

YORK UNIVERSITY

Final Assessment Report – Executive Summary

SPANISH STUDIES

Faculty of Liberal Arts and Professional Studies

Undergraduate Program (BA)

Certificate of Proficiency in Spanish Language

Cyclical Program Review – 2013 to 2020

This Final Assessment Report (FAR) provides a synthesis of the cyclical review of the programs listed below.

Program(s) Reviewed:

BA

Certificate of Proficiency in Spanish Language

Reviewers appointed by the Vice-Provost Academic:

Dr. Victor Wolff, Associate Professor of Hispanic Studies, Department of Languages and Cultures, Western University, London, Ontario

Dr. Evan Light, Associate Professor, School of Translation, Glendon College, York University

Cyclical Program Review Key Milestones:

Cyclical Program Review launch: September 19, 2019

Self-study submitted to Vice-Provost Academic: June 25, 2021

Date of the Site Visit: October 28-29, 2021

Review Report received: February 2, 2022

Program Response received: March 23, 2022

Dean's Response received: May 30, 2022

Implementation Plan and FAR confirmed by Joint Sub-Committee on Quality Assurance, September 2022.

Submitted by Alice Pitt, Acting Vice-Provost Academic, York University



This review was conducted under the York University Quality Assurance Protocol, August 2013.

SITE VISIT: October 28-29, 2021

The visit was organized around a set of virtual interviews with multiple stakeholder groups that included:

- Vice Provost Academic Lyndon Martin
- Dean JJ McMurtry, Associate Dean Programs Sean Kheraj, and Associate Dean, Teaching and Learning Anita Lam
- Associate Dean of Research and Open Scholarship Jack Leon, and Director of Content Development and Analysis for the University Library Patti Ryan
- Chair of the Department of Languages, Literatures, and Linguistics, Maria João Dodman
- Undergraduate Program Director Antonella Valeo
- Coordinator of the Spanish Program María Figueredo
- Full-time and contract faculty members
- Undergraduate students

Due to the ongoing COVID-19 pandemic, the meetings were held virtually via Zoom and no facilities were seen.

OUTCOME:

The Joint Sub-Committee on Quality Assurance received the Program and Decanal responses to the recommendations and has approved an implementation plan.

A report on the progress of the initiatives undertaken in response to recommendations in general and as specified in the implementation plan will be provided in the Follow-up Report which will be due 18 months after the review of this report by the York University Joint Sub-Committee on Quality Assurance (in February 2024).

The next Cyclical Program Review will begin in the Fall of 2027 with a site visit expected in the Fall of 2028 or Winter of 2029.

PROGRAM DESCRIPTION AND STRENGTHS:

The Spanish Program encompasses study of the language, literature, linguistics and culture of the Spanish-speaking world. It focuses on Spanish and Spanish American or Hispanic-American and Latinx literatures, with some reference to Indigenous languages and cultural productions in relation to Spanish. It offers major and minor degree program options (BA, Honours BA, Specialized Honours BA, Honours Double Major BA, Honours Major/Minor BA, Honours Minor BA, Honours Interdisciplinary Double Major BA) and a Certificate of Proficiency in the Spanish Language.

The reviewers note that the general objectives of the program are clear and consistent with University and Faculty missions and academic plans. They believe the Spanish program demonstrates excellence in teaching, particularly in the fundamentals of the field of Spanish language, linguistics, and literature, and they highlight its

communicative and multilingual approaches, collaboration with other programs and interdisciplinarity, use of project-based methodologies, and development of digital literacies. They also praise its multi-cultural approach and focus on diversity that enable students to explore both local and global concerns. Particularly commendable are the program's efforts to promote approaches to the study of language, literature, and culture that foster anti-racist, indigenizing, and decolonial perspectives. In line with the university's vision as a whole, the reviewers view the Spanish program as advancing global citizenship and intercultural awareness in a globalized world. They note that many of the learning outcomes of the study of languages, literatures, and linguistics programs are not confined to the four-year period of the university degree, and extend well beyond to travel, work, and quality of life in general. The reviewers also noted that the program strives for excellence, is flexible when facing challenges, is inclusive and diverse, and has priorities that particularly align with the themes of academic quality and student success. The unit's self-study is also remarkable for its inclusion of detailed descriptions of students' trajectories after they complete the program, which highlight the importance of the skills and knowledge they have learned as well as the broad range of activities, both career and academic, that they are well prepared to engage in.

Recommendations put forward by the reviewers include exploring opportunities for different modes of course delivery, further developing components of the curriculum that speak to the advancement of students' professional skills and abilities, enhancing anti-racism, decolonial, and indigenization approaches to studies in language, literature, and culture, and taking the opportunity of the cyclical review to explore questions related to the vision of the program and how it can prepare students for the challenges of today and beyond.

IMPLEMENTATION PLAN

The chart below lays out the implementation plan approved by the Joint Sub-Committee at its meeting in September 2022.

	Recommendation	Action	Role Responsible for Follow-up	Timeline
1.	Explore opportunities for online courses (and potentially programs), hybrid or blended modes of delivery, and in person courses (not forgetting opportunities for courses delivered in the summer). This recommendation could also encompass developing digital literacies and fluencies in students.	Continue efforts to offer SP 3000 and SP 2200 in online modes, and offer sections of SP 1000 and SP 2000 in online modes over the summer, fall and winter terms as well.	Spanish Studies Coordinator; Chair and UPD, Department of Languages, Literatures, and Linguistics	By October 2022: Implement plan to offer more online sections, including SP 1000 and SP 2000.
2.	Cultivate the part of the curriculum that speaks to the advancement of students' professional skills and abilities. This suggestion should also include experiential learning opportunities and community engaged-learning.	Explore collaboration with colleagues from other language programs on the development of a cross-listed work-placement course to provide students with work-integrated learning opportunities and help bridge the skills that they gain in the program with practical work experience. Explore whether the course could also be used to expand career relevant skills.	Spanish Studies Coordinator; Chair and UPD, Department of LLL; Associate Dean, Programs, Associate Director, Experiential Education.	By end of Fall 2022: Discuss potential development of cross-listed work-placement course with other language programs and consult with Experiential Education Office. Potentially apply for LA&PS Experiential Education Development Fund support. By end of Winter 2023: Submit new course proposal to Faculty

				curriculum committee.
3.	Enhance and extend anti-racism, decolonial, and indigenization approaches to studies in language, literature, and culture.	Pursue the program plan to better address the diverse current and historical realities of Spain and Spanish America through a review of its existing curriculum. Consider creating new courses to diversify its offerings.	Program Coordinator, Spanish Studies; Associate Dean, Teaching & Learning	By end of 2022-23 academic year: Complete assessment of current curriculum and determine if new course development is needed.
4.	Final Comments: The program should take the opportunity of the cyclical review to brainstorm a plan forward: What is the vision of the program? What is the vision of the department? How can both imagine a curriculum that prepares students for the challenges of today (and tomorrow)? How can the focus on issues or problems that students (and their future employers) care about shape the objectives and learning outcomes of the program?	No recommended action	N/A	N/A