

# UNIVERSITY OF WISCONSIN-WHITEWATER

## FORMAT FOR AUDIT AND REVIEW SELF-STUDIES

Program Title: Spanish and Spanish Education

Review Date: 2000-2001

### I. Academic Assessment

#### A. Highlights/Initiatives

**1. Overview the current curriculum, including options available within the program (e.g., discussion of the different emphases).**

The Languages and Literatures Department, which includes the former English and Foreign Languages Departments (merged on July 1, 1994), offers within its Foreign Language Program a Spanish major and minor for BA and BS candidates in the College of Letters and Sciences as well as a Spanish Education major and minor for prospective teachers working toward a BSE in the College of Education. Among our majors and minors we also count students who have elected a second major or a minor in Spanish while pursuing a degree in the College of Business and Economics or the College of Arts and Communication.

(Sample Spanish and Spanish Education APR's for both the major and minor have been attached as Appendix A.)

In addition to the major and minor in Spanish, the Foreign Language Program offers a major and minor in both French and German, and teaches one year of Chinese and two years of Japanese.

**2. Highlight any new academic assessment initiatives you anticipate for the upcoming review period.**

The College of Education at UW-W is in the process of establishing a portfolio requirement for all its Foreign Language Education majors, and we are considering it for non-Education majors, too. This collection of student work will document the student's increasing linguistic proficiency as well as his/her exposure to and knowledge of the target culture/Culture (See I.B.1. below.). The exact contents have not yet been determined but might include: quizzes/exams, compositions, research papers, audio tape or video tape of a student performance, debriefing report after a study abroad experience, etc.

Both nationally and in Wisconsin, the foreign language profession is in the midst of implementing K-12 Foreign Language Performance Standards. Those of the state of Wisconsin follow national ones closely and provide new ways of looking at skill objectives, placing them into five categories:

COMMUNICATION: communicate in languages other than English

CULTURES: gain knowledge and understanding of other cultures

CONNECTIONS: connect with other disciplines and acquire information

COMPARISONS: develop insight into the nature of language and culture

COMMUNITIES: participate in multilingual communities at home and around the world

As a process which is moving upward from the K-12 level to the university level, we will be more involved as time progresses. In light of these changes we should anticipate new assessment initiatives.

## **B. Educational Objectives and Assessment Techniques**

### **1. State the subject matter, cognitive development, and skill objectives for the program, indicating what students will know and be able to do upon completion of the program.**

Foreign language study involves the development of four basic linguistic skills: listening, reading, writing and speaking. While students acquire proficiency in using these skills, they also become aware that speakers of English and Spanish at times communicate the same thoughts in different ways.

The cultural contexts in which a foreign language exists are also the object of study. This includes both the everyday nature of foreign societies (culture with a small c) and their crowning achievements in literature, music, art, politics, philosophy, etc. (Culture with a large C).

As stated in the current Assessment Plan, upon completion of the program, majors will

- a) Have linguistic skills to function in most everyday settings in the target language, but they will lack specialized vocabulary for some settings.
- b) Be aware of key differences in lifestyle between American society and the target language societies.
- c) Have considerable knowledge the target language cultures' history, achievements and current affairs.

### **2. Describe the data collection techniques used to determine if the program has been successful in achieving the desired outcome for each objective above.**

For some years the Languages & Literatures Department has administered an Exit Interview to students graduating with a major in Spanish. (See section I.C.1. for results.)

At present we still have no external means of assessing achievement of linguistic proficiency or cultural literacy. We have been trying to find an assessment tool that can evaluate a student's language proficiency at an early stage as well as later in his/her university career in order to assess language acquisition. Adopting such tools as the Oral Proficiency Interview (OPI) of the American Council on the Teaching of Foreign Languages (ACTFL), the Simulated Oral Proficiency Interview (SOPI) or the Modified Oral Proficiency Interview (MOPI) has been fraught with difficulties (cost of staff training, need for and cost of frequent retraining, interest and availability of staff for training/retraining, cost effectiveness given student enrollment numbers, etc.). We continue to investigate other methods (e.g., on-line or other computer-assisted measures of linguistic proficiency) that we may be able to employ.

