic world including Spanish America and extends to the burgeoning Hispanic Studies offerings as well.
5. <i>The administration should develop stronger ties with Dhillon School of Business and the Faculty of Education to enforce the importance of language acquisition and cultural literacy. A language credit or course should be required in the International Management programme. Students in the B.A./B.Ed degree in French Education do not have the opportunity to further develop their competence.</i>	We pointed out in the self-study report the decimating impact of International Management withdrawing their language requirement on our individual class enrolments and the overall number of “minors” being completed in languages. We are grateful that external reviewers are as struck by such an ill-conceived and incomprehensible move that significantly diminishes the value of the International Management program to the consequent detriment of our enrolment. We will act on this recommendation and request the support of upper administration to do so, but also see the support of the Dean’s Office. Even more importantly, we have plans to solidify our relationship with the Faculty of Education and will collaborate with the Dean to facilitate discussions on an enhanced role for our Department in ensuring the integrity of the Faculty of Education’s training evaluation and professional placement of French and Spanish language teachers.
6. <i>The Faculty of Arts and Science should consider a language requirement in conjunction with other departments. This is a necessary component of a liberal arts education and, furthermore, would distinguish the University of Lethbridge from other institutions that do not adhere to the liberal arts education model.</i>	We fully agree with this recommendation, as with the previous one. As a Department, we do not feel that we receive adequate attention from other Departments at the U of L where language learning would be an asset. While we understand that each discipline and Department is trying to provide their own students with as much area-specific information as possible, we also know that language requirements are fundamental to other programs, notably in Europe, and that a Liberal Education involves openness to otherness. The Department of Modern Languages and Linguistics is well situated to speak to this fundamental trait. While we recognize that other disciplines (Indigenous studies, women’s studies) also address such questions, we fully believe that language broadens horizons and cultivates a global perspective. Encouraged by this external analysis, we intend to pursue this suggestion, raise it with the Faculty of Liberal Arts as well as with the President’s Office as we advocate for a language component to be implemented as broadly as possible. The idea that doing so would distinguish us from other institutions is an excellent one that should be supported at every administrative level.
7. <i>The DMLL should work towards the foundation of an MA in Modern Languages. This is appropriate in an</i>	We agree with this recommendation and the suggestions made with respect to the establishment of an M.A. in Modern Languages and Linguistics. We feel that this would

<p><i>institution with a focus on liberal education. The Lethbridge Modern Languages MA would benefit from a transdisciplinary focus that would distinguish it from other modern languages Master's degrees offered in Alberta, which are narrower in focus (applied linguistics, literature and/or film studies, transcultural studies at Uof C; applied linguistics, media and cultural studies, translation studies, comparative and transnational literatures at U of A).</i></p>	<p>be an attractive program to students and further bolster the profile of the Department. Certain OLEP funds could be used to aid students focusing on French within the program. The current Associate Dean of Graduate Studies has expressed interest in this idea.</p>
<p>8. <i>The DMLL office should have a full-day administrative schedule.</i></p>	<p>We agree wholeheartedly with this recommendation. It is a shame that our departmental office sits empty for half of every day. It gives a poor impression to students seeking assistance, however, realistically, we have functioned with the shared structure for approximately a decade now and the Department has other priorities to consider as the financial state of the university improves. We do, however, believe that physical proximity to the Department with which we share the Administrative Support person would be beneficial and help students feel that languages are a valued part of the University.</p>
<p>9. <i>When funding becomes available, we recommend the following in order of priority in hiring in the DMLL, as outlined in more detail above: a. Romance Linguistics (TT); b. Francophone literature and culture (TT); c. Japanese instructor (contract); d. French-language cross-appointment with education (TT or contract); e. Professor of Practice in Indigenous language to allow more teaching in Linguistics (contract).</i></p>	<p>The review committee made recommendations for hiring faculty when budget considerations and enrolment numbers permit finally restoring the many positions that we have lost without replacement over the last twelve years. We thank them, but will establish our own requirements after due consideration of Departmental and faculty strategic priorities. The external reviewers did not sufficiently review the need for someone to replace the vacancy in the Spanish Section. This position is the 4th instructor that the Department of Modern Languages has lost in the last dozen years. Japanese lost a long-time instructor, German disappeared with after a retirement, French lost a professor when another faculty member retired and this latest loss without replacement further weakens the profile of the Department and ultimately, it's ability to attract students. There are many heritage Spanish speakers in this area and it seems that this reality is not being considered in terms of hiring for Spanish. What is more, there is significant interest in Hispanic studies. The reviewers also did not sufficiently address the need to hire for Japanese. The Japanese program needs support and has done for many years. In Lethbridge,</p>

