

Implementation Report on the 2016-2017 Cyclical Review of Languages and Literatures

Authored by: Jane Newland, Chair of the Department of Languages and Literatures with inputs from Faculty members.

Date: January 2020

INTRODUCTION

This is the first implementation report for the Languages and Literatures cyclical program review that took place in 2016-2017. For each recommendation, the full language from the External Reviewers' Report has been included, along with the corresponding information about implementation from the Final Assessment Report. For each recommendation, the unit has provided an update on the progress or action made toward the implementation of that recommendation, followed by comments from the relevant dean(s) and the Program Review Sub-Committee. Taking into account the updates provided by the unit and the comments from the dean(s), the Program Review Sub-Committee will review the report and determine if all recommendations have been implemented satisfactorily or if a subsequent report will be required.

RECOMMENDATIONS PRIORITIZED FOR IMPLEMENTATION IN FINAL ASSESSMENT REPORT

<p>Full Recommendation from External Reviewers' Report: To build on the strength of Community Service Learning, the committee recommends the unit seek ways to formalise and integrate experiential learning into a free-standing course available to the varied language majors and minors pursuing studies with Languages & Literatures. Such a course would encourage a sense of unity across languages of study, for both students and faculty, and would provide an opportunity to develop and extend wider institutional linkages, with Laurier's Community Service-Learning Department. Such a course could be used to allow students to do research on the benefits of such learning, to formally reflect on their experience, and to unify the different activities that students participate in across the unit by culminating in an event like a poster session at the end of the semester.</p>		
Recommendation to be Implemented (from Final Assessment Report)	Responsibility for Implementation	Anticipated Completion Date
<p>Recommendation #1: To build on the strength of Community Service Learning, the committee recommends the unit seek ways to formalise and integrate experiential learning into a free-standing course available to the varied language major and minors pursuing studies with Language and Literatures.</p>	<p>Department</p>	<p>September, 2018</p>

Unit Update: The Department considers this recommendation to be completed. Since our 2016-2017 Cyclical Review, the Department of Languages and Literatures has substantially increased our course offerings with Community Service-Learning or Experiential Learning components. In FR238: *Francophone Culture* students participate in a Professional Inquiry, attending community events to consider how Francophone identity is expressed and maintained. In the Fall 2019 iteration of this course, Francophone speakers, Professors Ginette Lafrenière (Waterloo Campus) and Lamine Diallo (Brantford Campus) were invited to speak to students about the challenges of maintaining Francophone culture in Ontario and internationally. FR330: *Advanced Translation I* has been revised so that students will undertake a workplace or simulated-workplace projects during the course. Students now not only gain experience translating texts to tight deadlines, but also learn about professionalism in the workplace and goal setting. In FR470: *Atelier in Advanced French*, our writing intensive course using French fairy tales as a springboard for creative writing, students have the opportunity to undertake a placement in local French immersion schools, assisting with literacy work, specifically reading and creative writing in French. This component was introduced to complement the new FR300, see below.

Our long-running and highly successful SP288*: *Study Abroad*, a high-impact Spanish language and cultural immersion experience now also has a CSL component. At the conclusion of the study abroad trip, students consider their own development through a reflection essay. A question, such as: “How might your experience abroad affect your future - with regard to academic, social, career, and/or personal choices?” creates the impetus for the writing.

Of particular note are FR240 and FR300 both of which ran very successfully for the first time in Winter 2019 and which have mandatory experiential learning components. FR240: *Media and the News in French* provides experiential learning through hands-on activities and occasions to collaborate with local Francophone media and institutions. Partners included TFO (French Television of Ontario), CBC Kitchener and Radio Canada, as well as *Imprint* (University of Waterloo’s official student newspaper). In FR300: *Teaching, Learning and Thinking in French*, students explore the fundamentals of second language acquisition in class and participate in experiential learning (mandatory community-service learning) in real classroom situations in local French and French immersion schools. This course is of particular interest to our many students who intend to go into teaching and ties in to our Pathway to Education, established in 2018 (see Recommendation #11a below).

