

Two Year Progress Report

Applied Language Studies (Minor and Diploma)

November 2016

Background:

The first Program Review of Applied Language Studies (APPLS) was completed in December 2014. In March 2015, a Response to the External Reviewers' Report was submitted to the Associate Vice-President, Academic's office. The present document is the Two Year Progress Report written to track progress in meeting the recommendations of the external reviewers.

Progress on Implementation Plan:

The external reviewers made six recommendations, which are recorded below. A response follows each recommendation indicating to what extent the recommendation has been acted upon since the submission of the External Reviewers' Report.

Recommendations

1. The reviewers recommended that the APPLS program define a clear discrete identity from the English Second Language (ESL) program. Although the program greatly benefits from its close association with the teaching activities of the English Language Institute (ELI), APPLS is too often seen in a supporting role. The reviewers believe that APPLS has the potential to further develop into a distinct "brand," focusing on the links between second-language acquisition, multilingualism, and the global economy.

Status: Ongoing.

Details:

At Renison, a restructuring has occurred that brought the Applied Language Studies program into the new department of Culture and Language Studies. This restructuring places APPLS in the same department as professors in East Asian Studies, who offer courses in Chinese, Korean, and Japanese. Furthermore, Culture and Language Studies is preparing to offer courses in American Sign Language. This new departmental affiliation associates APPLS more closely with other second language teaching programs that are not ESL programs, and makes the multilingual focus of APPLS more explicit.

We have used the vehicle of a cornerstone assignment in APPLS 304R: Second Language Teaching Methodology to connect more explicitly with other language departments on campus. In the main assignment for the course, students observe professors teaching in

second language classrooms in order to apply theoretical frameworks to observed classroom contexts. In the past, the majority of these observations were completed in ESL classes offered through the ELI. Over the last two years, students have observed in German, French, Spanish, Russian, Latin, Chinese, and Korean language classes. We sincerely appreciate the generosity of the hosting professors who are supporting APPLS students in this way. These placements build connections between language teaching departments and the APPLS program, and enhance on-campus awareness of APPLS.

In addition, the practice of pairing APPLS students with English language learners for the purposes of guided conversational interaction has moved from being an arrangement between individual APPLS and ESL professors to an integral part of the Conversation Partner Program run through Renison's International Office. English language learners who participate in this program may still be students in the ELI, but increasing numbers of participants are international students studying in a variety of faculties across campus. This defining feature of the first APPLS course (APPLS 205R: Second Language Acquisition) lends greater institutional support to the APPLS program and brings the course into the mainstream of Renison's international activities.

2. The reviewers recommended that students gain earlier enrolment in the program to ensure an adequate timeline for completion of the requirements. This may be achieved through marketing the course more deliberately in 100-level courses.

Status: In progress.

Details:

The APPLS marketing material has been updated to reflect the new program structure (which took effect in 2015), and the brochures have been distributed to undergraduate academic advisors.

At the time the APPLS Program Review Report was completed (December 2014), Renison was intending to restructure its marketing team to provide more focused promotion of all of its programs. This restructuring has not yet occurred, so a more systematic promotion of the APPLS program at a college-wide level has not been achieved. However, the College has recently completed the interview process required to hire a marketing manager. We anticipate that the successful candidate will develop a college-wide plan for program promotion that will benefit APPLS.

3. The reviewers recommended that the APPLS program be promoted in a more systematic way. Recruitment and program promotion are mostly concentrated internally, focusing mainly on students already in an APPLS course. Most students first hear about APPLS in a language course, but there are students in other programs (particularly Psychology) and other Faculties who are pursuing the minor. Ensuring that the program is well promoted at Waterloo should raise the profile of the program and make it available to students from any discipline. The beautiful brochure, recently developed by Renison, is a first step in that direction.

Status: Ongoing.

Details:

Since the APPLS program review, the APPLS promotional brochures have been updated and distributed to undergraduate advisors. APPLS participated in the Social Development Studies Information Session (March 2015), the University of Waterloo Open House (March 2015), and the ARTS Declare Your Minor Day (November 2015). Participation in these university-wide marketing events will continue.

4. The reviewers recommended that the Renison administration and the APPLS Co-ordinator review staffing needs for the APPLS program and consider establishing a dedicated part-time position to handle administrative tasks.

Status: Completed.

Details:

In May 2015, Renison hired a full-time assistant whose responsibilities include administrative tasks and marketing support for the Applied Language Studies minor. With the repositioning of APPLS within the new Department of Culture and Language Studies, this assistant now provides support for all departmental publicity activities, with a strong emphasis on APPLS. This addition to the unit has increased the capacity of the APPLS program to establish and increase its visibility on campus and plan events for APPLS students. Additionally, the department has a part-time special events administrative assistant who is available to provide further support to APPLS events.

