



Evaluation report: Department of Linguistics and Philology, General Linguistics undergraduate education

Introduction

The evaluation process had three main stages: a report was written which set out the strategy that guides course and programme development within the subject area, and which addressed systematically compliance with each of the articles within the Higher Education Ordinance. This report was read and evaluated by the assessment panel, who then interviewed members of the subject area and wrote their report. Members of the subject area were given the opportunity to clarify certain issues of fact within the draft of this report before the final version was published. The present document gives the result of the subject area's response to the recommendations of the report in terms of a planned series of concrete actions.

Main conclusions of the evaluation

The main conclusion of the evaluation is that the subject area fulfils the general goals of the Högskoleförordningens examensmål, and as such the plans for action are mostly represent either long term, strategic plans for improvements to the subject area actions, or in the shorter term, incremental improvements upon current practices.

Strengths of education

The strength of the education offered by the General Linguistics subject area is identified as the close coupling between research and teaching. The teaching staff are personally committed to the scientific domain of general linguistics, and the students are involved in real and current scientific issues. In the essay courses students have the opportunity to be directly involved in research activities of the department.

Identified weaknesses and areas for development

The assessment panel identified a need to introduce elements to the education with more connection to the labour market. This is indeed a challenge in several respects: the discipline of general linguistics is structured around theoretical questions whose applications are not meant to be immediately evident, and there is any case an information gap due to lack of



mechanisms for tracking the subsequent careers of students. The subject area does not have accurate information on what the labour market for its students would actually be.

The panel also noted a lack of integration in pedagogical activities, which they perceived as being carried out on an individual basis, and identified a need to enhance collegial cooperation. Members of the subject area recognise this as an issue: all teaching staff are working over capacity, and due to lack of investment there has been a long term reliance on sessional teachers, which has made the development of an integrated teaching programme unattainable.

The panel recognised efforts by the subject area to provide better support for students who are coming to the programme directly out of high school, who are at a disadvantage compared to students coming to linguistics at a later point in their degrees, after having completed studies in another subject area.

Priority development area

The priority for development in the subject area is improvement of integration of the general linguistics education as a whole. Current course offerings represent a bare minimum. There needs to be major improvements to the transition from undergraduate to masters level education and to the integration between education at both these levels.

Planned measures and development efforts.

The structural problems with the subject area will be ameliorated by an increase in permanent teaching capacity. All current permanent staff in the subject area have substantial external funding, and while this revenue stream is not guaranteed, it has been successfully maintained over the entire period of employment so far of most of the staff. Members will continue to argue for hiring more junior staff members. The goal here is to have teachers on staff sufficient to teach the full undergraduate programme, and to have a staff member responsible for each course who is directly involved in the teaching of it. The use of sessional teachers should be minimised.



Språkvetenskapliga fakultetsnämndens slutsats och kommentar

Underlagen för såväl kandidat- som masterexamen behöver kompletteras för att visa att utbildningen uppfyller examensordningen genom att tydligt visa hur lärandemål, undervisning och examination leder till måluppfyllelse. Nämnden bedömer att denna komplettering med fördel kan göras som del av det utvecklingsarbete av den avancerade nivån som man föreslår i utvärderingsrapporten.