

Faculty / Affiliated University College	Faculty of Arts and Humanities	
Degrees Offered	MA, PhD	
Date of Last Review	2012-2013	
Approved Fields	<p>Previous Fields</p> <ol style="list-style-type: none"> 1. Hispanic Literatures and Cultures (Medieval to Baroque) 2. Hispanic Literatures and Cultures in the Age of Globalization 3. Linguistics and Languages in Contact 	<p>New Fields</p> <ol style="list-style-type: none"> 1. Literature and Culture 2. Linguistics <p><i>To be displayed on transcript and parchment</i></p>
External Consultants	Lara Reglero,	Associate Professor, Florida State
	Donna Rogers	Academic Dean, Algoma University
Internal Reviewer	Lina Dagnino	Professor Physiology & Pharmacology
	Aisha Freeman	PhD Candidate Biochemistry
Date of Site Visit	November 21- 22, 2019	
Date Review Report Received	December 9, 2019	
Date Program/Faculty Response Received	Program response, January 13, 2020 Dean's response January 26, 2020	
Evaluation	Good with report due September 2022	
Approval Dates	SUPR-G: April 14, 2020 SCAPA: April 29, 2020 Senate (FYI only): May 8, 2020	
Year of Next Review	Year of next cyclical review – 2027-2028	

Overview of Western's Cyclical Review Assessment Reporting Process

In accordance with Western's Institutional Quality Assurance Process (IQAP), adopted on May 11, 2011, and revised June 22, 2012, this Final Assessment Report provides a summary of the cyclical review, internal responses, and assessment and evaluation of the Hispanic Studies Graduate Programs (Ma and PhD) delivered by the Faculty of Arts and Humanities.

This Final Assessment Report (FAR) report considers the following documents:

- the program's self-study,
- the external consultants' report,
- the response from the Hispanic Studies Graduate Program Chair, and
- the response from the Dean, Faculty of Arts & Humanities.

This FAR identifies the strengths of the program and opportunities for program enhancement and improvement, and details the recommendations of the external consultants, noting those recommendations that require attention.

The Implementation Plan details the recommendations from the Final Assessment Report that have been selected for implementation, identifies who is responsible for approving and acting on the recommendations, specifies any action or follow-up that is required, and defines the timeline for completion.

The Final Assessment Report and Implementation Plan is sent for approval through SUPR-G and SCAPA, then for information to Senate and to the Ontario Universities' Council on Quality Assurance. It is publicly accessible on Western's IQAP website.

The FAR, including the Implementation Plan, is the only document from the Graduate cyclical review process that is made public; all other documents are confidential to Western's Faculty of Arts & Humanities, the Hispanic Studies graduate program, the School of Graduate & Postdoctoral Studies, and SUPR-G.

Executive Summary

The Department of Languages and Cultures offers two interdisciplinary graduate programs in Hispanic Studies: the MA (offered since 1967) and the PhD (offered since 2005). While the MA is currently a two-year program, the program successfully proposed a change to a 3-term program, effective Fall 2020. The PhD is a four-year program.

Both MA and PhD programs were last reviewed with Good Quality in 2013.

In 2019, the Graduate program undertook an extensive self-study that included looking back at their 2013 cyclical review report, and examining their program offerings, faculty and physical resources, research, and student progress and times to completion. The graduate faculty members discussed plans for the future, all of which can be found in Volumes I and II as submitted.

The School of Graduate & Postdoctoral Studies (SGPS) selected the external review committee with two external experts from Florida State and Algoma Universities and completed the Review Committee with a PhD student and internal university reviewer, Dr. Lina Dagnino. Following the site visit, the two external reviewers submitted their report to SGPS.

This summary assessment report is hereby submitted to the Senate Subcommittee on Program Review - Graduate (SUPR-G) by Dr. Dagnino.

In brief, the Hispanic Studies graduate programs (Master's and PhD) were seen to be highly satisfactory in terms of curriculum, quality of students, and faculty supervision/research. The following provides a more extensive assessment of the graduate programs.

Summary of the Self-Study – Volume I

Strengths identified by the Hispanic Studies Graduate Programs (summarized from the self-study brief)

The Hispanic Studies graduate programs have developed an identity based on Transatlantic Studies that is unique in the Canadian university setting. The transatlantic methodology consists of the study of relationships within the diverse and geographically expansive Spanish-speaking world. Through the analysis and study of literary texts, cultural artifacts, and an array of linguistic phenomena, both programs provide a forum for advanced study and research in the Hispanic World.

The student experience encompasses language, culture, research, teaching, extra-curricular activities, and community engagement, and provides students with the skills they need to find a rewarding career in a multicultural world. Hispanic Studies at Western University covers a wide array of interests, intersecting with digital humanities,

film, music, and visual arts, intermediality and interartistic relations, literature, and linguistics.