Finding an assessment tool to gauge cultural literacy is also difficult, especially given that not all students take the same literature and civilization courses in their major/minor.

As stated in Section I.A.2., however, student portfolios for Education majors are being implemented, and we're considering them for other types of degree candidates as well.

**3. Explain how individual courses are related to the student outcomes that are part of the program's assessment plan.**

The first through sixth semester language courses (141/142, 251/252, 321/322) as well as "Spanish Phonetics," "Spanish for Business" and "Spanish Conversation" are specifically related to students' incremental development of the four basic linguistic skills mentioned above. Both culture and Culture are introduced in the aforementioned language courses, with emphasis on the former (everyday nature of foreign societies). The latter (crowning achievements in literature, music, art, politics, philosophy, etc.) are the object of more in-depth study in civilization courses (Spanish 350 and 360) and in 300/400-level literature courses.

**4. List any dual-level courses and indicate how course content, pedagogical processes, assignments, etc. create different educational experiences for graduate and undergraduate students.**

There are no dual-level foreign language courses taught on campus.

(A list linking courses to assessment objectives has been attached as Appendix B.)

**C. Assessment Data**

**1. Summarize the assessment data gathered during the review period. If it is helpful to include data from previous years for comparison purposes, then please do so. (Use tables where necessary.)**

Exit Interview -- Spanish

For some years we have administered an Exit Interview to students graduating with a major in Spanish. It is my understanding that limitations of the current Legacy computer system for student records have not allowed us in some cases to control Second Majors for this requirement. In addition, due to an administrative change a number of years ago in how students are approved for graduation, data were not collected for a number of terms. As a result, a number of students graduating with a foreign language major from UW-W (especially those from colleges other than L & S) are not represented in the following data.

(A copy of our Exit Interview instrument has been attached as Appendix B1.)

Due to the limitations described above, the average scores for Items 1-9 reflect responses from 21 Spanish majors, who graduated in May 1996 and December 2000.

EXIT INTERVIEW

Grading Scale 1-----2-----3-----4-----5  
strongly disagree neutral agree strongly  
Majors = 21 disagree agree

1. The courses in my FL major provided a thorough preparation in the field. 4.2
2. The quality of instruction was high. 4.3
3. I was encouraged to develop and challenged to my full potential. 4.2
4. Departmental advising was accurate. 4.4
5. Departmental advising was helpful. 4.3
6. Departmental advising was readily available. 4.5
7. I expect to use my FL training in my career. 4.5
8. I feel my FL training has helped / will help me get a job. 4.6
9. My overall satisfaction with my foreign language program is high. 4.2

UW-W Audit & Review Survey -- Spanish

The University of Wisconsin-Whitewater also sent out surveys to graduating seniors in programs undergoing Audit and Review. Students were asked to rate various aspects of their undergraduate educational experience. In addition, open-ended questions provided another opportunity to provide comments. While a copy of the complete results is attached as Appendix B2, what follows are the scores for the questions that most closely correlate to items in our Exit Interview, which will provide a point of comparison.

A & R SURVEY

Grading Scale (1-7) 1 = Very Poorly Prepared; 7 = Very Well Prepared  
**Majors** = 4

1. Understanding of and appreciation of the basic knowledge of your major. 5.5
6. Ability to enthusiastically enjoy your major. 6.5
12. Skills to pursue lifelong learning, professional growth and career progress. 6.3

A & R SURVEY

Grading Scale (1-7) 1 = Very Poorly Prepared; 7 = Very Well Prepared  
**Minors** = 19

