



Review of the Department of Linguistics

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1. Introduction

The Department of Linguistics is one of the largest and most diverse Linguistics Departments in Australia, and very possibly internationally. The Department supports undergraduate, postgraduate coursework, and postgraduate research degree students, both domestically and internationally, and by distance. The main research centre in Linguistics is the *MQ Centre for Language Sciences (CLaS)*. Other areas of research excellence are in Applied Linguistics and Educational Linguistics (including the Adult Migrant English Program Research Centre [AMEP-RC]), Sign Language Linguistics, and Systemic Functional Linguistics. The Department is also home to two clinical facilities, in Speech Pathology and Audiology, which support the professional training of students and research. Postgraduate (Master's level) courses in Speech Pathology, Audiology, Editing and Publishing, and Translating and Interpreting have been reviewed and accredited by the relevant professional associations; namely, Speech Pathology Australia, the Audiological Society of Australia, the Australian Publishers Association, and the National Accreditation Authority for Translators and Interpreters (NAATI), respectively. The purpose of the present review is to cover a broad range of leadership, management, resourcing and engagement issues that have not been covered in detail by individual course reviews.

1.1. Terms of Reference

1. Governance. Review the effectiveness of governance in the Linguistics Department: including planning, leadership and management structures, processes and resources in maintaining and developing teaching quality, and research productivity.
2. Instruction. Review the appropriateness of instructional programs, including degrees, courses, and units offered by the Department, relative to institutional and faculty priorities, and the demands made by employers and the professional community.
3. Reputation. Review the Department's current academic standing and reputation in terms of research outputs, activity, and capability relative to Faculty and University objectives, including opportunities for developing research.
4. Profile. Review the Department's current academic, professional training, and student profiles: How do these align with current and future objectives?
5. International profile. Review the Department's international profile, including current linkages and scope for future development.
6. Industry engagement. Review the Department's engagement with Industry, including external/professional contribution to and use of research and curriculum development.
7. Community engagement. Review the Department's engagement with the community, including the extent to which its teaching, learning and research activities contribute to addressing important community concerns.
8. Development. Recommend specific development opportunities for the Linguistics Department in the immediate future (next 2 to 3 years) in terms of its resources, teaching, research, internationalisation, and industry and community engagement activities.

1.2. Review Panel

Professor Denis Burnham (CHAIR)

Director, MARCS Auditory Laboratories
University of Western Sydney

Professor Louise Hickson

Head, School of Health and Rehabilitation Sciences
Professor of Audiology
The University of Queensland

Professor Geoff Williams

Department of Language and Literacy Education
University of British Columbia

Professor Daniel Kane

Head, Chinese Studies
Professor of Chinese
Department of International Studies
Macquarie University

Dr Mitch Parsell (REVIEW SECRETARY)

Director, Learning and Teaching
Faculty of Human Sciences
Macquarie University

1.3. Review Input

The review panel received two forms of input from stakeholders: written submissions and interviews.

A Self-Evaluation Report (SER) was received from the Department of Linguistics in line with the University Procedures for Reviews. The Executive Dean (Professor Janet Greeley) also provided input outlining the overall performance of the Department together with planning documents across the University and Faculty. These submissions are publicly available at:

http://www.humansciences.mq.edu.au/the_faculty/quality_enhancement_framework

A general call for written submissions was sent via MQ Announcements to all university staff, resulting in one submission (see Appendix One).

Interviews were conducted over three days. Input was sought across the seven broad areas relevant to the Terms of Reference: (i) Management, staff profiles and budget; (ii) Learning and Teaching (Undergraduate); (iii) Learning and Teaching Postgraduate; (iv) Research; (v) Engagement; and, (v) Research Centres. Faculty level staff were interviewed separate to Department staff, and students separate to staff. Professional and academic staff from the same groupings were interviewed together. The interview schedule and stakeholders interviewed were as follows:

Day 1 (November 29)

I. Management, Staff Profiles and Budget

i. Linguistics Staff:

Linda Cupples (Head); and,
Jemina Napier (Deputy Head).

ii. Faculty Staff:

Linda Schofield (Faculty General Manager);
Graham Dowle (Faculty Finance Manager); and,
Michael Richardson (Faculty Manager, Student Administration).