The program is innovative in research and pedagogy. Its vibrant global community includes domestic and international students. Graduate students in Hispanic Studies come to Western University from a wide array of countries, including Chile, Colombia, Cuba, Ecuador, Mexico, Spain, Uruguay, Venezuela, Brazil, China, Egypt, Ghana, Indonesia, India, Iran, Ivory Coast, Jamaica, the United States, and beyond. Our domestic students come mainly from Southwestern Ontario. The intellectual and professional development of Hispanic Studies graduate students is nurtured and supported by Western faculty members and staff. Both the MA and PhD programs have generated success, innovation, and visibility on the national and international level, as demonstrated in their self-study. With continued institutional support, and careful internal monitoring for growth and curriculum planning, the Hispanic Studies graduate program at Western University has a firm basis to be a leading program in North America.

Concerns Identified by the Hispanic Studies Graduate Programs

The program outlined two concerns that may impact the future of the program. Hispanic Studies has developed a strong record of graduate success as shown in the accompanying documents, and the program faculty members plan to address the following concerns so that it can continue to thrive.

Student funding

1. This year, Hispanic Studies was the only master's-level program in the Faculty of Arts and Humanities at Western to receive funding for incoming international students. The programs have relied on this funding to attract excellent applicants and there is a concern that this funding will not be available in the future.
2. The Ontario Ministry of Education has paused the annual Ontario Trillium Scholarship program in 2019, which served as a recruitment tool for international students.
3. The OGS funding caused concern in the previous year in that the institutional allocations were not released until May 9, 2019.

Faculty Complement

1. One faculty member recently resigned and another accepted a retirement offer. There is a concern that these faculty members will not be replaced which puts the remaining graduate faculty under pressure. Specifically, the linguistics section of the graduate program is struggling with the loss of these faculty members.

Innovative Features (selected)

- partnership with the Linguistics undergraduate and MA programs within French Studies
- Linguistics faculty supervise Hispanic Studies students and Hispanic Studies faculty supervise Linguistics students; graduate students may take some of their coursework in linguistics to strengthen their background
- Students participate in the CulturePlex Lab (<http://www.cultureplex.ca>), a digital humanities lab attached to the Department of Languages and Cultures.
- The graduate program in Hispanic Studies is housed in the Department of Languages and Cultures along with the graduate program in Comparative Literature and the two programs and their respective faculty members and students often collaborate. Courses are cross-listed, and faculty members participate in supervision, and in advisory and examination committees.
- A number of faculty members are associated with Collaborative Specializations in Environment and Sustainability, Transitional Justice and Post-Conflict Reconstruction, and with the Departments of Women's Studies and Feminist Research, Film Studies, and Computer Science.
- The graduate program in Hispanic Studies hosts an open-access, yearly peer-reviewed journal, founded and edited by Hispanic Studies graduate students since 2011, *Entrehojas: Revista de Estudios Hispánicos* (<https://ojs.lib.uwo.ca/index.php/entrehojas/about>) with about 20,000 downloads.
- Many graduate students are non-English native speakers. The English language proficiency requirement is an exit milestone for both the MA and PhD program which is important professional development for students and broadens their employment opportunities upon graduation.
- Western is a certified centre for the SIELE examination and certification¹ (1 of only 5 test centres in Canada), which is housed in the Hispanic Studies program.

Review Process

During the external review, the review committee, comprised of two external reviewers, one internal reviewer and a doctoral student, were provided with Volume I and II in advance of their visit and then met over two days with the

- Vice Provost of the School of Graduate & Postdoctoral Studies
- Vice Provost of Academic Planning, Policy and Faculty
- Dean of the Faculty of Arts & Humanities
- Associate Dean, Graduate, of the Faculty of Arts & Humanities
- Chair, Department of Modern Languages
- Graduate Chair, Hispanic Studies

¹ SIELE is the Servicio Internacional de Evaluación de la Lengua Española which certifies Spanish language proficiency for students and professionals.

- Graduate Faculty, Hispanic Studies
- Associate Chief Librarian
- Master's Students
- Doctoral Students

Following the onsite review, the external reviewers submitted a comprehensive report of their findings which was sent to the Graduate Chair and the Dean for review and response.

These formative documents, including Volumes I and II of the Self-Study, the External Report, the program response and the Dean's response, have formed the basis of this summative assessment report of the Hispanic Studies Graduate Programs, collated and submitted to SGPS and the Senate Graduate Program Review Committee (SUPR-G) by the Internal Reviewer.