Faculty also designed a new study abroad course, M1288*: *Mare Nostrum: Mediterranean Travels*. This course is not linked to a single language program and can therefore move to different countries (France, Italy, Spain) depending on the year and the instructor. This full-credit course open to all Arts students in year 2, 3 and 4 offers students the opportunity to explore the cultural heritage of European cities as well as the current expressions of multicultural societies. In its very successful first iteration, which ran in Spring 2019, students enrolled from all Laurier faculties and very diverse programs. Half the group chose to involve their language skills by submitting all assignments and journals in French, making M1288* the first fully bilingual course of our curriculum.

The Department is considering working with University partners to develop a Certificate in Community Service-Learning, recognising students who complete a specified number of Languages and Literatures courses with CSL components. Currently all EL is tracked in the Laurier Experience Record: <https://students.wlu.ca/work-leadership-and-volunteering/experience-record/index.html>.

Decanal Comments: The department’s development of the courses it describes demonstrates that it took this recommendation seriously, and I would concur that it has been achieved.

Program Review Sub-Committee Comments: The committee appreciates the thoroughness of the department’s comments on the actions taken toward the implementation of this recommendation, and considers it be completed.

<p>Full Recommendation from External Reviewers’ Report: Some students and faculty who met with the committee indicated dissatisfaction with the need, in some instances, for students to take courses at the University of Waterloo to complete program requirements. The committee suggests exploring the possibility of rotating campuses where courses are offered, perhaps cycling them annually. This challenge seemed most notable with respect to Arabic and German. Continued improvement in course coordination between the two universities and communication with students as to availability and registration processes might alleviate some of this dissatisfaction.</p>		
<p>Recommendation to be Implemented (from Final Assessment Report)</p>	<p>Responsibility for Implementation</p>	<p>Anticipated Completion Date</p>
<p>Recommendation #3: Some students and faculty who met with the committee indicated dissatisfaction with the need, in some instances, for students to take courses at the University of Waterloo to complete program requirements. The committee suggests exploring the possibility of rotating campuses where courses are offered....Continued improvement in course coordination between the two universities and communication with students as to availability and registration processes might alleviate some of this dissatisfaction.</p>	<p>Chair, Department, Dean of Arts</p>	<p>Ongoing – to be reviewed yearly</p>
<p>Note: Since this recommendation requires a continuing evaluation of the Department’s relationship with the University of Waterloo, it will need to be revisited on a regular basis.</p>		

Unit Update: Response includes Recommendation #7 below.

The Department believes that the intent of this recommendation has been accomplished. As a department, we continue to develop and foster our relationship with relevant departments at the University of Waterloo. Our Program website clearly outlines equivalencies for courses between Laurier and University of Waterloo and has links to calendar and course schedules at UW, as well as links to the cross registration form. Our Undergraduate Advisor checks and updates these equivalencies on an ongoing basis. Such cross-university collaboration and vigilance on our part, ensures our students have access to courses, allowing them to complete their degree requirements in a timely manner. Recent UG Officers have noticed an increase in requests to take Spring/Summer online courses at UW. Taking such online courses during the Spring/Summer period speeds

progression for some students and allows them to continue their studies while working away from the KW region.

It is worth noting that by agreement, students at WLU and UW can be expected to take courses in Spanish at either university. While most language courses are taught concurrently every year at both universities, most other courses are taught at one university or the other, and a few courses may rotate from year to year.

Faculty who have acted as Undergraduate Advisors have, however, noted potential areas for improvement in the cross-registration process (currently students must take a signed paper copy of the cross-registration form to UW and then return it to Service Laurier). If this process were to become electronic, this would greatly facilitate the experience for both our students and UW’s students. Improving this process implicates other units within the University, in particular the Registrar’s Office and Service Laurier, as well as departments and units at UW.

Many of our French students often choose UW’s Masters in French program for their graduate studies. Some graduate students then return to us to complete their FR606: *Research or Professional Practicum in French* assisting Faculty in a research capacity.

At present, the Department believes that our relationship with UW is productive and benefits students at both institutions.

Decanal Comments: The comment in the recommendation that “some students and faculty” who met with the reviewers expressed dissatisfaction in “some instances” suggests a localized issue. That the reviewers then specify German and Arabic, two of the department’s smaller language offerings, as the areas “most notable” in these cases, reinforces the possibility that major adjustments are not required. The department’s willingness to revisit its connection with the University of Waterloo on a regular basis sufficiently addresses this recommendation.

