

Department of Linguistics

Profile

- **I Overview: Linguistics at Macquarie**
- **II Staff Qualifications**
- **III Scholarship and Research**
- **IV Teaching**
- **V Service to the University and the Community**

I Overview: Linguistics at Macquarie

The place and nature of Linguistics within Australian and overseas universities varies considerably: in many universities there is a separate Department of Linguistics within a Faculty of Social Sciences, in some it is located within Humanities, in some it is associated with Cognitive Sciences, in some within a School of Languages, in others it is a section within a School. Strengths and areas of focus similarly vary greatly: a department may, for example, give major attention to work on Australian or Oceanic languages, or to Indo-European, or to lesser-known and endangered languages more generally, some may have an avowed functional and applied perspective, others are more descriptively or theoretically inclined. Some may emphasise computational analysis, others language and literacy education, or stylistics and the study of language and literature, others again the typological exploration of syntactic and morphological variation, or phonetics and phonology.

Linguistics at Macquarie is by most criteria the largest and most diverse of all Departments in Australia, and very possibly internationally, with over 200 teaching, research and administrative staff. It is one of the two Departments in the Division of Linguistics & Psychology, within the College of Science and Technology. It has a very well-developed and popular undergraduate program offering a variety of tracks to accommodate well-established as well as emerging specialisms in the discipline and allowing for a range of combined degrees as well as its own major degree program. Every year it admits a small BA Honours intake, and at postgraduate level it is especially strong in its array of vocationally-oriented, professionally-based programs with currently no fewer than eight distinct postgraduate

coursework areas of study (*Applied Linguistics* (including *TESOL, Literacy, and Language Program Management*), *Communication Disorders, Clinical Audiology, Translation and Interpreting, Speech & Language Processing, Communication in Professions & Organisations, Editing & Publishing, Speech & Language Pathology*), various Postgraduate Diplomas (*Editing and Publishing, Communication in Professions and Organisations, Applied Linguistics, Translation & Interpreting*), together with Postgraduate Certificates (*Editing & Publishing, Communication in Professions and Organisations, Applied Linguistics*). Where these areas of study are offered at Masters level as well as at Postgraduate Certificate and Postgraduate Diploma levels, they form suites of courses through which students can progress. The Department's higher degree research programs (MA Hons, PhD, and Doctor of Applied Linguistics) currently number more than 90 students.

Accommodating and encouraging cultural and linguistic diversity is central to the mission of Linguistics at Macquarie. In addition to welcoming an increasing number of students from overseas studying in the Department, drawn chiefly from the Asia-Pacific region but with others from countries and institutions in North and South America, Europe and Africa, it pioneered external research degrees in the University, and the provision of support in English for Academic Purposes and in Writing Skills.

Since the early 1990's it has extensively developed postgraduate level courses in distance-mode, and is now increasingly engaged in online-mode delivery of its undergraduate and postgraduate coursework programs nationally and worldwide. Its innovative professional doctoral program – the Doctorate in Applied Linguistics – is entirely delivered online. Currently (2004), the Department has over 900 graduate level students, either studying on campus or in over 35 countries worldwide. The Department maintains its own Linguistics Postgraduate Office, whose staff help administer its postgraduate courses, maintain close administrative supervision of its coursework and research students, and offer support to its diverse postgraduate student body.

The Department has a strong interest in the description of modern English language, especially work in systemic-functional grammar, in discourse analysis and pragmatics, and in Australian English as a major variety; its applied linguistics work extends over a number of fields including language and literacy education, TESOL, language program management, stylistics, a well-established program in translation and interpreting, and an innovative program (beginning in

2004) in communication in professions and organisations. It has long been recognised for its research and teaching in areas such as lexicography and corpus linguistics, and in phonetics and phonology, especially as applied to computer-based research in speech technology and speech perception, and in communication disorders. Its Postgraduate Certificate in TESOL provides a strong and well-received entry to the English Language Teaching profession. The Department offers a solid basis of undergraduate general linguistics training with some 600 students in its First Year program. The undergraduate program supports major studies in phonetics/phonology, grammar and meaning, sociolinguistics, psycholinguistics, and discourse analysis. Specialisations possible at 300-level include communication disorders, audiology, speech technology, and language education. Some of its units are accredited as science units.