II. Learning and Teaching Undergraduate

1. Undergraduate Teaching Professional Staff:

Sue Spinks (Undergraduate Coordinator, Linguistics);
Robert Mannell (Co-Convenor, Speech and Hearing Sciences);
Felicity Cox (Co-Convenor, Speech and Hearing Sciences); and,
Brooke Moses (Undergraduate Liaison Assistant).

2. Undergraduate Student:

Elizabeth Shoostovian (Linguistics)

Day 2 (November 30)

III. Learning and Teaching Postgraduate

1. Clinical Programs - Teaching and Professional Staff Audiology and Speech Pathology:

Ingrid Willenberg (Unit Convenor, Speech and Language Pathology);
Catherine McMahon (Head, Audiology);
Elisabeth Harrison (Head, Speech and Language Pathology);
Eva Nemeth (Director of Clinical Education - Speech and Language Pathology); and,
Kylie Coaldrake/Lorraine Whybrow (Administrator, Postgraduate Coursework).

2. Audiology and Speech Pathology Students:

Megan O'Donnell (Audiology);
Angela Huxtable (Speech Pathology); and,

- Pia Gyldenkaerne (Speech Pathology).
3. Clinic Professional Staff
Kathryn Curtis (Business Manager, Speech and Hearing Clinics)
 4. Applied Linguistics
David Hall (Associate Dean (HDR), App Linguistics);
John Knox (Co-Convenor, App Ling); and,
Kylie Coaldrake/Lorraine Whybrow (Administrator, Postgraduate Coursework).
 5. Translating and Interpreting & Editing and Publishing:
Jemina Napier (Deputy Head, Linguistics);
Helen Slatyer (Lecturer, Translating and Interpreting);
Ilija Casule (Convenor, Translating and Interpreting and Linguistics Units);
Pam Peters (Consultant, Founding Director, Editing and Publishing);
Michael Lewis (Lecturer, Editing and Publishing, Writing skills advisor);
Alice Wu (Administrator, Translating and Interpreting); and,
Kylie Coaldrake/Lorraine (Administrator, Postgraduate Coursework).
 6. Students
He Hu (Hale) (Translating & Interpreting); and,
Elizabeth Walton (Editing & Publishing).

IV. Research

1. Research Staff:
Stephen Crain (Director, ClaS, Deputy Head, MACCS, Director, Centre of Excellence in Cognition and its Disorders);
David Butt (Director, CLSL, Co-Convenor, Honours); and,
Jemina Napier (Deputy Head, Linguistics).
2. HDR Student:
Sara Cotterall.

Day 3 (December 1)

V. Engagement

1. Internal Engagement:
Sonia Jeffares (Principal, SIBT, Macquarie University Campus);
Fran Gaynor (Convenor, Academic Communications units);
Catherine Charlton (Centre for Macquarie English); and,
Martina Mollering (Head, European Languages and Cultures).
2. External Engagement:
Stephen Crain (Director, ClaS, Deputy Head, MACCS, Director, Centre of Excellence in Cognition and its Disorders);
David Butt (Director, CLSL, Co-Convenor, Honours);
Verna Rieschild (Sociolinguistics); and,
Elisabeth Harrison (Speech Pathology).

