

**REPORT OF THE ACADEMIC PLANNING COMMITTEE
TO THE REGULAR February 2018 SENATE**

FOR INFORMATION

**QUALITY ASSURANCE - CYCLICAL PROGRAM REVIEW OF LAURENTIAN UNIVERSITY'S
HISPANIC (ESPA) STUDIES PROGRAM
FINAL ASSESSMENT REPORT & IMPLEMENTATION PLAN**

In accordance with the Laurentian University's Institutional Quality Assurance Process (IQAP), the Final Assessment Report has been prepared to provide a synthesis of the external evaluation and Laurentian's response and action plan. This report identifies the significant strengths of the program, opportunities for program improvement and enhancement, and sets out and prioritizes the recommendations that have been selected for implementation.

The report includes an Implementation plan that identifies who will be responsible for approving the recommendations set out in the Final Assessment Report; and who will be responsible for providing any resources made necessary by those recommendations. The report also lists any changes in organization, policy or governance that will be necessary to meet the recommendations; and who will be responsible for acting on those recommendations; and timelines for acting on and monitoring the implementation of those recommendations.

**SUMMARY OF THE CYCLICAL PROGRAM REVIEW OF THE UNDERGRADUATE PROGRAM IN
SPANISH STUDIES**

On February 24, 2017, the program submitted its self-study to the Office of Vice-President Academic and Provost of Laurentian University.

The self-study presented an overview of the program and then reviewed the program's self-perception of the faculty, physical and financial resources, students, and program outcomes. It concluded with an overall assessment of the program's strengths and weaknesses. Appendices 1 – 9 provide the following information: the faculty and their teaching loads; both library and physical resources; courses offered with enrolments and graduates over the past five years; program regulations and course descriptions from the university calendar; course outlines and methods of determining grades and exams; student evaluations; current student comments and letters from former students; an overview of the core Spanish Language Program; and CVs of the faculty.

On April 10 and 11, 2017, after reviewing the self-study, the Review Team conducted a site visit. The external reviewer was Dr. Maria Figueredo from the Department of Languages, Literatures and Linguistics at York University. In addition, the team consisted of two Laurentian professors, Dr. Susan Glover from the department of English in the Faculty of Arts and Dr. Gustavo Arteca from the Department of Chemistry and Biochemistry in the Faculty of Science, Engineering and Architecture. Finally, the team included two students in the program, Emily Armitage and Konrad Gorski.

During the visit, the external reviewers met with the Vice-President Academic and Provost and the Associate Vice-President, Learning and Teaching as well as with the Dean of Arts. The entire review team met with the acting Chair of the Department of Modern Languages and Literatures and the full-time and sessional faculty members of the Hispanic Studies program along with a group of students and

graduates of the program. In addition, the team met via phone with three community stakeholders: Dr. Pablo Cano, oncologist; Tamara Boyd, of the Northern Ontario School of Medicine; and Paul de la Rive, Communications at Conseil scolaire catholique du Nouvel-Ontario to ascertain the relationship between each of their respective organizations and the Hispanic Studies Program at Laurentian University. The external consultant requested and the committee obtained a meeting with Dr. Jorge Virchez, Assoc. Professor, School of Northern and Community Studies (Geography), with regard to the Latin American Studies minor, and other potential developments with a M.A. in Indigenous Studies and links between the programs. Additionally, the review team met with the librarian supporting the program.

The reviewers toured the tutorial room and secretarial office of the Modern Languages Department, the sessional office, the language laboratory, the storage facilities and the library.

On May 24, 2017, the reviewers submitted their report. In it, they commented, “the Hispanic Studies program offers a high-level of instruction, innovative and captivating content to students despite having quite limited resources. The program prepares students as agents of change because students not only develop a strong grasp of the Spanish language (which is a significant language in the world; especially in North America), but also become more enlightened as a result of becoming cognizant of diverse cultural, social, historical, political, and economic factors (which is in accordance with the institution’s mission).” In addition, they noted that:

- In the current strategic plan (2012-2017), Laurentian University (LU) declares a number of mandates and aspirations. The “Major in Spanish” Program (ESPA) not only fits within some of these, but it also plays a key role in the LU’s image towards the rest of the world.
- Admission requirements are appropriately aligned with the learning outcomes established for completion of the program.
- The ESPA’s learning outcomes are clearly stated, expecting students to become fluent in all aspects of the language (oral and written communication, listening comprehension), as well as being able to immerse themselves confidently into the cultures abroad.
- The program is recognized for its high-level of instruction as students graduate with a strong grasp of the Spanish language and Hispanic cultures and literary production across the world.
- A review of the course evaluations provided in the self study make very clear the high level of satisfaction with the instruction across the board, consistently across all the courses. In their comments students praised the small class sizes, exceptional instructors, their capacity to achieve active fluency.
- All stakeholders and students interviewed by the committee made clear that the Hispanic Studies program is not only important to students majoring in ESPA but also to those pursuing degrees in other faculties. It prepares candidates for careers in local, national and international fields.

On September 6, 2017, the Office of the Provost received the joint reaction of the Unit and Dr. Elizabeth Dawes, Dean of Arts. It forms the basis of what follows. Please note that because of the lengthy recommendations and unit responses (sometimes spanning several paragraphs), the information from the report and responses has been shortened and condensed to capture the recommendation and unit’s response.

SUMMARY OF THE REVIEW TEAM'S RECOMMENDATIONS (R) THE DEPARTMENT'S (U) RESPONSES AS WELL AS THOSE OF THE DEAN OF ARTS (D)

- R1: We recommend that Student Liaison carries recruitment activities in coordination with Modern Languages, or just simply leave this to the faculty members, as done in the past.**
- U1: It is suggested that ESPA faculty members in person visit high schools for recruitment purposes. We are certainly willing to do so, but our understanding is that the Office of Student Liaison Services prohibits such visits to high schools by faculty members. Given this situation, we refer the matter to the LU administration..
- D1: High school visits are conducted by Liaison.
- R2: "Challenge Examinations" recently re-launched at Laurentian University could potentially benefit ESPA students. Designed to serve "in recognition of the varied educational background and experience of some persons," a program could test "the individual's level of knowledge and functioning in relation to course objectives" and grant standing in lieu of a course.**
- U2: The report suggests that we institute a "challenge examination." As I recall, this matter never came up during the site visit, nor did it occur to us to include it in the report. However, the fact is that we do already have a policy of administering challenge exams and placement exams for incoming students with some background in Spanish, thanks either to high school training or because they are "heritage speakers" of Spanish. Thus we are already in compliance with this sensible suggestion.
- D2: Students do indeed have the option of a challenge exam.
- R3: Even though the ESPA seeks to ensure good communication skills, other initiatives could also be implemented to engage other type of students. Perhaps the ESPA could accommodate better these non-Major students, while ensuring that sufficient opportunities for Spanish conversation are still maintained for students doing a Major.**
- U3: The report tentatively poses the possibility of delivering some of our culture courses in [English]. There is a dual rationale behind this suggestion. The report goes on to conclude, however, by quoting directly from interviewed students: "having the culture courses taught in Spanish is vital to the success of the students and their continued growth." We understand from these mixed messages that the report's author(s) are hesitant about this suggestion, since it involves pros and cons. In order to accommodate English-speaking students, we have the Spanish Film course (ESPA 3226), which is offered in English, with the proviso that Hispanic Studies majors will submit their written assignments in Spanish. This has worked well thus far, and we see no reason to alter this format. This and other comments in the same paragraph seem to indicate that the program is working well in its current configuration.
- D3: I agree with the department that the current course delivery is working well. Courses should be delivered in Spanish as much as possible.
- R4: The ESPA should be commended for creating innovative courses that allow a great deal of**

Flexibility. Perhaps, as done by other Departments, these types of courses could be given ‘subsections’ numbers, thus allowing a third-year student to take *again* the course in the fourth year, if it focuses on a different city. In this way, while still offering ‘the same course number’ over two years, students have one more choice to gain credits for a major. In general, the ESPA could attract a larger pool of students by doing more course cycling, so that students from other programs may have better opportunities to attain enough credits to complete a Major or Minor in Spanish.