From the outset, Macquarie has incorporated undergraduate and graduate teaching and research in areas unusual for a Linguistics Department, notably its clinical programs in audiology and communication disorders. The wide range of research and teaching concentrations of its staff has allowed the Department to maintain its leading position in terms of the scope of its courses and its programs. Recent years have seen major program developments in areas of language and cultural studies, literacy studies, community and workplace-based studies of professional-client interaction, first and second language acquisition, bi- and multi-lingualism, as well as language testing and evaluation, and speech pathology.

In addition to the individual research of staff members, the Department's areas of research concentration are in part linked with its four existing Research Centres: the National Centre for English Language Teaching & Research (NCELTR), (a Commonwealth Key Centre for Teaching and Research) with its unique Resources Centre; and its three designated University research centres: the Speech, Hearing and Language Research Centre (SHLRC) with its specialised laboratories, the Dictionary Research Centre (DRC), and the Centre for Language in Social Life (CLSL). Other research groupings include The Style Council Centre and the Centre for Translation and Interpreting Research (under development).

Academic staff, research students, and research associates freely make links with any of these Centres and research groupings, but typically attach themselves chiefly to one or two; collaborative inter-Centre research is encouraged through the Department's Research Committee, and each Centre may have attached to it from time to time variable numbers of limited term research and teaching staff. The

Division of Linguistics & Psychology encourages inter-departmental collaboration, one example of which is the annual Postgraduate Students Research Festival shared with the Department of Psychology, allowing research students from both departments to showcase their own research projects.

In addition to their personal research, academic staff engaged in the sub-disciplines of communication disorders and audiology are typically involved in considerable community outreach work involving consultancy and clinical attachments. Similarly, professionally accredited academic staff in the translation and interpreting programs in the Department are encouraged to maintain their professional recognition status through outside practice. These activities themselves may give rise to the preparation of professional portfolios, reports, and other forms of evidence of activity.

The detailed Profile which follows sets out for each level of academic appointment the expectations of the Department for performance across scholarship and research, teaching, as well as service to the university, the discipline, and the community. As part of the performance management system, it is anticipated that academic staff will maintain performance appropriate to the expectations of the level to which they are appointed, or are promoted.

To assist in applying these Profiles for promotion purposes for academic staff, we have outlined, where appropriate, the performance indicators at one level which can be used as a means for predicting performance for a higher level.

In general, these performance indicators apply to ALL academic staff in Linguistics engaged in teaching award courses and programs accredited to the Department, and who, as such, are engaged in Linguistics research.

Non-academic staff on casual or contract terms whose duties are exclusively directed towards teaching, or in clinical work, as with the teaching staff in the English Language Programs section of NCELTR, or staff working in the departmental clinics, are NOT included in this Profile. Where special conditions of academic staff performance apply, as in clinical subjects, or in translation and interpreting, these conditions are indicated.

As far as possible, however, the aim of these Profiles is to indicate conditions which apply generally, at the particular level of appointment, to ALL academic staff.

II Staff Qualifications

All academic staff in Linguistics at the level of Lecturer (Level B) and above are normally expected to hold a doctorate degree (PhD, EdD or equivalent).

1 Level A: Associate Lecturer

M.A./MSc/MEd or equivalent. Staff in speech pathology specialisms must have qualifications recognized by the Speech Pathology Association of Australia and have a minimum of three years practical experience as a speech pathologist. Audiology staff require a Postgraduate Diploma or a Masters degree in Audiology with at least two years clinical experience. Membership of the Audiological Society with the Certificate of Clinical Practice is required. Staff in Translation and Interpreting are expected to hold professionally accredited NAATI certificates at level 3 or above (or their equivalent), together with relevant experience. Academic staff involved in delivering the Postgraduate Certificate in TESOL are expected to have relevant teaching experience.