1. Understanding of and appreciation of the basic knowledge of your major. 5.8
6. Ability to enthusiastically enjoy your major. 5.4
12. Skills to pursue lifelong learning, professional growth and career progress. 5.7

The number of participants in the departmental Exit Interview and in the university survey for the Spanish Program, although much greater than the number for the French and German Programs, may still be too small to make their responses meaningful. In addition, in one case only majors responded and in the other, both majors and minors. Nonetheless, there is some ground for comparison. According to both instruments, students feel the UW-W Spanish program gave them a better-than-average preparation in their field. (Exit Interview #1 and UW-W survey #1) In both cases students were also quite sure that Spanish would serve them well in their endeavors after leaving the university. (Exit Interview #8 and UW-W survey #12) The overall rating of the program (#9 in the Exit Interview and perhaps #6 in the UW-W survey), while slightly lower, is still quite positive.

With regard to advising, at least two of the seven majors and five of the 19 minors who responded to the UW-W survey felt improvement was needed in advising at the university (responses to open-ended questions). According to the departmental Exit Interview, however, different aspects of advising for the major (#4-6), which is mandatory, were ranked quite high (between 4.3 and 4.5 on a scale of 1-5 where 5 is high).

#### **D. Program Improvement Resulting from Assessment Efforts**

- 1. Highlight some of the important changes to the curriculum, the assessment objectives, and/or the data collection techniques/processes that have occurred during the review period. Make sure to link the changes to the data collected during the review period.**

No changes have been made to the Spanish curriculum or assessment objectives based on Exit Interview or UW-W survey responses. Looking to the future, we will examine the Exit Interview instrument for possible revision. We also hope that the new PeopleSoft student records system will control all foreign language majors, regardless of degree, for the Exit Interview.

“Spanish for Business,” first offered as a Special Studies course in Spring 1994, became a full-fledged course (686-370) in 1998. Good student enrollment, an indicator of interest in the course, motivated the curricular action to add this course to our regular curriculum.

“Women Writers of Spain and the Americas” was given as a Special Studies course in Spring 1998. We also anticipate that a revised version of this course will be put forward in a new course proposal.

- 2. Indicate how the program has responded to recommendations relevant to assessment from the most recent Audit and Review Evaluation Report.**

Only one recommendation relevant to assessment was specified in the most recent Audit and Review Evaluation Report: “Finally, more work remains to be done in the area of follow-up contact with alumni to determine the efficacy of the curriculum, the quality of instruction, and the most astute ways to coordinate the program with various categories of employment.” The Foreign Language Exit Interview was created in an attempt to obtain such information from our majors as they prepare to graduate. Unfortunately, we still have no mechanism in place for initiating or maintaining “follow-up contact” with alumni. Contact is sporadic, mainly instructors seeing their former students when the latter visit the campus for some reason or attend a common conference, such as the annual meeting of the Wisconsin Association of Foreign Language Teachers.

(The “1994-95 Audit & Review Report” has been attached as Appendix C.)

## **E. Information Shared with Constituencies**

### **1. Discuss how the assessment information has been shared with important constituencies, including students, staff, advisory boards, etc. In particular, indicate systematic efforts--e.g., regularly scheduled orientation meetings, departmental newsletters, etc.**

As stated above, departmental assessment information has been minimal. Data from Foreign Language Exit Interviews is compiled and shared with faculty and staff. The Languages and Literatures Department has published a newsletter for majors and minors some semesters or put on an open house for majors and minors on other occasions, but data from Foreign Language Exit Interviews have not been shared as part of these efforts to communicate with our majors/minors.