- U4: In this paragraph it is suggested that we consider assigning “subsection” numbers to upper-year culture courses, such as ESPA 4126 The City as Palimpsest. (We note in passing that this course is now a “piggy-back” course: ESPA 3126/4126). The rationale behind this idea is that the same student would be able to take two different versions of the course – one version in her third year and another version in fourth year. This would be a good idea if we were able to offer the same upper-year course in two consecutive years. However, this is not the case. In reality, this course (ESPA 3126/4126) – like all our upper-year culture courses – is offered only every third year. A given student doing a Hispanic Studies Major will never have a chance to take the same culture course twice.
- D4: Courses are currently cycled very efficiently. Several courses are already double-numbered as indicated above.
- R5: Scheduling issues seem to prevent many interested students from taking Spanish courses as either the times allocated for Spanish courses pose too great of an inconvenience for them or their programs are simply too rigid (i.e., they do not have many electives). If students interested in pursuing a Minor in Spanish are unable to take enough credits throughout their four-year degree, they will need to stay an extra year in order obtain it (this leads many to abandon their aspirations to learn Spanish).**
- U5: Scheduling issues are also mentioned in this section of the reviewers’ report. A couple of cases have come to our attention where students could not fulfil a Minor in Hispanic Studies due to scheduling conflicts with their own Major program, especially when students decide to do a Minor in their second or third year. It is difficult to know how often such cases occur. It is worth pointing out that this kind of problem has become more frequent in the entire Faculty of Arts. We look forward to participating in constructive discussions at the level of the Arts Council, for example, in which we can collectively find solutions to this problem.
- D5: Elective course topics are highly dependent upon faculty expertise. Programs that are primarily delivering minors are more challenging to schedule than those with a large number of students in the specialization. I agree that discussion at Arts Council would be helpful.
- R6: It has come to our attention that, misguided as it may be the perception, some students view ‘literature’ courses as less interesting, or more challenging, than ‘culture’ courses. The result is that some Modern Language courses may suffer a lower enrolment. However, since *none* of the ESPA courses fall strictly in this category, this misconception may hurt class enrolment unnecessarily. Therefore, we would suggest that course descriptions in the calendar be changed, updated, or fleshed-out to reflect their *actual* contents. Whenever appropriate, the cultural and historical aspects of the course should be highlighted, over the more linguistic and literary ones.**

- U6: The comments in this paragraph refer to “literature” courses and the well-known fact that students tend to avoid them. We are a little puzzled, because nearly all of our non-language courses are already pitched in terms of cultural and historical themes, as the report suggests they should be, rather than as literature courses. The one exception is a course that was offered for the first time this past year: ESPA 3136 Twentieth-Century Spanish American Literature (which replaced the former ESPA 4126 Twentieth-Century Spanish America Novel). We will definitely give thought to converting this course into thematically based course – for example, it could be conceived and described as course on the evolution of Spanish American identity in response to hemispheric political and cultural dynamics as they unfolded over the twentieth century.
- D6: It is clear that there is great interest in culture (cultural dynamics, cultural identities, intercultural competencies, etc.).
- R7: Improving clarity on some of the course syllabi, and their corresponding descriptions in the program brochure, would further facilitate students’ selection from the curricular offerings. For example, a distinction should be made between ESPA 4051 *The Hispanic World Online I* and ESPA 4052 *Hispanic World Online II*. At present the descriptions are identical. As it appears that they are available to be taken in sequence, it would benefit students to know how it favours their selection to take both or one at a time (or in each academic year), and in which way they complement each other.**
- U7: A direct recommendation is made regarding the clarity of some of the course syllabi, namely, that ESPA 4051 and ESPA 4052 have identical course descriptions. As the report notes, these two courses are normally taken sequentially in the Fall and Winter semesters respectively. In fact, these two courses were originally just one six-credit course, ESPA 4055: the course was conceived a single whole. We were obliged to split it into two courses due to the loss of a faculty member and to give ourselves more flexibility when it comes to assigning workloads to individual instructors. However, now that they are two courses rather one, we agree that it will be a good idea to distinguish between the two in the course description and we will undertake to do so in the coming year.
- D7: I agree that ESPA 4051 and 4052 should have different descriptions.
- R8: It is clear that there is more space for collaboration with the School of Education. Even if Modern Languages are not included in the School’s degrees, students are still able to teach them at the lower school levels (*i.e.*, below grade 10) if they have a Major in ESPA or Italian. The LU School of Education should explore a way to better profit from this resource on-campus.**
- U8: We entirely agree that Laurentian’s Faculty of Education “should explore a way to better profit from this resource on-campus,” in reference to the Hispanic Studies program. Many of our students are planning to become teachers. Education students are often attracted to take Minors and even Majors in Spanish with the aim of teaching Spanish at the high-school level; this, in spite of the perennial lack of interest in languages on the part of the anglophone School of Education. It should be pointed out, however, that the francophone *École de sciences de l’éducation* has the course EDUC 4587 FL *Didactique des langues internationales aux cycles*