Program Review Sub-Committee Comments: The committee agrees that the intent of this recommendation is being satisfied on an ongoing basis and that no further reporting is required.

Full Recommendation from External Reviewers’ Report: Due to its innovative pedagogy, Languages & Literatures could continue to develop Online Learning courses, with a more strategic focus targeting non-traditional learners. Languages & Literatures could explore the possibility of an Online Learning certificate for language-related topics for those in business, for example, or as a value-added component of an undergrad degree. Before pursuing this, the department should review what is offered on line at UW and at Conestoga College, so as to avoid redundancy.

Recommendation to be Implemented (from Final Assessment Report)	Responsibility for Implementation	Anticipated Completion Date
Recommendation #4: Languages and Literatures could continue to develop Online learning courses, with a more strategic focus targeting non-traditional learners. Languages and Literatures could explore the possibility of an Online Learning certificate for language-	Department, Dean of Arts	On-going – to be reviewed yearly

<p>related topics for those in business...or as a value-added component of an undergrad degree. Before pursuing this, the department should review what is offered on line at UW and at Conestoga College, so as to avoid redundancy.</p>		
<p>Note: Since this recommendation requires coordination between the Department and the overall on-line strategy of the Faculty of Arts, it will need to be revisited on a regular basis.</p>		

Unit Update: Given the current financial climate and the cost associated with developing online courses, the department has not pursued this recommendation, although we remain open to the possibility, should funding become available. It should be noted that Faculty developed a complete online course packet for SP201-202 but this was not accepted by Educational Development (Online Learning) because of concerns over low enrolment. It would also be redundant to offer online German courses, as UW currently offers these.

We are, however, seeing a slight increase in the number of non-traditional learners coming to the department and continue to track such students and their progression within our programs. These learners are typically mature students wishing to improve their language skills and students returning to complete a second degree. The Chair has discussed with the Dean the possibility of offering micro-credentials in the languages offered within the department to attract a greater number non-traditional learners. The launch of our very popular Department Instagram account in May 2019 has most certainly improved our outreach potential and our visibility in the wider community.

One of our CTF has also proposed a Laurier Association for Lifelong Learning (LALL) course for Fall 2020, *Conversational French for beginners*. This will be the first time that LALL has offered a language course and we are glad to be able to contribute to LALL's diverse course offerings. We hope that this course will also enhance our visibility to non-traditional learners. There is potential for similar courses to be offered in Spanish, German, Italian and Arabic.

Decanal Comments: I concur with the department's caution in moving forward with online offerings, given the substantial up-front costs now attached to the creation of such courses and programs under RCM. Given its budgetary situation, the Faculty of Arts needs to carefully consider such initiatives across all departments and programs, and not engage in ad hoc online development.

Program Review Sub-Committee Comments: The department's response to this recommendation is appropriate, and is supported by the dean; therefore, no further reporting is required.

<p>Full Recommendation from External Reviewers' Report: In dealing with high course caps, the possibility of better managing filters was mentioned, in particular, finding a way to better communicate enrollment issues to majors and minors so they enroll in the courses before registration filters are lifted. Additionally, some students who met with the committee identified scheduling overlap in the timetabling of courses within the department. The committee acknowledges that some scheduling issues may be well beyond the control of the department, but to the degree that it is possible to avoid course conflicts and to effectively communicate with students</p>

regarding course registration processes, the department is encouraged to do so.		
Recommendation to be Implemented (from Final Assessment Report)	Responsibility for Implementation	Anticipated Completion Date
Recommendation #5: In dealing with high course caps, the possibility of better managing filters was mentioned, in particular, find a way to better communicate enrollment issues to majors and minors so they enroll in the courses before registration filters are lifted. Additionally, some students...identified scheduling overlap in the timetabling of courses within the department. The committee acknowledges that some scheduling issues may be well beyond the control of the department, but to the degree that it is possible to avoid course conflicts and to effectively communicate with students regarding course registration processes, the department is encouraged to do so.	Chair, Department	September 2018

Unit Update: The Department believes that the intent of this recommendation has been accomplished. As we prepare schedules and course builds, we are careful to ensure there are no timetabling clashes and specify that there should be no conflicts with required and senior level courses. We have traditionally requested that our Spanish course offerings be timetabled on Tuesdays and Thursdays so not to clash with UW Spanish courses which have up until recently always been offered on Mondays and Wednesdays. The UG officer has noticed that this is no longer routinely the case. A small number of our students wishing to take upper level Spanish courses at UW have not been able to do so because of timetabling clashes.