VI. Research Centres

1. Centre for Language Sciences:
Stephen Crain (Director, ClaS, Deputy Head, MACCS, Director, Centre of Excellence in Cognition and its Disorders);
2. Centre for Language in Social Life:
David Butt (Director, CLSL, Co-Convenor, Honours);

Out of session

- Lynda Yates (Acting Director, AMEP Research Centre)
Chris Candlin (Applied Linguistics)

2. Executive Summary

The Linguistics Department is very diverse, with a range of research groupings and learning and teaching programs. The Department has a commendable international reputation and good research output. The review focuses on proposing ongoing strategies to enable the Department to benefit from and contribute to the University's explicitly-articulated strategic direction. A total of 24 recommendations organised into five key areas are provided.

There are eight recommendations covering *Department Identity and Strategic Directions*, focused on academic governance, strategic leadership, and the consolidation of research centres.

There are four recommendations on *Linguistics Research Culture*, focused on undergraduate research and the role of the Chair of the Research and Higher Degree Research Committee.

There are two recommendations concerning *HDR Students*, focused on HDR visibility and student support.

There is a total of eight recommendations on *Clinical Programs, Masters Programs*, covering consolidation and marketing of programs, simplification of admissions procedures, the development of business models and strategic agendas for clinics, and expansion and leadership across programs.

There are two recommendations on *Academic Support* that address concerns regarding support under the Faculty model and responsibility for maintaining and upgrading the Department website.

3. Recommendations

1. Department Identity and Strategic Directions

I. Governance

- 1.1 That the Headship be positioned as primarily a leadership role in research, learning and teaching, and strategic development.
- 1.2 That the Department establish a Departmental Manager position at HEW 8 with duties including: (i) management of the Department administrative systems and operations; (ii) financial management and resource planning including assisting the Head in the preparation of department budgets; and, (iii) Undertaking HR functions in the department including documentation for staff selection and appointments, processing timesheets and assisting the Head with the performance management process.
- 1.3 That the Department establish a Deputy Head of Department position with a suitable loading, with responsibility of working closely with the Departmental Manager on operational matters and, as appropriate, with the Department Head in the departmental leadership role.
- 1.4 That the Department introduce systematic and effective mentoring for academic and professional staff to strengthen succession planning for administrative and leadership roles.
- 1.5 That general budget information be provided at Departmental meetings to assist staff in understanding the department situation within the university.

II. Research Centres

- 1.6 That, as a first step, research centres in the Department of Linguistics be consolidated into two centres; one based on the Centre for Language Sciences (CLaS) and one based on the Centre for Language and Social Life (CLSL).
- 1.7 That the Department develop a proposal for a CORE position in systemic functional linguistics, based on the quality of current work and the international reputation of personnel in CLSL and Applied Linguistics, together with their significant international collaborations.
- 1.8 That the Department develop a strategy for proposing, selecting, developing and maintaining Research Centres in the Department.

2. Linguistics Research Culture: Undergraduate, Honours, Higher Degree Research, Staff

- 2.1 That the Chair of the Research and Higher Degree Research (HDR) Committee ensure the development of an *inclusive* departmental research culture by e.g., (i) mentoring early career staff to become research active; (ii) extending the Research Seminar Series as appropriate to be held more often and in those extra sessions to include, as appropriate more speakers and more presentations by HDR students; (iii) in the web preamble for the Research Seminar Series at <http://www.ling.mq.edu.au/research/researchseminars2011.htm>, strongly encouraging staff not just HDR students to attend; (iii) over and above (ii) above, encouraging public presentations of Honours and HDR project proposals or findings

as appropriate; and, (iv) publicly recognising staff and student research achievements; and other means as appropriate.

- 2.2 That the Department intensifies its undergraduate curriculum renewal with a view to promoting understanding and interest in research by (a) broad systematic introduction of research projects and methods across the undergraduate curriculum (b) engaging senior researchers from all areas of Linguistics to present some undergraduate lectures to provide undergraduates with insight into the broad range of theoretical and empirical linguistic research being conducted in the department.
- 2.3 That, over and above 2.2, the Department facilitates undergraduates' transition into research degrees by (a) developing a visible and clearly-defined path (e.g., Undergraduate to Honours to HDR) for undergraduates interested in research and (b) developing a strategic plan to support increased enrolments in Linguistics Honours.
- 2.4 That the Department explore alternative models for delivery of its Academic Communications units, but maintains its intellectual responsibility for those units since they are closely related to several aspects of its research program.