intermédiaire et supérieur as one of their options for aspiring high-school teachers. This course was brought into their program as a result of the implementation, by the government of Ontario, of the new two-year Teacher Education Program, and the discussions undertaken three years ago by the Hispanic Studies program with the *École*.

- D8: I would encourage discussions between the Faculty of Arts and the Faculty of Education regarding language teaching, particularly in light of the new BA requirements (requiring all new BA students to take 6 credits of linguistic awareness).
- R9: **As stated before, it is almost miraculous what the ESPA continues to achieve with extremely minimal resources. After the retirement of Dr. C. Stos, the ESPA lost a Faculty position that had been promised to them. At the moment, ESPA is sustained by only *one* full faculty member and *one* senior lecturer. This has left the program shorter by one faculty member than its Italian counterpart. At present, given the very small faculty complement (two permanent faculty members) it is extraordinary that the program produces students who are so clearly happy with their program, and go on to future success. The tenured faculty member has full load of 15 credits, and five separate courses, while Master Lecturer is teaching 21 credits and coordinating all the first year courses.**
- U9: We agree with the report's emphatic recommendation that the faculty position that we lost in the person of Dr. Carol Stos should be replaced. We suggested that the new hire be a generalist in the interest of hedging our bets against future downsizing of this and other humanities programs. The second paragraph of 2.5 a) contains a factual error: the new electives in Mandarin Chinese and Arabic are not 3-credit but rather 6-credit courses. We have nothing against these new initiatives; indeed, we welcome them in principle. But if we are playing a zero-sum game in which new academic initiatives come at the cost of sacrificing existing programs, then we agree with the opinion expressed in the report that it does not make sense to starve Hispanic Studies at the expense of two "isolated" language courses.
- D9: The Faculty of Arts has seen a decline in its full-time faculty complement as well as in its overall enrolments. New languages are being introduced as a result of the new BA requirement. An increase in enrolment at the first-year level is expected across all languages.
- R10: **The ESPA courses could improve their enrolment by simply organizing better the class schedule. Students and Faculty brought to our attention that, despite their many requests, the schedule of many courses remains set at times that systematically conflict with other programs interested in language electives. Engineering, Geology, and Business Administration, just to name three, would benefit from having their students taking Spanish culture/language courses; at present, the schedule prevents them from doing so. We encourage all the concerned programs and the Registrar to work together at fixing the timetable, so their students are given better opportunities to take Modern-Language elective courses. LU Academic advisors at the Centre for Academic Excellence (CAE) should also inform students, as early as first year, of the successful ways to incorporate ESPA courses into their program selections in light of the above. Laurentian University aims to see all students, including those in ESPA, able to graduate within three years. However, despite its best efforts, the current resources make it impossible for the Hispanic Studies program to achieve this goal. Perhaps more summer courses offerings could help resolve this issue, by providing sufficient choices and convenient times.**