To prompt our majors to register in courses in a timely fashion, we now send reminder emails, so that students enroll in courses before filters are lifted. For incoming first year students, in addition to enrollment information posted on our website; we also put an enrollment guide on our Instagram account. Establishing a designated advising email account has also facilitated the enrollment process. Emails regarding overrides now come in to one central account rather than to the UG Officer's personal email and can be dealt with more quickly, either by the Administrative Assistant or the UG Officer. Students also received emails from the UG Officer in Fall 2019 and will again in April 2020 as soon as the Official Calendar is posted to encourage them to come and seek overrides before registration begins and work on their progression sheet before end of summer.

Decanal Comments: This recommendation has been addressed.

Program Review Sub-Committee Comments: The actions described here by the department, in addition to the dean's response, confirm that this recommendation has been completed.

Full Recommendation from External Reviewers' Report: In order to standardize assessment, the committee suggests refining learning outcomes to demonstrate language level according to the Common European Framework of Reference for Languages. This will help students be more aware of the common the expectations of each level of study, and to notice their progress as they move from level to level. It can also be helpful to students on the job market as they will be able to explicitly describe their level of competence.		
Recommendation to be Implemented (from Final Assessment Report)	Responsibility for Implementation	Anticipated Completion Date
Recommendation #6: In order to standardize assessment, the committee suggests refining learning outcomes to demonstrate language level according to the Common European Framework of Reference for Languages.	Department	September 2017

Unit Update: The Department considers this recommendation to be completed. All our language syllabi now include reference to the Common European Framework of Reference for Languages. This gives a clear progression to all our language courses across the five languages offered in the department. Associating our language courses with this framework has also facilitated creating course equivalents for those students who have undertaken a period of study abroad. We are planning to tabulate this information and add it to our departmental website.

Decanal Comments: This recommendation has been addressed.

Program Review Sub-Committee Comments: The committee agrees that this recommendation has been completed.

Full Recommendation from External Reviewers' Report: As the university transitions to its new budget model, Languages & Literatures should work closely with the Office of the Dean of Arts to carefully monitor the benefits and costs associated with Laurier students taking courses, required to complete programs, at UW. In some instances, cross-university cooperation in the delivery of program requirements might make good curricular sense. This motivation will need to be balanced against apparent student reticence to take courses even at a neighbouring university and potential fiscal implications.		
Recommendation to be Implemented (from Final Assessment Report)	Responsibility for Implementation	Anticipated Completion Date
Recommendation #7: As the university transitions to its new budget model, Languages and Literatures should work closely with the Office of the Dean of Arts to carefully monitor the benefits and costs associated with Laurier students taking courses, required to complete programs, at UW. In some	Chair, Department, Dean of Arts	On-going – to be reviewed yearly

instances, cross-university cooperation in the delivery of program requirements might make good curricular sense. This motivation will need to be balanced against apparent student reticence to take courses even at a neighboring university and potential fiscal implications.		
<p>Note: Since this recommendation requires a continuing evaluation of the Department’s relationship with the University of Waterloo it will need to be revisited on a regular basis.</p>		

Unit Update: The Department notes that this Recommendation appears to contrast with Recommendation #3 above. Our response to this Recommendation is included with Recommendation #3.

Decanal Comments: At this point sharing resources with the University of Waterloo is a necessary strategy, since the provision of any additional resources to the department to cover those offerings is not available through the Faculty of Arts. Continuing to review the arrangement is a reasonable response to this recommendation.

Program Review Sub-Committee Comments: This recommendation reflects an ongoing process (working with UW on course offerings) that the department is engaged in and is therefore considered to have been implemented.