3. HDR Students

- 3.1 That the Chair of the Research and HDR Committee develop strategies to increase the inclusion and visibility of HDR, especially international, students in department level activities and to reduce programmatic isolation. Such strategies might include (i) welcoming and induction activities; (ii) publication of student profiles and research activities on the website; and (iii) HDR students' presentation of their work in the Department Colloquium Series, as appropriate.
- 3.2 That the Department increase the level of support available to HDR students to include such resources as desk space, access to IT, technical support, and tools and equipment for research. The Department should fund this increased level of support by restructuring existing funding to reduce the current level of travel and conference support.

4. Clinical Programs, Masters Programs

- 4.1 That the Department review, and where necessary develop, specific marketing strategies (e.g., travel, print, web) for each Masters Program. Further, the Department should develop specific and appropriate budget lines for marketing, and expand its use of the Faculty's Marketing Coordinator and the University's Marketing Unit.
- 4.2 That the Editing and Publishing Program be reviewed two years after the introduction of the new units to decide on its viability.
- 4.3 That the admissions procedures for the Masters programs in Speech Pathology and Audiology be reviewed, radically simplified, and made more objective by various procedures including removing the requirements for personal statements and interviews.
- 4.4 That each clinical program (Audiology and Speech Pathology) write a robust business plan related to clinical operations.

- 4.5. That personnel in the Speech Pathology Clinic address the following recommendations from the previous review of its operations in 2008:
- review the business plan in a collaborative, systematic, regular fashion so that it becomes owned by stakeholders.
 - review the current and potential client base around Macquarie University and in areas of need further afield to ascertain service demands and appropriate pricing of sessions.
 - explore options to create new, diverse income streams.
 - develop and implement a significant clinic promotion plan aimed at establishing a higher community profile leading to significantly increased client referral across a wider range of client groups.
 - create flexibility in employment contracts for clinical educators to reflect service needs and patterns.
 - keep the clinic open for extended hours into early evenings and Saturdays.
 - encourage clinical educators to continue to provide client services in periods when students not available.
 - the clinical education program be examined to ensure students are available for year round placement in the clinic.
- 4.6 That the Department make a Level D appointment in Speech Pathology with responsibility for the leadership of the program and the clinic, and further development of the Bachelor of Speech and Hearing Science, including articulation of the undergraduate program with the postgraduate program(s).
- 4.7 That (i) the Bachelor of Speech and Hearing Science and (ii) Speech Pathology Masters programs significantly increase student numbers.
- 4.8 That, subject to enhanced performance, the Speech Pathology Clinic consider in two years, or sooner if warranted, expansion strategies including the employment of a Clinic Manager.

5. Academic Support

- 5.1 That, following the ongoing review of the new, old and implicit student support position descriptions previously in the Department, the Faculty ensure that an appropriate level of academic support is maintained in the Department of Linguistics.
- 5.2 That the Department identify a professional staff member (one member, not a committee) responsible for updating the website.

4. Background

4.1. Context

The Linguistics Department is a diverse department with a range of research groupings, learning and teaching programs, and collaborative links. The Department has maintained a strong international reputation over a number of years and has been instrumental in some of Macquarie University's recent high-profile successes.

The Department houses five separate research centres:

- *Adult Migrant English Program Research Centre (AMEP RC)*
- *Applied Linguistics and Language in Education (ALLE)*
- *Centre for Language in Social Life (CLSL)*
- *Centre for Language Sciences (CLaS)*
- *Centre for Translating and Interpreting Research (incorporating Sign Language Linguistics) (CTIR)*

Only one of these, CLaS, is a Macquarie University Research Centre. University level Research Centres have been positioned as fundamental to Macquarie's strategic goals.