2 Level B: Lecturer

Normally, a Ph.D or professional doctorate or equivalent. Audiology staff require a Postgraduate Diploma or Master's degree in Audiology with at least three years clinical experience with expertise in a specialized area. Membership of the Audiological Society with the Certificate of Clinical Practice is required. Staff in Translation and Interpreting are expected to hold professionally accredited NAATI certificates at level 4 or above (or their equivalent), or a PhD or professional doctorate, together with extensive relevant professional experience. Academic staff involved in delivering the Postgraduate Certificate in TESOL are expected to have relevant teaching experience.

3 Level C: Senior Lecturer

Ph.D or professional doctorate or equivalent. Audiology staff require a Master's or PhD degree in Audiology with at least four years clinical experience in a specialized area. Membership of the Audiological

Society with the Certificate of Clinical Practice is required. Staff in Translation and Interpreting are expected to hold professionally accredited NAATI certificates at level 5 (or their equivalent), or a PhD or professional doctorate (or its equivalent), or, for interpreting staff, AICC membership, together with extensive relevant professional experience. Academic staff involved in delivering the Postgraduate Certificate in TESOL are expected to have relevant teaching experience.

4 Level D: Associate Professor

Ph.D or professional doctorate or equivalent. For Audiology staff, as for Level C.

5 Level E: Professor

Ph.D or professional doctorate or equivalent

III Scholarship and Research

Academic staff in Linguistics at all levels are expected to engage in research and scholarly activity beyond their teaching duties. Research in Linguistics at Macquarie is both theoretical and applied in nature, within the broad scope outlined in Section I above. All academic staff engaged in award programs are expected to be engaged in research, publishing scholarly books and papers, and in the supervision of research students. Many are also involved in directing or contributing to funded research projects, both publicly and privately-sourced, some are editors of journals and major international book series, and many also are commissioned to undertake studies leading to reports for publication. Avenues for publication include working papers, monographs, reports, journals, portfolios, and anthologies. Refereed publications are increasingly highly regarded, as are invited contributions to major studies. In addition, textbooks, online resources and other forms of publication which serve to promote linguistic insights and applications to communities outside the academy, are also valued. Editorial work, whether in lexicography or in the publication of conference and other papers, is also considered as contributing to scholarship and research. Some academic staff find it both appropriate and useful to publish relevant research in

professional journals outside Linguistics, especially where this reports collaborative work undertaken with other professional groups.

Increasingly, Australia has its own outlets for publication for the wide range of linguistic work at Macquarie, but most academic staff will use both these as well as international publishing venues.

Co-authorship is increasingly common among Linguistics publications as scholars engage in research projects involving teams of researchers. No especial significance should be accorded to the order of names in such publications, in contrast, for example, to those in the Natural Sciences. Typically, research associates are listed in such publications after the names of the main academic staff authors. However, it is not the practice in Linguistics for supervisors to be automatically listed as a co-author of publications emanating from research students.

Different sub-disciplines within Linguistics typically favour particular and distinctive research methodologies, as well as encouraging multi-methodological research programs involving qualitative and quantitative research.

Within journals, a distinction is typically made between *refereed* (international and national) and *non-refereed* (international and national) publications.

The practice of making use of citation indices as an indication of scholarly status is not widespread in all sub-disciplines of Linguistics, although academic staff seeking confirmation of tenure and/or promotion are encouraged to provide information where possible of the take-up and impact of their research findings and publications.

1 Level A: Associate Lecturer

A Level A academic is expected to engage actively in research and scholarly activity other than teaching, either as part of a doctorate degree or at post-doctoral level. No publications are initially expected but such academic staff should have some research experience through working as a research assistant or having worked on a BA or MA Honours level project. Evidence of focusing on particular research areas within the subject would be sought as a basis for an application for promotion, as would completion of a doctorate and one or more publications arising from such research.