<p>Full Recommendation from External Reviewers’ Report: The undergraduate Instructional Assistants the committee met with expressed a desire to have more information and more clarity in terminology and purpose of teaching they are involved in. For example, the terms ‘tutorial’ and ‘conversation hours’ are both used, and lead to student confusion as to whether this time is to be used to reinforce material covered in lectures or for oral practice - or perhaps both. The committee urges Languages & Literatures to be more consistent and explicit in its expectations and intent, both with the IAs and the students enrolled in the classes. The IAs also requested greater support during the semester, perhaps with course coordinators visiting and giving feedback or even peer evaluation between IAs. Perhaps a partnership for training and teaching advice throughout the term could be established with the Centre for Teaching Innovation and Excellence.</p>		
Recommendation to be Implemented (from Final Assessment Report)	Responsibility for Implementation	Anticipated Completion Date
<p>Recommendation #10: The undergraduate instructional Assistants the committee met with expressed a desire to have more information and more clarity in terminology and purpose of teaching they are involved in....The committee urges Languages & Literatures to be more consistent and explicit in its expectations and intent,</p>	<p>Chair, Department</p>	<p>September 2018</p>

<p>both with the IAs and the students enrolled in the classes....Perhaps a partnership for training and teaching advice throughout the term could be established with the Centre for Teaching Innovation and Excellence.</p>		
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

Unit Update: The Department considers that this recommendation has been accomplished. The Languages & Literatures department continues to work with and support all our Instructional Assistants, across all five languages of the department. All IAs attend a full-day workshop led by one of our faculty members. This workshop addresses the role of the conversation class leader, responsibilities, and creating an environment conducive to learning. IAs are also given the opportunity to do mock lessons and receive peer and faculty feedback during this workshop. Following this workshop, IAs meet with individual instructors to talk about specific course requirements and expectations. We are consistent and explicit in our approach to IAs: they conduct conversation hours and are not expected to teach or reinforce content. Faculty do conduct individual lesson observations with IAs and provide written feedback but note that this is particularly time-intensive. We are looking into ways of creating a peer-peer evaluation network to enhance this procedure. In French specifically, IAs are encouraged to take FR300 to support their work. We are fortunate to have many excellent IAs who play an active role within the department and do much to support and inspire first- and second-year students.

Decanal Comments: This recommendation has been addressed.

Program Review Sub-Committee Comments: The description of the department’s actions in support of this recommendation, along with the dean’s evaluation of these actions, confirm that it has been completed.

<p>Full Recommendation from External Reviewers’ Report: To go beyond the unit to the Faculty of Arts and the University as a whole, the committee suggests exploring the following connections:</p> <p>a) Create offerings that would allow business students (even those not specifically interested in international business) to become more aware of cultural differences that must be addressed in the business world</p>		
<p>Recommendation to be Implemented (from Final Assessment Report)</p>	<p>Responsibility for Implementation</p>	<p>Anticipated Completion Date</p>
<p>Recommendation #11a: Create offerings that would allow business students (even those not interested in international business) to become more aware of cultural differences that must be address in the business world.</p>	<p>Chair, Department, Dean of Arts, DAC Subcommittee</p>	<p>September 2018</p>

Note: Since this recommendation connects to a wider FoA and LSBE initiative, it cannot be implemented solely by the Department.

Unit Update: At the time of the 2016-2017 Cyclical Review, we were in discussion with the Lazaridis School of Business and Economics regarding the creation of bundles of FOA courses that would enhance the cultural awareness of their students. Despite the previous Chair, Dr. Nathalie Freidel, along with other FOA colleagues, being actively engaged in this process, this initiative has not come to fruition. As a department, we would be keen to work with the LSBE to encourage students to consider taking courses within the department to improve their language skills and awareness of culture.

In 2017-2018, we introduced our French Option specifically with students from other Faculties in mind. Giving students the opportunity to take an additional credit in French, over and above the requirements for a Minor in French, the Option allows them to refine both their French language and cultural skills and increases their marketability in the workplace.

On a related note, in 2018-2019 we opened our Pathway to Education. This is intended to provide an efficient admission pathway for accomplished Languages and Literatures graduates into the Faculty of Education.

Decanal Comments: This recommendation is being addressed at the decanal level. Discussions with the Vice-Dean of LSBE are ongoing.

Program Review Sub-Committee Comments: The committee felt that the continued discussion of this recommendation could be left to the department and relevant deans. No further reporting is required.