	<p>where the connection to Japan is strong (via the Japanese Garden, the Hokkai Gakuen Professor Exchange program at U of L, etc.), it seems that this language and culture are neglected. The Japanese program could serve more students, and interestingly, attract many students who identify as male, as compared with French and Spanish. This fact speaks to the fascination that students in male-dominated disciplines such as Computer Science etc. have for this language and culture. It is important to capitalize on this regional strength. The external reviewers did not raise the idea that adding other languages via a multi-lingual instructor (Russian, or Arabic) could potentially bolster the Department's overall profile within the University. Other language departments at universities across the country and beyond insist on the global nature of their teaching, labelling themselves as World Languages. In the case of our Department, the disappearance of German and the lack of the two aforementioned languages (one of which always attracts significant student numbers in Summer Sessions) limits the overall attractiveness of language learning at U of L.</p>
<p>10. <i>Use of library resources should be encouraged by course outlines and built into one second-year course in each language (see above).</i></p>	<p>This is a good idea, but our Department intends to do much more in developing a resource page with respect to studying languages and doing research at the U of L library. While students simply scour the internet, there is, indeed, a need to guide students in a more focussed fashion. The point raised by the external reviewers is well-taken but does not appear to be specific to the Department of Modern Languages and Linguistics. General guidelines also need to be provided in a guide for potential students outlining proper behaviour as a University-level student (emails to professors, respecting deadlines, communication with respect to difficulties) and the importance of research and taking initiative in order to successfully complete assignments and projects. Such guidelines could be done in the form of a mandatory on-line tutorial. Individual departments would then insist on this and supplement these guidelines with more discipline-specific instructions.</p>
<p>11. <i>The public face of the DMLL should be developed through more active self-promotion, liaising with high schools, open houses, workshops on business French.</i></p>	<p>We agree that the Department would benefit from greater promotion, but we must take exception with the implication that we do not do everything possible to self-promote. We participate in every open house and orientation initiative that the university organizes. Through the French Language Centre, we have significant funding dedicated to sophisticated community outreach and in</p>

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the creation of workshops dedicated to French proficiency requirements of Education students, majors, minors, etc. We integrate the fundamentals of professional French into many different courses and would very much like to offer a dedicated course on professional French if we are able to position ourselves to staff and populate such a course. In order to further expand promotion of Modern Languages and Linguistics, we can do no more without greater support from the faculty and university. As recently as this month, the Spanish section sought assistance in promoting an exciting theatre initiative that will culminate in 3 public performances and we were turned down by the Director of Marketing and Communications for A&S. This is essentially an A&S, Advancement issue. In internal publications and other media used to promote departments and individuals, our Department is under-represented and rarely, if ever, consulted with respect to events, innovation, or research. While the profile of the Department depends in part on the activities of its members and their own ability to self-promote, it strikes us as important to give this Department more visibility. A spotlight on Departments could be created or on members (and not only those with important grants) to regularly highlight achievements in disciplines that are perhaps not as prominently featured in existing U of L publications.

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12. *The DMLL should take advantage of the bilingual character of the Jarislowsky Chair in Trust and Political Leadership to associate itself more closely in students' minds with the idea of Canadian bilingualism, and to present official bilingualism as an asset to be pursued by students and faculty members.*

We are grateful to Dean Letts for being the first to make the connection between the Jarislowsky initiative and the French section of our Department and we will seek to discuss opportunities with the current holder of the named chair, Dr. Susan Dieleman, in the coming months. We would like to note that the external reviewers imply that the onus is on the French section to create this relationship. While we fully intend to do so, we once again feel that this is an upper-level-administrative duty and that administrators need to cultivate the bilingual (French/English) aspect of this program. Indeed, if the projects developed by the Jarislowsky Chair in Trust and Political Leadership are to be truly bilingual in nature, the French section is an important resource and potential contributing partner both in terms of teaching and research.

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## Dean's Response

The Dean of the Faculty of Arts and Science responded to the 12 (twelve) recommendations from the External Review Report:

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1. <i>Research projects and requests for research funding should be mentored in close collaboration with the ORIS (see suggestions above).</i>	Noting the excellent Research and Creative Activity carried out by Faculty Members in the Department of Modern Languages & Linguistics, external reviewers report a need for external research funding to match the level of research accomplishment of its members. I was pleased to see the Department's agreement to act on this recommendation. The Department pointed out their demonstrated ability to carry out high-quality research without external funding because of the nature of the disciplines. It should be noted that external funding agencies such as SSHRC provide trainee-focused funding, so financial support to train the next generation of academics and leaders is always a benefit of external funding. The Department also points out the lack of grants facilitation support available in the French language. It is true that ORIS does not presently have a Grants Facilitator who can provide services for French applications, but they do have funding set aside to solicit input for grant submissions from external sources, so with an early enough submission, such applications could be supported. We are also a member of ACCRU and this network can be used to solicit help in reviewing grants written in French. It is also notable that one member of the Department has been successful with some of the largest SSHRC grants received at the University of Lethbridge and this did not receive attention in the report.
2. <i>Faculty in anomalous positions should have their status regularized.</i>	As indicated by the Department response, none of the Faculty Members and Instructors are in positions that are anomalous, as defined by the external reviewers.
3. <i>Courses should be taught in the target language wherever possible; the number of content courses taken in English should be restricted to one per student per language programme.</i>	The Department and Dean's Office both agree with this principle, but this is not the purpose of offering the occasional course in English. The Dean's Office is satisfied with the Department's response that they will not allow classes offered in English to compromise the integrity of their language programs and that these will remain small in number, while providing a wider variety of students access to culture, history, cinema, storytelling and literature from other parts of the world as part of our Liberal Education mission. There is also an enrolment reality that the Department is helping to address with courses delivered in the English language. We all agree

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	that the preference is for courses delivered in Spanish, French and Japanese when possible, and to ensure that a sufficient breadth of courses always are.
4. <i>The Spanish programme should not dispense with the teaching of literature and should explore stronger ties with Spanish America.</i>	The Spanish programme Faculty Member complement has recently been reduced, which compromises its ability to address this recommendation. However, there remains expertise in cinema, other oral forms of communication and more. It is important to consider the external reviewers' concern about the importance of incorporating literature into the program, but there is also value in bringing our specialised areas of research and creative activity into the classroom. The Department does indeed integrate Spanish literature into their courses for Spanish Minors and Spanish/French Majors and graduate outcomes are strong, as mentioned in the report. This recommendation will be considered by the Department and Dean's Office when funding for additional positions becomes a reality.
5. <i>The administration should develop stronger ties with Dhillon School of Business and the Faculty of Education to enforce the importance of language acquisition and cultural literacy. A language credit or course should be required in the International Management programme. Students in the B.A./B.Ed degree in French Education do not have the opportunity to further develop their competence.</i>	The Dean's Office agrees with the external reviewers and the Department that the impact of the changes to the International Management program had a negative impact on Spanish, Japanese and French enrolment. We were not pleased with this change, which we understand was done to facilitate accreditation needs while fulfilling their Liberal Education requirements. We will continue meeting with the Faculty of Education, which is under new leadership, to discuss the language acquisition goals of French and Spanish language teachers and the role the Department of Modern Languages and Linguistics can play. We will also raise the language requirement topic with the Dhillon School of Business with a view to facilitating a return to significant language requirement, while understanding that any change will require the support of their Faculty Members and Council.
6. <i>The Faculty of Arts and Science should consider a language requirement in conjunction with other departments. This is a necessary component of a liberal arts education and, furthermore, would distinguish the University of Lethbridge from other institutions that do not adhere to the liberal arts education model.</i>	The Dean's Office would be delighted to see Departments in the Faculty of Arts & Science choose to include language requirements within its degree programs. This would serve our Internationalization goals, and our Liberal Education philosophy. Outside of the Humanities, such requirements could be taken within the Liberal Education requirement, to eliminate or reduce any impact on program completion or elective choice. We also support discussions with the School of Liberal Education and with other Faculties on the importance of language acquisition to see if there is interest across Faculties in a language requirement. The Dean suggested to the external

	reviewers that this recommendation be included in the report and is, thus, eagerly supportive if this is of interest to other Departments.
7. <i>The DMLL should work towards the foundation of an MA in Modern Languages. This is appropriate in an institution with a focus on liberal education. The Lethbridge Modern Languages MA would benefit from a transdisciplinary focus that would distinguish it from other modern languages Master's degrees offered in Alberta, which are narrower in focus (applied linguistics, literature and/or film studies, transcultural studies at Uof C; applied linguistics, media and cultural studies, translation studies, comparative and transnational literatures at U of A).</i>	The Dean's Office commits to working with the Department of Modern Languages & Linguistics and the School of Graduate Studies to support the idea of an MA in Modern Languages, which pairs well with Recommendation #1. Moreover, the MA in Modern Languages will also help attract external funding, further strengthening the training component of the Department. While there is some concern about capacity, given the potential minor impact on CSPT enrolment, it is more likely that the creation of a culture of graduate supervision would have net long-term benefits to such programs.
8. <i>The DMLL office should have a full-day administrative schedule.</i>	The Dean's Office agrees with the Department that half-day service is less than ideal. Unfortunately, administrative support services have been reduced across the Faculty in response to consistent reductions in the Provincial Operating Grant and it would not currently be fiscally feasible to assign administrative support to one Department. We also agree with the comment about physical proximity. As we work toward Destination II, we should consider the importance of avoiding the isolation of Departments. This will alleviate the limitations of administrative support sharing across the workday.
9. <i>When funding becomes available, we recommend the following in order of priority in hiring in the DMLL, as outlined in more detail above: a. Romance Linguistics (TT); b. Francophone literature and culture (TT); c. Japanese instructor (contract); d. French-language cross-appointment with education (TT or contract); e. Professor of Practice in Indigenous language to allow more teaching in Linguistics (contract).</i>	We will continue to seek recommendations on hiring priorities each year from the disciplinary experts in the Department and work with them to find ways to improve enrolments (see Recommendations #5, #6 and #7) that will improve metrics that support our position requests.
10. <i>Use of library resources should be encouraged by course outlines and built into one second-year course in each language (see above).</i>	We support the development of excellent library skills and trust our disciplinary experts to determine what is appropriate in their course outlines to foster these skills.