Summative Assessment – External Reviewers' Report

Strengths of the Program

Learning Outcomes

- Clarity of Learning Outcomes as well as their measurability
- Congruence and alignment of the Learning Outcomes to the GDLEs, Western's Strategic Plan, the FAH Academic Plan and the programs' curricula

Graduate Faculty

- Competent and highly dedicated graduate faculty

Faculty Research

- Cutting-edge research output of graduate faculty in peer-reviewed publications as well as professional outlets such as documentaries

Supervision

- Evidence of excellent supervisory practices although the supervision load seems heavy

Students

- Admission standards are high
- Good quality of students in the program
- "Remarkably" rich and unique cultural diversity

Program Structure

- Doctoral students at Western are able to complete in 4 years, whereas 5 years is the norm at comparable institutions

Innovative Aspects

- CulturePlex Lab
- Integration with numerous collaborative programs and departments at Western
- Course design
- TA and RA-ships
- International agreements with other universities
- Visiting professors and scholars
- Internships arranged through SGPS

Resources

- Physical space
- Adequate funding for graduate students

Areas of Concern Identified:

Supervision

- Uneven supervisory loads

Master's Program

- Concern re completion times for master's students as program moves to a duration of 3-terms

Program Structure

- Transatlantic Seminar -
- Defining a clear sequence of courses throughout the program
- Program planning for students

Resources

- Faculty: unclear if there is a sufficient number of linguistics faculty to maintain the field
- Space: require additional linguistics labs

The following are the reviewers' recommendations in order as listed by the external reviewers.

Reviewers' Recommendation	Program/Faculty Response
<p>Recommendations requiring implementation have been marked with an asterisk (*). The process for implementation can be found in the Implementation Plan below.</p>	<p>Please note that in the decanal report, the Dean has only commented on #1 and assigns the responsibility for addressing the remaining recommendations to the program.</p>
<ol style="list-style-type: none"> <li data-bbox="240 705 837 842">1. *That the University make a senior tenured appointment in Linguistics within Hispanic Studies (focus on syntax and morphology) <li data-bbox="240 1220 854 1388">2. Seek to distribute supervisory loads more evenly, and/or seek to reduce them slightly (for example, by reducing the 2 course designs to 1 course design [specialized course only]). <li data-bbox="240 1493 818 1661">3. *Whenever possible within the budget constraints of A&H, maintain at least current levels of funding for international graduate students in Hispanic Studies. <li data-bbox="240 1766 818 1896">4. * Conduct a thorough review of the learning outcomes, viability and sustainability of the Transatlantic Seminar, taking into consideration the 	<p><u>Department:</u> The status quo for the Linguistics field is not sustainable without a new appointment</p> <p><u>Dean:</u> "As we prepare our plans beyond the 2022 horizon, the Dean will be asking the Department to prepare a plan to support the hiring of faculty in this area – if that is the Department's general wish. These issues must be addressed through the University's (and Faculty's) planning process."</p> <p>Students are supervised by full-time faculty and are only admitted when accepted by a supervisor who is responsible for considering their load when accepting a student.</p> <p>Agreed</p> <p>The Graduate Committee will review the viability of this long-standing and distinctive component of the program with the awareness that it is this</p>

<p>changes to the M.A. program and the status of the Linguistics track.</p> <p>5. Enhance efforts to recruit M.A. students from among graduates of the undergraduate degree program.</p> <p>6. * Starting in September 2020, carefully monitor time to completion for students entering the 1-year M.A. program. If necessary, adjust program to ensure that the promise of completion in 1 year can be satisfied.</p> <p>7. * Offer a more clearly defined sequence of courses, and whenever possible try to offer sequenced introductory and advanced courses in the same subject.</p> <p>8. Advise students when they enter the program what courses they should plan to take throughout it.</p> <p>9. Explore physical space options for linguistics labs (possibly in collaboration with French/Linguistics).</p>	<p>Seminar that sets Western's program apart from other graduate programs.</p> <p>The program developed a pro-active recruitment plan for undergraduates in 2017. Assessment of the strategy has been to implement the 3-term master's program.</p> <p>This is planned beginning in September 2020.</p> <p>Due to limited faculty and the use of contract faculty, it is difficult to clearly define courses but it is something we will consider implementing in the future.</p> <p>Students are advised before entry as to the courses they can take with clear explanation of required and elective courses. Students meet annually with the Graduate Chair to discuss student progress, which includes the coursework. The Department is currently creating a visual chart to explain curricular requirements more clearly.</p> <p>There is appropriate access to the labs for students and faculty when University College is open. There is also some equipment that can be signed out. There is no plan to create a new lab unless a faculty member secures a research grant to do so.</p>
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<p>10. Continue monitoring completion rates for students in all degree options.</p> <p>11. Discuss alternative plans/options (as possible) with students before they make the decision to withdraw from the program.</p> <p>12. Hispanic Studies and the Department should plan for an orderly succession in their leadership positions (graduate chair and department chair) well ahead of the end of the incumbents' terms (now and in future).</p>	<p>Monitoring completion rates is always ongoing and as noted in the report, our completion rates are highly satisfactory.</p> <p>Students who are discussing withdrawal always have personal counselling and are informed that they will be reinstated into the program if they reapply within two years. In the past, statistics indicate that many who have withdrawn for financial or personal reasons have returned and completed their studies.</p> <p>In a small program, leadership is a matter of rotation and faculty willingly accept this role and responsibility.</p>
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Implementation Plan