Full Recommendation from External Reviewers' Report: To go beyond the unit to the Faculty of Arts and the University as a whole, the committee suggests exploring the following connections:

- b) Create offerings that might allow Spanish to contribute more directly to North American Studies.

Recommendation to be Implemented (from Final Assessment Report)	Responsibility for Implementation	Anticipated Completion Date
Recommendation #11b: Create offerings that might allow Spanish to contribute more directly to North American Studies.	Department	September 2018

Unit Update: Given the current financial climate and that the Department has three upcoming retirements in Spanish, the Department has not prioritised this Recommendation. We remain nonetheless open to its potential, but do not think it can be implemented in the short term.

Decanal Comments: I concur that this recommendation cannot be realized under the current staffing situation.

Program Review Sub-Committee Comments: Based on the comments provided, the committee does not require further updates on this recommendation.

<p>Full Recommendation from External Reviewers' Report: To go beyond the unit to the Faculty of Arts and the University as a whole, the committee suggests exploring the following connections:</p> <p>c) Investigate the potential of Alumni trips abroad - how could Languages & Literatures contribute.</p>		
Recommendation to be Implemented (from Final Assessment Report)	Responsibility for Implementation	Anticipated Completion Date
Recommendation #11c: Investigate the potential of how Languages & Literatures could contribute to Alumni trips abroad.	Chair, Department, Dean of Arts, Alumni Relations	September 2018

Unit Update: We have investigated the potential of this Recommendation with Alumni Relations. Currently none of Laurier's Global Ambassadors are former Languages and Literatures Students and while we have a number of Alumni living abroad, they are not in locations which coincide with our Study Abroad courses.

In April 2018, we celebrated the 20th Anniversary of Department of Languages and Literatures with an evening event. We sent out over 120 invitations and had over 80 students and alumni in attendance (severe weather led to a number of cancellations). Current students benefited from networking opportunities with alumni in attendance and still refer to the usefulness of the event in conversations with Faculty. Following on from the success of this event and in order to improve and benefit from our relationships with Alumni, this year (2019-2020) we are holding a series of Alumni panels for the first time. Our first panel took place in November 2019 and will be followed by another in March 2020. These panels give our current Languages and Literatures students the opportunity to meet, listen to and talk with our graduates regarding their experience in the workplace and specifically the usefulness of languages in the workplace. We remain committed to building our relationship with Alumni and have found our Instagram account very useful in connecting with them.

Decanal Comments: The recommendation could be usefully connected to the Arts Study Abroad Program, and any discussion of such an expansion would certainly include the Languages and Literatures Department.

Program Review Sub-Committee Comments: The committee considered this recommendation to be completed.

ADDITIONAL COMMENTS

Unit: In sum, since our 2016-2017 Cyclical Review, the Department of Languages and Literatures has continued to implement innovative learning strategies and high impact practices to maintain our stimulating and rigorous curriculum. We remain committed to building on our very successful range of courses with Community Service and Experiential Learning components and will look at ways of formalising these within our curriculum. We strive to facilitate and ease registration processes both on campus and with the University of Waterloo to ensure our

students have access to the courses they require in order to graduate in a timely manner. As we move forward, we continue to look for ways to work collaboratively with other units across campus. Despite budgetary limitations, we look forward to maintaining and growing our department's impact and outreach over the next review period, working with our Alumni and community stakeholders. The success of our programs, our steady enrollments (most courses are full and waitlisted) and the increasing number of students returning to complete a second degree in Languages attests to our strength.

Dean of Arts: This department has worked diligently to address the issues raised by the Cyclical Program Review Final Assessment Report, and has successfully addressed its recommendations.

Program Review Sub-Committee: The committee appreciated the thoroughness of the comments provided by the Department of Languages and Literatures in this report, which enabled them to determine that actions had been taken in support of the implementation of all recommendations that had been prioritized in the 2016-2017 cyclical review. Based on the department's comments and dean's response, the committee determined that all recommendations included in the Final Assessment Report had been satisfactorily completed, or represented ongoing processes that the department was clearly engaged in. There will be no additional reports required in advance of the department's next scheduled cyclical review in 2023-2024.

Subsequent Report Required: No

Next Cyclical Review: 2023-2024