5. The reviewers recommended that the APPLS program connect more systematically with existing Renison language programs and other Renison programs (e.g., Social Work,

Social Development Studies) and collaborate more closely with other Waterloo departments, especially Germanic and Slavic Studies, French, and Spanish.

Status: In progress.

Details:

The restructuring at Renison that brought APPLS into the new Department of Culture and Language Studies makes the connections between the other language units at Renison (Chinese, Korean, and Japanese) explicit through shared administration. APPLS works closely with the undergraduate advisor in French to ensure major courses do not conflict, and the connection with Germanic and Slavic Studies is maintained as a faculty member in that department teaches one of the APPLS core courses. In addition, foundational APPLS assignments are used to build awareness of the APPLS program in other language departments across campus. (Please see response to #1 recommendation above for further details).

In the meantime, APPLS works closely with administrators from other language departments to ensure the timing of APPLS courses does not conflict with that of major required courses in those departments. For example, in winter 2017, APPLS 306R (one of the core courses for the minor) was originally scheduled at a time that conflicted with FR 473 (a core course for students in the French Teaching Specialization [FTS] stream). Once this was discovered, we were able to reschedule the APPLS class to permit the FTS students to attend the course. Our flexibility ensures students are able to complete the minor prior to graduation.

6. The reviewers recommended that the APPLS Co-ordinator continue to discuss an APPLS major program with Renison administration, Faculty of Arts administration, and Language departments (especially Germanic and Slavic Studies, French, and Spanish). Under the existing funding formula, it is unlikely that the College would be able to resource the program. More tenured and tenure-track faculty would be needed for the increased teaching and administrative load. There are two factors that might make the major more viable: 1) the reduction of Arts Honours BA requirements to a 16-course minimum and the interdisciplinary nature of APPLS; 2) if the BIUs for Honours APPLS majors could be transferred to Renison, it would make the program more cost-effective.

Status: The possibility of turning APPLS into a major program is an appealing prospect that continues to be discussed at Renison from time to time. However, moving the APPLS to a major program is not economically feasible at this time.

Details:

As the reviewers noted, increased financial resources are required to grow the APPLS program to a major, and the College is not able to designate these. Renison is committed to the success of the APPLS minor and will continue to search for opportunities to grow the program. The process of securing permission to hire a new tenure-track professor in APPLS (shared with the English for Multilingual Speakers unit of the Culture and Language Studies department) is underway, with an anticipated hire in 2018.

Explain any circumstances that have altered the original implementation plan:

As noted above, we had hoped that Renison would hire a marketing manager to engage in a more systematic promotion of the APPLS program earlier. However, the interview process to hire a candidate is now complete, and we anticipate the individual will begin work in spring 2017.

Address any significant developments or initiatives that have arisen since the program review process, or that were not contemplated during the review:

There are none.

Updated Implementation Plan:

	Recommendations	Proposed Actions	Responsibility for Leading and Resourcing (if applicable) the Actions	Timeline for addressing Recommendations
1.	Define a clear discrete identity from the ESL program.	Ongoing.	Director, English Language Studies Chair, Culture and Language Studies	Continue to the next program review.
2.	Encourage earlier enrolment in the program to ensure students have adequate time to complete the minor requirements.	Marketing efforts are ongoing.	Director, English Language Studies Chair, Culture and Language Studies	Continue to the next program review.
3.	Promote the program in a more systematic way.	Marketing efforts are ongoing.	Director, English Language Studies Chair, Culture and Language Studies	Continue to the next program review.
4.	Establish a dedicated position to handle administrative tasks.	Recommendation acted upon. No further action is required.	N/A	N/A
5.	Connect more systematically with existing Renison language programs and other Renison programs (e.g., Social Work, Social Development Studies) and collaborate more closely with other	Collaborative efforts have begun and are ongoing.	Director, English Language Studies Chair, Culture and Language Studies	Continue to the next program review.

	Waterloo departments, especially Germanic and Slavic Studies, French and Spanish.			
6.	Continue to discuss a Major program with Renison administration, Faculty of Arts administration, and Language departments (especially Germanic and Slavic Studies, French and Spanish).	This possibility remains in discussion at Renison.	Director, English Language Studies Chair, Culture and Language Studies	Continue to the next program review.

The Department Chair/Director, in consultation with the Dean of the Faculty is responsible for monitoring the Implementation Plan.

Report on anything else you believe is appropriate to bring to Senate concerning this program:

We have nothing further to report at this time.

Date of next program review: _____ **2021**
Date

Signatures of Approval:

Chair/Director _____ Date

AFIW Administrative Dean/Head (For AFIW programs only) _____ Date

Faculty Dean _____ Date

Associate Vice-President, Academic _____ Date
(For undergraduate and augmented programs)

Associate Provost, Graduate Studies _____ Date
(For Graduate and augmented programs)