2 Level B: Lecturer

A Level B academic is normally expected to have a doctorate level degree and should have some experience of seeking external research through grant writing, either individually or jointly. At beginning stages at this Level, academic staff are expected to have a limited number of publications, supported by evidence of involvement in research work (e.g. small grants, participation in projects directed by others) and conference presentations. At higher stages, and as a basis for any application for tenure, academic staff are expected to have produced at least one refereed publication per year as sole or joint author, be the successful recipient of grants, contracts or commissions, and show evidence of likelihood of continued research activity.

3 Level C: Senior Lecturer

A Level C academic is expected to have demonstrated consistent ability in research and publication, for example by success at writing external grant applications and through the management of a substantial research project with his or her own research assistants; to maintain steady scholarly output in the form of at least two refereed papers or major contributions to books per year, or through any combination of the publication modes listed above under I, and to be known nationally on the basis of his or her research record, which may reflect a stream in a subject that has a specific focus.

4 Level D: Associate Professor

A Level D academic is expected to have a superior record of research and publication, of approximately two papers in refereed journals or book chapters or their equivalent per year, will certainly have been involved in a number of major research projects, both national and international, reflected in at least one major book of at least national significance, or through a portfolio of papers in internationally authoritative refereed journals, together with other forms of publication drawn from the modes listed above under I. At this Level, however, the quality of the work as evidenced by appraisal from external reviewers and the scholarly community at large would be

more important than the simple measure of number or range of publications. For example, invitations to submit papers to distinguished (inter)national conferences are highly valued, as is the direction of commissioned and program research projects. It is likely that such published work will pursue a particular direction within Linguistics; accordingly, when drawing on such appraisals due note should be taken of the diversity of linguistic research and the consequent need to secure references from appropriately selected scholars.

5 Level E: Professor

In addition to meeting the criteria applying to Level D staff, Level E Professors should be scholars, researchers and teachers of international eminence, should maintain a distinguished and consistent record of publication, and an active profile in attracting research funds, and in successful research management. It is likely that they will continue to develop their own particular research fields while being responsible for promoting and furthering quality research and publication of colleagues across the broad range of Departmental activity. Through their example, they are expected to ensure that the Department meets the best international standards of scholarship, research and publication.

In summary, satisfactory performance in relation to *qualifications* and *publications* can be characterized as follows:

(Note: There are some special conditions applying to staff in speech pathology, audiology and in translation and interpreting sub-disciplines. These are listed above)

Level A: Completion or near completion of doctorate and one publication

Level B: Completion of doctorate and regular publication (at least one per year)

Level C: Consistent publication in refereed journals, book chapters or book length publications

Level D: At least two publications per year in refereed publications

Level E: As Level D and a record of consistent publication

In relation to *research funding*, satisfactory performance at each level can be characterized as follows

Level A Not expected to attract research funding

Level B Expected to seek research funding and to show understanding of grant-seeking skills

Level C Record of successful external research funding

Level D Record of consistent external research funding, some mentoring of staff in research applications

Level E Record of consistent external research funding and mentoring of staff in research funding applications

IV Teaching

Linguistics values effective and reflective teaching at all levels, undergraduate, honours and postgraduate, including research student supervision. Academic staff are encouraged to be innovative and experimental in their teaching, to develop new areas of curriculum as well as new modes of curriculum delivery for onsite and offsite learning, to evaluate the effectiveness of their programs, and to appraise their own teaching performance. Where appropriate, academic staff are encouraged to cooperate with outside bodies in the design of programs and materials and to take advantage of online publishing possibilities through the Department and the University.

Teaching loads are generally heavy, especially in Audiology and Speech Pathology, where clinical supervision and case-related study is essential and time-demanding, and where, in addition, academic staff need to keep up their external professional qualifications. For some undergraduate and especially for postgraduate courses, academic staff in Speech Pathology and Audiology must have clinical research experience linked to their professional qualifications. Academic staff involved in the Translation and Interpreting programs have to bear similarly heavy teaching loads and have similar professional requirements to maintain in terms of their special professional skills. Such professional demands are to be taken into account when appraising overall teaching and research performance.