Macquarie University has a clear and explicit strategic direction articulated in the visioning document *Macquarie@50*. The primary goal is to place Macquarie University in "the top eight research universities in Australia and among the top 200 in the world" by 2014 (p. 1). Consolidating and expanding the influence of established and emerging areas of research excellence is foundational to this goal. The primary mechanism for achieving this has been the Macquarie University Concentration of Research Excellence (CORE) program. Through this program the University aims to become a research-intensive university by attracting and supporting high quality researchers. This is further supported by building international alliances and emphasising quality HDR completions.

4.2. Achievements

The Department is to be commended for its research output, and diverse learning and teaching programs.

The Department is in a good position to help achieve the primary goal of *Macquarie@50*. The Department's research output is strong with approximately 70% of staff research active (just below the university's 2014 target of 80%). CLaS is to be commended for its CORE status and, via this, its ability to attract outstanding senior researchers. Also to be commended is the Department's HDR numbers and completion rates, with an impressive 136 students currently enrolled in HDR programs throughout the Department. The panel notes that different research areas within the Department receive research income from different areas. The panel considers such specialisation of research income admirable. The Faculty and the University is cautioned not to rely on a single metric (e.g., grant income) when assessing achievement in such a diverse Department. Employing a narrow range of metrics may hide the notable research success of some research groupings, particularly in the area of applied linguistics.

The Department is to be applauded for its diverse range of learning and teaching programs across five interrelated disciplinary areas: (i) Clinical Audiology; (ii) Editing and Publishing; (iii) Linguistics and Applied Linguistics; (iv) Speech and Language

Pathology and Communication Disorders; and, (v) Translation and Interpreting. Further, the Department has made a concerted effort to support learning and teaching at Macquarie University, for example, via its suite of individually tailored communications units.

The Department's successes across both research, and learning and teaching are well demonstrated by the array of awards its staff have received.

4.3. Recent Changes

Two significant changes have occurred recently at campus level: (i) the movement to a Faculty based structure at Macquarie University; and (ii) a University-wide curriculum renewal agenda.

The ongoing project to consolidate and streamline student services within the Faculty of Human Sciences presents the Department with an opportunity, but the panel notes this must be carefully managed to ensure quality student services are not negatively impacted, and that the already rather limited level of professional support to academics is at least not decreased. The Department's engagement with the University-driven curriculum renewal program is laudable. This places the Department in an ideal position to benefit from a strategic environment that can support ongoing quality enhancement.

5. Justification of Recommendations

Our recommendations focus on developing a cohesive and coherent culture in a diverse Department. The recommendations are organised into five key areas:

1. Department Identity and Strategic Directions;
2. Linguistics Research Culture: Undergraduate, Honours, HDR, Staff;
3. Higher Degree Research Students
4. Clinical Programs, Programs
5. Academic support.

The mapping of recommendations to the Terms of Reference is given in Table 1.

Table 1: Mapping of Recommendations to the Terms of Reference

Terms of Reference	Recommendations
1. Governance	1.1, 1.2, 1.3, 1.4, 1.5
2. Instruction	2.2, 2.3, 2.4, 4.2, 4.3, 4.7
3. Reputation	1.6, 1.7, 1.8, 2.1
4. Profile	
5. International Profile	
6. Industry Engagement	4.4
7. Community Engagement	4.5
8. Development	3.1, 3.2, 4.1, 4.6, 4.8, 5.1, 5.2

5.1. Department Identity and Strategic Directions

I. Governance

The Review Committee acknowledges the breadth and depth of the Macquarie Department of Linguistics, and notes its excellence in teaching and research in a range of areas. This breadth and depth provides an ideal basis for within-department collaboration and strength, but the Committee notes that there appears, at present, to be a number of sub-sections in the department and a need for the development of a coherent overall identity in the Department along with a clear set of goals and strategic directions. To these ends the committee recommends that the Department of Linguistics should effect the following:

- 1.1 That the Headship be positioned as primarily a leadership role in research, learning and teaching, and strategic development.