- U10: This section takes up the question of scheduling again. We agree that collective efforts to fix timetabling problems must be made. We also worry about the academic advice that students receive at the Centre for Academic Excellence. Several cases have come to our attention in which students were given advice that was prejudicial to their pursuit of both Spanish and Italian. The report also suggests that we offer summer courses in order to facilitate students' progress in the completion of their Hispanic Studies Minor or Major. Given the low enrolments that such courses have received in the past, as well as the dearth of human resources in our field, it does not seem like a feasible option.
- D10: I agree that better coordination of timetabling with relevant programs (e.g. Engineering, Geology and Business Administration) is desirable and necessary.
- R11: Francophone students mentioned to us that they strongly miss having an Introductory Spanish course for them. It is clear that in the past, a first-year 'French' course in Spanish facilitated the entry of many francophone students into the ESPA. At present, francophone students are forced into the 'English' course; this should be remedied as soon as possible.**
- U11: This paragraph concerns the loss of the francophone section of the introductory language course, ESPA 1005. This loss was basically forced upon the program. At one time we offered five sections of ESPA 1005, one of which was francophone. Then we were cut back to four, and finally to three. Over the years, we noticed that a great many francophone students did not register in the francophone section of ESPA 1005; instead, for reasons of timetable convenience, they often chose an anglophone section. (As we all know, nearly all Laurentian francophone students are bilingual.) Thus, when we were forced to cut back to only three sections of ESPA 1005, we recognized that, in order to make the course available to as many students as possible, we had to make all three sections anglophone. We simply cannot afford to exclude students.
- There is, moreover, another consideration here. In order to coordinate the various sections of ESPA 1005, it is necessary to use only one textbook. For reasons analogous to those outlined in the previous paragraph, that textbook must be one what that is written in English. This has always been the case; even when the francophone course was offered, the textbook used in that course was in English. On balance, then, it does not seem to be a significant pedagogical problem that course be offered in one language or the other. After all, the goal is not to perfect the mother tongue (even if this tends to be a happy though unintended result of acquiring another language) but rather to arrive at Spanish.
- Furthermore, most instructors of ESPA 1005 supplement grammatical and lexical explanations with reference to parallel structures in French, carefully noting as well the differences between French and Spanish. All Hispanic Studies instructors speak both French and English.
- Politically, of course, it is a different story. The Hispanic Studies program is very supportive of all francophone programming at Laurentian. We would be delighted if an extra section of ESPA 1005, one offered in French, were to be restored to our program. However, this francophone section would have to be over and above the three existing sections of ESPA 1005, and funded by a supplementary budget.
- D11: If the total number of students in ESPA 1005 increases as expected, due to the new BA requirements and the increase in BBA students, it should be possible to add a section of ESPA 1005.

- R12: Library resources have been minimal. The meager budget for books in Modern Languages oscillated for a while randomly between \$4000 to 6000\$/year, to zero in the current year. Students are forced to rely on inter-library loan services, which, despite being comprehensive, are slow and not very efficient. The Italian Program courses have compensated for this drawback by requiring upper-year students to put together their bibliography early during the school year, so as to receive useful instructor feedback. The ESPA courses should adopt a similar policy, as it is clear that library resources are not going to improve in the near future.**
- U 12: This paragraph refers to the exiguous library resources at our disposal. It recommends that the instructor of culture courses require students to prepare their final bibliography early in the semester. This is good practical advice, which will be implemented when appropriate to the nature of the course.
- D12: The Library is doing excellent work in supporting the Faculty of Arts. Accessing library resources early in the semester is something to be encouraged.
- R13: Modern Languages has only one dedicated room, namely L712. This room serves as the language lab, and it is mostly used by ESPA students. However, the department appears not to be the 'official owner' of the room; as a result, there is nothing distinguishing in the room to remind students of the program, culture, or social activities. The overall look is drab and uninspiring. Faculty members would like very much to be able to improve the decor, placing at least posters and photos pertinent to the program and courses, as done across the seventh-floor corridor. This is a fair and easy-implemented initiative that will have a big impact on the teaching atmosphere.**
- U13: We echo the recommendation that Modern Languages be allocated a designated space that we, including the students, can really make our own. We hope that the current campus-modernization plan will make this possible.
- D13: As the Campus Modernization project nears completion, the issue of a tutorial space should be revisited.
- R14: Faculty members find it difficult to monitor and follow students doing Minors (e.g., the Minor in Latin American Studies). We recommend the ESPA be given the information needed for better recruiting and retention, while still protecting students' personal information**
- U14: We concur with the recommendation that the Hispanic Studies program be given better access to information so as to be able to monitor students doing Minors, as well as for recruitment and retention purposes.
- D14: The ability to identify students pursuing minors would be very helpful.
- R15: Explore opportunities for extra-curricular activities and engagements with the local Hispanic community.**
- U15: We do plan to seek engagement with the local Hispanic community, as we do with CineForum and have done in the past when, for example, we have sponsored lectures by Dr. Pablo Cano

and others. Two factors inhibit the scope of this engagement: 1) unlike the numerous and cohesive Italian-Canadian community in Sudbury, and in contrast to large Hispanic population in Canada's major cities, the Sudburian Hispanic "community" is not exactly such, but rather a very heterogeneous amalgam of individuals of diverse providence; and 2) we need reinforcements: one regular faculty member and one overburdened Master Lecturer cannot do everything. A new hire in the form of a young person would be of immense value with respect to community engagement (and to curriculum renewal).