<p>11. <i>The public face of the DMLL should be developed through more active self-promotion, liaising with high schools, open houses, workshops on business French.</i></p>	<p>The Dean's Office thanks the Department of Modern Languages &amp; Linguistics for its existing promotional activities, including regular, enthusiastic participation in promotional events organized by the University as well as other initiatives that draw attention to its programs. We take under serious advisement the concern raised by the Department in this report regarding insufficient highlighting of Faculty Member and student achievement by our office and endeavour to profile achievements of its members and students. We encourage the Department members to update our office on any opportunities that we can promote, highlight, and communicate via different platforms.</p>
<p>12. <i>The DMLL should take advantage of the bilingual character of the Jarislowsky Chair in Trust and Political Leadership to associate itself more closely in students' minds with the idea of Canadian bilingualism, and to present official bilingualism as an asset to be pursued by students and faculty members.</i></p>	<p>The Dean will work with the Jarislowsky Chair in Trust and Political Leadership and the network of Deans, to determine, in consultation with the Chair of the Department of Modern Languages &amp; Linguistics, how to support the bilingualism-related goals of new Jarislowsky Chair-related programming and activities.</p>

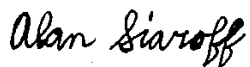
While the External Reviewers' Report contained 12 (twelve) recommendations for improving and/or maintaining the Department of Modern Languages and Linguistics, the area, Dean Letts, and the Academic Quality Assurance Committee each felt that the recommendations were too narrow in focus and were better presented as broad goals to be met before the next review. The committee modified and consolidated most of the 12 (twelve) recommendations into the following seven (7) recommendations:

1. The Faculty of Arts and Science Dean's Office and the Chair and/or Members of the Department, will
  - a. raise at a meeting of Dean's Advisory Council that languages should be encouraged by all programs (both undergraduate and graduate) within the Faculty of Arts and Science.
  - b. direct program and area Chairs to explore including a recommendation to take at least one language course on the planning guide, and have Members of the Department speak to their colleagues about the value of doing so.
  - c. discuss collaborative opportunities with the Jarislowsky Chair in Trust and Political Leadership to promote bilingualism as an asset to be pursued by students and faculty members.
  - d. more actively promote the activities of the Department of Modern Languages and Linguistics.
2. The Faculty of Arts and Science Dean's Office will
  - a. explore either having a full-day administrative schedule or ensuring that the admin for the program is in closer proximity at all times.

- b. explore with campus planning the possibility of offering the Department of Modern Languages and Linguistics the opportunity to move to a more central location that is easier for students to access.
3. The Faculty of Arts and Science Dean's Office and the Chair and/or Members of the Department will work to develop stronger ties with the Faculty of Education to enforce the importance of language acquisition and cultural literacy. The two faculties should explore increasing opportunities for students in the B.A./B.Ed. degree in modern language education to further develop their language competence.
4. The Faculty of Arts and Science Dean's Office and the Chair and/or Members of the Department will work to develop stronger ties with the Dhillon School of Business to enforce the importance of language acquisition and cultural literacy.
5. The Department of Modern Languages and Linguistics should take part in the conversations around the Master of Arts program in the Faculty of Arts and Science.
6. The Department of Modern Languages and Linguistics should create a strategic hiring plan that prioritizes necessary hires in the future.
7. The Department of Modern Languages and Linguistics will meet with ORIS to discuss mechanisms for providing assistance with grants, including in languages other than English.

The Academic Quality Assurance Committee is satisfied that the Department of Modern Languages and Linguistics academic quality assurance review has followed the U of L's academic quality assurance process appropriately, and acknowledges the successful completion of the review.

Sincerely,



Dr. Alan Siaroff  
Chair, Academic Quality Assurance Committee  
Professor, Department of Political Science

cc Michelle Helstein, PhD.  
Provost & Vice-President (Academic)