To enable the Head to take on such a leadership role and make the Head a more attractive position, we recommend that the Department create a professional staff position and a formally recognised deputy position:

1.2 That the Department establish a Departmental Manager position at HEW 8 with duties including: (i) management of the Department administrative systems and operations; (ii) financial management and resource planning including assisting the Head in the preparation of department budgets; and, (iii) Undertaking HR functions in the department including documentation for staff selection and appointments, processing timesheets and assisting the Head with the performance management process.

1.3 That the Department establish a Deputy Head of Department position with a suitable loading, with responsibility of working closely with the Departmental Manager on operational matters and, as appropriate, with the Department Head in the departmental leadership role.

Beyond the Head and Deputy Head, the Department would benefit from a more systemic approach to succession planning and information sharing concerning the Department's strategic goals and future directions:

1.4 That the Department introduce systematic and effective mentoring for academic and professional staff to strengthen succession planning for administrative and leadership roles.

1.5 That general budget information be provided at Departmental meetings to assist staff in understanding the department situation within the university.

II. Research Centres

The Committee noted an abundance of Research Centres in the Department. The Committee recommends that the role of research centres be clarified in relation to developing departmental goals and strategic directions. In particular the following recommendations are made:

1.6 That, as a first step, research centres in the Department of Linguistics be consolidated into two centres; one based on the Centre for Language Sciences (CLaS) and one based on the Centre for Language and Social Life (CLSL).

1.7 That the Department develop a proposal for a CORE position in systemic functional linguistics, based on the quality of current work and the international reputation of personnel in CLSL and Applied Linguistics, together with their significant international collaborations.

1.8 That the Department develop a strategy for proposing, selecting, developing and maintaining Research Centres in the Department.

5.2. Linguistics Research Culture: Undergraduate, Honours, HDR, Staff

While the Department performs very well with respect to HDR load and completions, it was considered that research as a future possible direction for undergraduate students is not visible. In order to maintain the discipline and enlist HDR students from the younger cohort of school-leaver students, the Committee considered that a greater and more

visible emphasis on research is necessary in the Department. The committee makes the following recommendations.

2.1 That the Chair of the Research and Higher Degree Research (HDR) Committee ensure the development of an *inclusive* departmental research culture by e.g., (i) mentoring early career staff to become research active; (ii) extending the Research Seminar Series as appropriate to be held more often and in those extra sessions to include, as appropriate more speakers and more presentations by HDR students; (iii) in the web preamble for the Research Seminar Series at <http://www.ling.mq.edu.au/research/researchseminars2011.htm>, strongly encouraging staff not just HDR students to attend; (iii) over and above (ii) above, encouraging public presentations of Honours and HDR project proposals or findings as appropriate; and, (iv) publicly recognising staff and student research achievements; and other means as appropriate.

2.2 That the Department intensifies its undergraduate curriculum renewal with a view to promoting understanding and interest in research by (a) broad systematic introduction of research projects and methods across the undergraduate curriculum (b) engaging senior researchers from all areas of Linguistics to present some undergraduate lectures to provide undergraduates with insight into the broad range of theoretical and empirical linguistic research being conducted in the department.

2.3 That, over and above 2.2, the Department facilitates undergraduates' transition into research degrees by (a) developing a visible and clearly-defined path (e.g., Undergraduate to Honours to HDR) for undergraduates interested in research and (b) developing a strategic plan to support increased enrolments in Linguistics Honours.

2.4 That the Department explore alternative models for delivery of its Academic Communications units, but maintains its intellectual responsibility for those units since they are closely related to several aspects of its research program.