D15: The department has regularly hosted events such as CineForum.

R16: Create a better database of local resources on Spanish, both on- and off-campus. Try to expose or link upper-year students to these resources, be it in terms of interviews or class projects. This may open the possibility down the road for some form of co- op or extensions activities.

U16: This idea is intriguing. As far as we know, local resources in Spanish are very limited, but here again a new young hire might have ideas about how to make the most of those resources and find new forms of engagement with them.

D16: This would be an interesting project for an independent study course.

R17: The placement of LU students abroad (principally, a semester at the Universidad de Castilla-La Mancha, in Spain) has been a very enriching, integral part of the ESPA, yet only facilitated and maintained by personal initiatives of the faculty members. As far as we can tell, there has been no systematic, reliable *a priori* support by LU for these initiatives. Even any *a posteriori* support has been sketchy, at best. Given that LU has signed, or is prepared to sign, comprehensive institutional agreements with foreign universities, it should make sure that it provides a sustainable, continuous support to the successful ESPA- student placements abroad.

U17: We are not quite sure in what way support for students going abroad to Castilla-La Mancha has been lacking. It is our impression that Laurentian International has been quite supportive. It is true that it was Dr. Carol Stos, the dedicated faculty member whose position was annulled, who took the initiative to get the exchange program started with Castilla-La Mancha. We will undertake discussion with Laurentian International to see what we could all be doing better in this regard.

D17: Students from the program have benefited from the available study abroad program. I am not aware of complaints about the program.

R18: Steps should be taken to inquire into how to resolve the scheduling issues, so that it is more convenient for students to take Spanish courses. As well, there should be more collaboration with other departments, in order to facilitate the development of interdisciplinary degree program options (a key objective in the institution's academic plan). Finally, there should be more course offerings; as it stands now, if students cannot take one of the requisite courses, they may have to stay an extra year or abandon their aspirations to obtain a Minor in Spanish. But in order for the program to offer more courses, it requires more full-time personnel.

- U18: We have responded above to concerns about scheduling. Regarding interdisciplinary degree program options, we have initiated the Minor in Latin American Studies. Unfortunately, the Department of History takes no interest in Latin America; if there were such interest, a Major in Latin American Studies could likely be implemented. As for more course offerings, we cannot in good conscience expand in this area unless – as the report notes – Hispanic Studies recovers at least its former minimal level of faculty resources.
- D18: As the faculty complement continues to change, new opportunities for collaboration may arise.
- R19: All stakeholders and students interviewed by the committee made clear that the Hispanic Studies program is not only important to students majoring in ESPA but also to those pursuing degrees in other faculties. It prepares candidates for careers in local, national and international fields.**
An effort should be made to reach out to students in other programs such as Medicine, Business, Communications, Engineering, Environmental Studies, Marketing, Architecture, Political Science and Social Work, for example, to inform them about why learning other languages in their cultural context is of benefit in developing interdisciplinary acuity and preparing for the future. The Dean highlighted the strong connections between International Relations and Modern Languages, which will be increasingly significant, and the new “linguistic awareness” 6-credit requirement for a Bachelor of Business Administration (to be taken in addition to 6 credits in the official language). More could be achieved by embarking on sustained and integrated planning for increased collaboration with Hispanic Studies (whose courses are already interdisciplinary as they bridge arts, language, politics, history, communication and linguistic skills, particularly those in culture and literature). This will attract new generations of students, reconciling the needs of the historical core disciplines with student and global demand for new fluencies. Moreover, it would confirm the commitment of Laurentian University to one of its leading mandates on interdisciplinarity: “the ability to create synergies between disciplines to foster innovative research” (*Strategic Research Plan 2012-2017*, p.1) and “make connections across disciplines and with community and industry partners” (*Imagine 2018-2023*, p. 9).
Rather than see Spanish courses as “service learning,” this necessitates a change in mindset. The University administration should recognize that, to accomplish the aforementioned objectives, a comprehensive learning of Spanish is paramount. This includes conceiving and learning language in a cultural context, *i.e.*, engaging critically the cultures and literary production of the Spanish-speaking world, including all political, historical, intercultural and social aspects. The distinctiveness of LU (in mining, engineering and technology, multicultural and linguistic fluencies, Indigenous cultural studies, and intellectual fusion) could be best put into practice by investing in the resources it has in Hispanic Studies and expanding its links with other programs.
- U19: For students planning to pursue careers in mining, business, communications, and teaching – to mention a few of the most popular career aspirations among Laurentian students – knowledge of the Spanish language and familiarity with Hispanic history and culture will be of great advantage. We understand the concern of students and parents who are facing unconscionably high tuition fees and post-degree debt; they want to know that they will have a chance in the world. For that reason we do not hesitate to encourage Laurentian University to support our program by heeding the report’s insistence on the need to restore the lost faculty position in Hispanic Studies.