The Implementation Plan provides a summary of the recommendations that require action and/or follow-up. In each case, the Graduate Program Chair and/or the Department Chair/Director, in consultation with SGPS and the Dean of the Faculty of Arts & Humanities (FAH) is responsible for enacting and monitoring the actions noted in Implementation Plan. The details of progress made will be presented in the Dean's Annual Planning Document.

Recommendation	Proposed Action and Follow-up	Responsibility	Timeline
List recommendations requiring implementation	Describe the action and/or follow-up required to implement the recommendation	Identify those responsible for implementation	Required date of completion
*That the University make a senior tenured appointment in Linguistics within Hispanic Studies (focus on syntax and morphology)	<p>Develop a plan to address the anticipated challenges related to supervision capacity in the Linguistics field of the program.</p> <p>The Department of Languages and Cultures should develop a proposal articulating the resources necessary to maintain the field, or a plan to phase out the field. This proposal should then be considered in FAH's next submission to the university's annual planning and budgeting process.</p>	<ul style="list-style-type: none"> • Chair, Department of Languages & Cultures • Graduate Chair, Hispanic Studies • Dean, FAH 	The proposal should be included in the Fall 2020 FAH planning and budgeting document, with a timeline to implement the plan in September 2021.
*Whenever possible within the budget constraints of A&H, maintain at least current levels of funding for international graduate students in Hispanic Studies.	The Graduate Chair, with the Dept Chair and Dean should develop a strategy for setting master's enrolments that are sustainable in the context of appropriate funding packages. This strategy must acknowledge the higher	<ul style="list-style-type: none"> • Chair, Department of Languages & Cultures • Graduate Chair, Hispanic Studies • Dean, FAH 	Enrolment targets and funding packages should be determined for the Fall 2020 recruitment cycle and implemented for September 2021 admissions.

	<p>enrolment of international master's students in this program than others in FAH, as well as the impact of shifting the master's program to 3 terms.</p>		
<p>* Conduct a thorough review of the learning outcomes, viability, and sustainability of the Transatlantic Seminar, taking into consideration the changes to the M.A. program and the status of the Linguistics track.</p>	<p>The Transatlantic Seminar is deemed an exemplary component of the Hispanic Studies graduate programs, but it requires revision to address several challenges, including:</p> <ul style="list-style-type: none"> • The need for extensive preparation on the part of the instructor • Difficulty in achieving balance between Literature & Culture and Linguistics content • The need for significant financial resources • Difficulty in engaging students over the whole term because invited speakers' talks in the 2 tracks are organized in blocks • Students in one track often do not have the necessary background in the other track to take full advantage of the content • Instructors other than the instructor of record are required to do grading but receive no workload credit. <p>The seminar should be revised to address these concerns in the context of the plans regarding the sustainability of the Linguistics field and the</p>	<ul style="list-style-type: none"> • Graduate Chair, Hispanic Studies • Graduate faculty members, Hispanic Studies 	<p>Revisions to the Transatlantic Seminar should be ready for implementation in September 2021</p>

	introduction of the 3-term MA		
* Starting in September 2020, monitor times to completion for students entering the 1-year M.A. program. If necessary, adjust program to ensure that the promise of completion in 1 year can be satisfied.	Monitor the progress of all master's students in the new 3-term program on a term-by-term basis, identifying any challenges to completion within the expected timeframe.	<ul style="list-style-type: none"> • Graduate Chair, Hispanic Studies • Graduate Program Assistant 	Monitor the first 2 cohorts (admitted in September 2020 and September 2021) and make any necessary revisions prior to the start of the third cohort (September 2022)
* Offer a more clearly defined sequence of courses, and whenever possible try to offer sequenced introductory and advanced courses in the same subject.	The program has indicated that it is developing a visual overview of the cycle of courses offered. This new overview should be made available to all graduate students during the Summer 2020 term in order that students may choose appropriate courses for the following Fall, Winter and Summer terms. An annual practice of providing this overview in the Summer term for the following 3 terms should be introduced.	<ul style="list-style-type: none"> • Chair, Department of Languages and Cultures • Graduate Chair, Hispanic Studies 	This practice should be initiated in Summer 2020

Other Opportunities for Program Improvement and Enhancement

The external reviewers' report made a number of additional smaller recommendations. SUPR-G strongly recommends that Hispanic Studies continue to review all of these recommendations informally prior to the next cyclical review.