5.3. HDR Students

While there are a large number of HDR students in Linguistics, it was found that HDR students lack support in some areas and have too much support in others. It also appeared that support for HDR students was contingent to some extent on the research area that students chose and the level of support their supervisors were able to garner. In order to regularise support, and increase the attractiveness of a research degree in Linguistics the following recommendations are made.

3.1 That the Chair of the Research and HDR Committee develop strategies to increase the inclusion and visibility of HDR, especially international, students in department level activities and to reduce programmatic isolation. Such strategies might include (i) welcoming and induction activities; (ii)

publication of student profiles and research activities on the website; and (iii) HDR students' presentation of their work in the Department Colloquium Series, as appropriate.

3.2 That the Department increase the level of support available to HDR students to include such resources as desk space, access to IT, technical support, and tools and equipment for research. The Department should fund this increased level of support by restructuring existing funding to reduce the current level of travel and conference support.

5.4. Clinical Programs, Masters Programs

The Macquarie Department of Linguistics offers a comprehensive array of quality Masters level Programs, including the two clinical programs – audiology and speech pathology. In order to maintain quality and anticipate future growth and developments including the development of the new Hearing Hub, the following recommendations are made.

4.1 That the Department review, and where necessary develop, specific marketing strategies (e.g., travel, print, web) for each Masters Program. Further, the Department should develop specific and appropriate budget lines for marketing, and expand its use of the Faculty's Marketing Coordinator and the University's Marketing Unit.

4.2 That the Editing and Publishing Program be reviewed two years after the introduction of the new units to decide on its viability.

4.3 That the admissions procedures for the Masters programs in Speech Pathology and Audiology be reviewed, radically simplified, and made more objective by various procedures including removing the requirements for personal statements and interviews.

4.4 That each clinical program (Audiology and Speech Pathology) write a robust business plan related to clinical operations.

4.5. That personnel in the Speech Pathology Clinic address the following recommendations from the previous review of its operations in 2008:

- review the business plan in a collaborative, systematic, regular fashion so that it becomes owned by stakeholders.
- review the current and potential client base around Macquarie University and in areas of need further afield to ascertain service demands and appropriate pricing of sessions.
- explore options to create new, diverse income streams.
- develop and implement a significant clinic promotion plan aimed at establishing a higher community profile leading to significantly increased client referral across a wider range of client groups.

- create flexibility in employment contracts for clinical educators to reflect service needs and patterns.
- keep the clinic open for extended hours into early evenings and Saturdays.
- encourage clinical educators to continue to provide client services in periods when students not available.
- the clinical education program be examined to ensure students are available for year round placement in the clinic.

4.6 That the Department make a Level D appointment in Speech Pathology with responsibility for the leadership of the program and the clinic, and further development of the Bachelor of Speech and Hearing Science, including articulation of the undergraduate program with the postgraduate program(s).

4.7 That (i) the Bachelor of Speech and Hearing Science and (ii) Speech Pathology Masters programs significantly increase student numbers.

4.8 That, subject to enhanced performance, the Speech Pathology Clinic consider in two years, or sooner if warranted, expansion strategies including the employment of a Clinic Manager.

5.5. Academic Support

The level of academic support was found to be good but bound up in positions specified as student support rather than academic support. Accordingly the following recommendation is made.

5.1 That, following the ongoing review of the new, old and implicit student support position descriptions previously in the Department, the Faculty ensure that an appropriate level of academic support is maintained in the Department of Linguistics.

Aspects of the website were found to be out of date and it was difficult to find the person responsible for web update. Accordingly the following recommendation is made.

5.2 That the Department identify a professional staff member (one member, not a committee) responsible for updating the website.

6. Appendices

6.1. Appendix One: Written Submissions

One written submissions was received from Associate Professor Jemina Napier (The Director of the Centre for Translation & Interpreting Research, and Discipline Leader of Translation & Interpreting programs) on the 18th November.