D19: Connecting with Indigenous cultures in Latin America is particularly relevant for a university with a tricultural mandate. This is an area of growing interest and one that fits with existing programming at Laurentian.

ACAPLAN'S RESPONSE

ACAPLAN endorses the recommendations of the Review Team but notes the Unit and the Dean will not follow up the following recommendations as they are either redundant or outside of their current scope of focus:

- R1: We recommend that Student Liaison carries recruitment activities in coordination with Modern Languages, or just simply leave this to the faculty members, as done in the past.**
These visits are carried out by Liaison.
- R2: "Challenge Examinations" recently re-launched at Laurentian University could potentially benefit ESPA students. Designed to serve "in recognition of the varied educational background and experience of some persons," a program could test "the individual's level of knowledge and functioning in relation to course objectives" and grant standing in lieu of a course.**
Challenge exams are already in place.
- R3: Even though the ESPA seeks to ensure good communication skills, other initiatives could also be implemented to engage other type of students. Perhaps the ESPA could accommodate better these non-Major students, while ensuring that sufficient opportunities for Spanish conversation are still maintained for students doing a Major.**
The Unit and the Dean do not see the need to offer more courses in English at this time.
- R4: The ESPA should be commended for creating innovative courses that allow a great deal of Flexibility. For instance, *The City as a Palimpsest* (ESPA 4126) has adapted a generic course design to study very different cities over the years. Perhaps, as done by other Departments, these types of courses could be given 'subsections' numbers, thus allowing a third-year student to take *again* the course in the fourth year, if it focuses on a different city. In this way, while still offering 'the same course number' over two years, students have one more choice to gain credits for a major. In general, the ESPA could attract a larger pool of students by doing more course cycling, so that students from other programs may have better opportunities to attain enough credits to complete a Major or Minor in Spanish.**
According to the Unit and the Dean courses are already cycled and numbered efficiently.
- R9: As stated before, it is almost miraculous what the ESPA continues to achieve with extremely minimal resources. After the retirement of Dr. C. Stos, the ESPA lost a Faculty position that had been promised to them. At the moment, ESPA is sustained by only *one* full faculty member and *one* senior lecturer. This has left the program shorter by one faculty member than its Italian counterpart. At present, given the very small faculty complement (two permanent faculty members) it is extraordinary that the program produces students who are so clearly happy with their program, and go on to future success. The tenured faculty member has full load of 15 credits, and five separate courses, while Master Lecturer is teaching 21 credits and coordinating all the first year courses.**

While both the Unit and the Dean appreciate this recommendation for another full-time faculty member, a new hire would be dependent upon increasing enrolments.

R15: Explore opportunities for extra-curricular activities and engagements with the local Hispanic community.

According to the Unit and the Dean this is not possible at this time with the current faculty complement.

R16: Create a better database of local resources on Spanish, both on- and off-campus. Try to expose or link upper-year students to these resources, be it in terms of interviews or class projects. This may open the possibility down the road for some form of co- op or extensions activities.