Further, it is to be noted that the large number of postgraduate students in Linguistics, the need for supervision of special projects at MA level, the organisation and monitoring of practicum sessions on some programs, as well as the increasing number of distance mode delivery of many of its programs, pose particular demands on teaching quality and time. Emphasis is placed on a capacity to organise and manage often large learning groups, both face-to-face and online, frequently involving the coordination of several staff both from within the University and outside, and for some academic staff, the integration of several course units within an overall undergraduate or postgraduate program. Course coordinators at postgraduate level will also be required to manage course-specific budgets, in collaboration with the Head of Department. A particular emphasis for some academic staff is the design and development of distance/online mode study packages, increasingly involving information technology in their delivery.

1 Level A: Associate Lecturer

For appointment as a Level A academic, some teaching experience at tertiary level would be an advantage. He or she is expected to contribute to the Department's curriculum, primarily at undergraduate level, by teaching and by modifying existing courses. He or she should be able to demonstrate organisational ability and would be expected to develop a reflective and critical approach to his or her teaching skills. Academic staff at this Level are encouraged to extend their teaching repertoire by gaining new skills, for example in virtual program delivery. Research student supervision is not normally expected at this level, but co-supervision with an experienced supervisor and supervision of Masters' coursework dissertations are encouraged..

In Speech Pathology, academic staff at this Level may be required to assist a Level B Lecturer in establishing and running a clinical service on campus. In audiology, the clinical requirements of the professional training program make contact hours comparatively high, especially in servicing the supervised clinical practicum.

In TESOL, academic staff at this level will normally participate with a Level B Lecturer in the organisation and supervision of the teaching practicum.

In Translation and Interpreting, academic staff at this level may be required to assist a Level B Lecturer in organizing translation and interpreting practicums.

2 Level B: Lecturer

A Level B academic is expected to demonstrate effective teaching skills both in a speciality and in related areas, in particular a capacity to plan, execute and evaluate units with varying student numbers at undergraduate, Honours and postgraduate levels, both onsite and externally. In addition to MA level thesis supervision and examining, such staff are expected to undertake limited research student supervision, initially in an associate supervisor capacity but rising with experience to managing personally between 2 and 4 students at any one time. Where external lecturers have input into a course unit, an academic staff member at this level will be expected to liaise with suitable lecturers, arrange teaching schedules, administer payments and coordinate course budgets.

In Speech Pathology, a Level B academic staff member may have input into the running of the Teaching & Research Clinic and would need to be able to manage clerical staff and clinical staff working in the clinic. Accordingly, demonstrable supervisory and budgetary experience may be required along with the need to organise clinical experience of students involving speech pathology facilities in the metropolitan area. In Audiology, the teaching and supervisory requirements on the Level A academic continue, with a heightened clinical responsibility.

In TESOL, a Level B academic staff member may be required to organize and supervise teaching practicums.

In Translation and Interpreting, a Level B academic staff member will be expected to convene specialized teaching units, be in charge of organizing practicums and other professional activities contributing to the overall program.

3 Level C: Senior Lecturer

A Level C academic is expected to play a central role in the teaching program of the Department, for example by contributing a significant specialisation at various levels of the overall program, including in

particular postgraduate teaching, thesis supervision and examining. Such academic staff will regularly engage in research student supervision, with at least 3 and up to 5 students being supervised at any one time. Further, they are expected to contribute strongly to the curriculum development of the Department by introducing new programs, experimenting with various delivery modes, as well as coordinating the revision of existing curricula. Qualities such as sensitivity to students and an ability to inspire cooperation among colleagues in course teams are important and valued assets.

In Speech Pathology, a Level C academic staff member will be required to direct the activities of the clinical administrator of the Macquarie University Teaching & Research Clinic.

In Translation and Interpreting, a Level C staff member will be required to monitor and supervise activities within the course units offered, and to take an active part in the administration and enhancement of the overall program.