According to the Unit and the Dean this is not possible at this time with the current faculty complement.

R17: The placement of LU students abroad (principally, a semester at the Universidad de Castilla-La Mancha, in Spain) has been a very enriching, integral part of the ESPA, yet only facilitated and maintained by personal initiatives of the faculty members. As far as we can tell, there has been no systematic, reliable *a priori* support by LU for these initiatives. Even any *a posteriori* support has been sketchy, at best. Given that LU has signed, or is prepared to sign, comprehensive institutional agreements with foreign universities, it should make sure that it provides a sustainable, continuous support to the successful ESPA- student placements abroad.

The Unit and the Dean are not aware of any problems or complaints that need follow up at this time.

**LAURENTIAN QUALITY ASSURANCE IMPLEMENTATION PLAN FOR THE PROGRAM
In SPANISH STUDIES**

Recommendation	Proposed Follow-up	Responsibility for Leading Follow-up	Timeline
5 & 10 & 18 Scheduling issues seem to prevent many interested students from taking Spanish courses	Consult with departments both within and outside of the Faculty of Arts to ensure ESPA courses are offered so that students in other programs are able to take them.	Chair working with Dean of Arts	June 2018
6. We would suggest that course descriptions in the calendar be changed, updated, or fleshed-out to reflect their actual contents. Whenever	Converting ESPA 3136 into a thematically based course.	Chair	September 2018

appropriate, the cultural and historical aspects of the course should be highlighted, over the more linguistic and literary ones.			
7. Improving clarity on some of the course syllabi	Clarifying difference between ESPA 4051 and ESPA 4052 more clearly.	Chair	September 2018
8. It is clear that there is more space for collaboration with the School of Education.	Facilitate discussions between the Faculty of Arts and the Faculty of Education regarding language teaching, particularly in light of the new BA requirements (requiring all new BA students to take 6 credits of linguistic awareness)	Dean	September 2018
11: Francophone students mentioned to us that they strongly miss having an Introductory Spanish course for them. It is clear that in the past, a first-year 'French' course in Spanish facilitated the entry of many francophone students into the ESPA. At present, francophone students are forced into the 'English' course; this should be remedied as soon as possible.	Need to increase enrolments and interest to be able to offer a French section of ESPA 1005 FL.	Chair and Dean	November 2018
12. The ESPA courses should adopt a similar policy requiring upper-year students to put together their bibliography early	To encourage effective use of library resources, including interlibrary loans by having the instructor of culture courses requiring	Chair	September 2018

<p>during the school year, so as to receive useful instructor feedback.</p>	<p>students to prepare their final bibliography early in the semester.</p>		
<p>13. The overall look of the Language Lab L-712 is drab and uninspiring. Faculty members would like very much to be able to improve the decor, placing at least posters and photos pertinent to the program and courses, as done across the seventh-floor corridor.</p>	<p>To either update the décor in L-712 or find a more welcoming space within Campus Modernization parameters</p>	<p>Chair and Dean</p>	<p>January 2019</p>
<p>14. Faculty members find it difficult to monitor and follow students doing Minors (e.g., the Minor in Latin American Studies). We recommend the ESPA be given the information needed for better recruiting and retention, while still protecting students' personal information</p>	<p>To work with Institutional Planning and the Office of the Registrar to better identify students taking a minor in ESPA</p>	<p>Chair, Dean, Registrar, Director of IP</p>	<p>June 2019</p>
<p>19. All stakeholders and students interviewed by the committee made clear that the Hispanic Studies program is not only important to students majoring in ESPA but also to those pursuing degrees in other faculties. It prepares candidates for careers in local, national and international fields.</p>	<p>To reach out to various university departments to encourage the students in other programs to pursue courses in ESPA to enhance their career options.</p>	<p>Chair and Dean of Arts</p>	<p>September 2018</p>

The Dean of Arts shall be responsible for monitoring the implementation plan. The details of progress made shall be presented in the Dean's Annual Report and filed with the Vice-President Academic and Provost. The executive Summary and the monitoring reports will be posted on Laurentian University's web site.

CONCLUSION

The Spanish Studies Program is approved to continue and it will be reviewed in the fall of 2024.