4 Level D: Associate Professor

A Level D academic is expected to play a central and coordinating role in the teaching program, for example by contributing one or more significant specialisations at various levels. In addition to taking a major role in MA level thesis supervision and examining, such academic staff are expected to supervise some 4 to 7 research students at any one time. Further, they may be expected to design and manage a distinctive section of the Department's teaching program. It is also expected that an Associate Professor will be demonstrably capable of fulfilling senior administrative functions in respect of the Department's teaching, for example by supervising postgraduate admissions, assisting the Head of Department to plan and oversee teaching allocations, staff development, or chairing meetings to review schedules of units and coherent studies.

5 Level E: Professor

In addition to meeting the criteria applying to Level D academic staff, Level E Professors are expected to take a leading role in devising Departmental teaching strategies, setting goals and targets, to be involved as leaders in major curriculum initiatives, to assist with the institution and management of a Department-wide process of staff

appraisal, mentoring and support, and in general to ensure that the quality of teaching and curriculum design/evaluation within the Department meets international standards of excellence. They may be involved in MA level thesis supervision and examining, and are expected to supervise some 6 to 10 research students at any one time.

V Service to the University and the Community

Linguistics is an extremely diverse community at Macquarie, and in consequence the administrative load on academics is considerable. All levels of academic staff are expected to contribute to this work. Within the Department, the Division and the University, academic staff may be expected to be called upon to take part in committee work, inter-Divisional liaison activity and in the forming of links with other institutions and campuses.

Increasingly, Linguistics academic staff maintain major links outside the University. Many will be involved with their particular professional bodies, associations or interest groups. Much research is funded by outside organisations and firms, and liaison and cooperation with such outside bodies including government departments, professional bodies and organizations, publishers, and international agencies, are now integral to much of the teaching and research in the Department. It is expected, therefore, that all academic staff will be pursuing some type of external linkages and connections, whether to seek support for research, or to attract undergraduate and postgraduate students, to cooperate in the appropriate design of teaching programs or to participate in workshops, conferences or consultancies, or more directly to ensure that professional expertise is available to those who need it in the wider community. Some academic staff, for example those with clinical specialities, or those with close professional links, as in translation and interpreting, need to ensure such cooperation is maintained as part of their professional status. Some academic staff may be engaged in supporting the work of the AMEP Research Centre, part of the Department's National Centre for English Language Teaching & Research.

1 Level A: Associate Lecturer

For a Level A academic, little University-related administrative work is required, although participation in Departmental or Divisional internal

committees and promotional activities such as Open Days and Education Fairs will be expected.

2 Level B: Lecturer

A Level B academic is required to take part in a small amount of University and Departmental Committee work and would be expected to enhance existing links with outside bodies and organisations and to establish, in an appropriate way, new connections for the Department.

3 Level C: Senior Lecturer

A Level C academic is expected to give evidence of this outward perspective, although this contribution may be various, from participation in, or the organisation of, conferences to the attracting of research funds, and to the encouraging of new research students. Considerable contributions to Departmental, Divisional and University committee work would be required at this level, as would the establishment and development of intra-University and inter-University links, and outreach to community organisations. At this level, academic staff are expected to be involved in external work such as external examination of research candidates, professional association activity, conference organisation, seminars for other institutions, membership of official delegations, and the establishment and negotiation of external links,

4 Level D: Associate Professor

A Level D academic is expected to initiate and extend Department links with a range of outside bodies in a particular specialism or sub-discipline and to enhance existing connections in a range of areas. Evidence would be expected of considerable initiative and leadership, but as with a Senior Lecturer, contributions may be various and not necessarily broadly focused. Consistent and representative contributions to Divisional and University committee work would be expected. Substantial participation in national and international outreach activities is expected.

5 Level E: Professor

In addition to meeting the criteria applying to Level D academic staff, Level E Professors are expected to take a leading role in University affairs at a senior level, to represent the Department and/or the Division in a wide range of activities, to institute and maintain links with outside bodies and organisations, and to promote the international excellence of the Department in a wide range of fora.

February, 2004