## **II. Strategic Purposes and Performance**

### **A. Centrality**

#### **1. Describe the centrality of the program to the mission and strategic plan of the University of Wisconsin-Whitewater.**

##### Mission

Foreign language instruction is traditionally part of the liberal arts curriculum, which appears as Item C of “The Core Mission of the University Cluster Institutions”:

With the approved differentiation stated in their select missions, each university in the Cluster shall: “Offer a core of liberal studies that supports university degrees in the arts, letters, and sciences, as well as specialized professional/technical degrees at the associate and baccalaureate level.” (Item C)

The “Select Mission of the University of Wisconsin-Whitewater” employs similar wording to state the local institution’s plan:

Offer an extensive range of undergraduate programs and degrees, including interdisciplinary programs in letters, sciences, and the arts, as well as programs and degrees leading to professional specialization. (Item A)

Foreign language degrees are by their nature interdisciplinary: they involve study of language, literature, history, arts, geography, politics (foreign politics, international relations), and sociology (societal organization and change, immigrant/minority experience in the US, etc.).

##### Strategic Plan

The study of cultures of foreign lands or of immigrant cultures in the US broadens our students’ world vision and directly satisfies UW-W Strategic Plan Priority 4, which urges UW-W to “foster a sense of community, a respect for diversity, and an appreciation of global perspectives.” Foreign language study here also prepares students for subsequent study abroad, which the UW-W Strategic Plan values:

Goal 1.3: Student mastery of their disciplines that prepares them to flourish in a global environment

Strategy B: Increase and actively promote experiential learning opportunities for students, including internships, research projects, field study, practica, study abroad, community service, and campus employment and activities.

Foreign study, for which our foreign language courses serve as preparation, is also to be found among the current chancellor's goals:

Goal 5 for Students: Create international learning opportunities for 10% of all students.

## **2. Explain the relationship of the program to other programs at the University.**

Foreign language coursework is a requirement for some degrees or major/minor programs at UW-W, among them:

BA. degree (L & S only)	2 semesters of foreign language study or equivalent level of proficiency (e.g., 2 years HS).
International Studies major	16 credits of foreign language at the university.
General Business--International major	16 credits of foreign language at the university.
Teaching Eng. as a Sec. Lang. minor	3 semesters of foreign language study or equivalent level of proficiency.
Bilingual/Bicultural Education minor	Spanish 310 (Spanish Phonetics, 3 credits) and Spanish 321 (Advanced Spanish Language Study [5th semester Spanish], 3 credits).

Other programs, while not requiring foreign language coursework, strongly recommend it:

Social Work

Proficiency in Spanish

## **B. Goals and Objectives**

### **1. Describe the current (non-assessment) goals and objectives of the program, plus any stated mission for the program itself.**

(The following goals are only a selection of the many to be found in the Languages & Literatures 1999-2000 Annual Report. They are included here because they relate to our Foreign Language Program in a concrete way.)

- 1.1.a.: Increase opportunities for student involvement in undergraduate research, experiential learning, honors courses, and student academic associations.
- 1.1.e.: Require appropriate mandatory advising for all degree-seeking students, adequately train faculty/staff to fulfill this roll.
- 1.3.b.: Increase and actively promote experiential learning opportunities for students, including internships, research projects, field study, practica, study abroad, and community service.

- 2.3.a.: Invest in technology, facilities, furnishings, and equipment to improve the quality of the environment and to assist faculty and students in reaching their goals.
- 2.3.b.: Upgrade and remodel physical facilities to encourage and facilitate student learning.
- 2.3.f.: Use instructional technology to enhance student learning.
- 3.1.a.: Screen candidates for instructional positions carefully for evidence or promise of excellence in teaching, research and service.
- 3.1.i.: Evaluate academic advisors and reward good advising as a component of good teaching.
- 5.1.d.: Increase collaborative efforts with other UW institutions, UW System, and technical colleges, particularly in the area of ESL.
- 6.3.a.: Encourage faculty to apply for outside funding and fellowships in support of research and faculty development.

**2. Summarize the progress in fulfilling any stated goals and objectives for the program beyond the assessment program. Explain failure to fulfill specific goals and objectives.**

- 1.1.a.: Numerous Spanish students have carried out Independent Study projects, some of which allowed them to research topics not covered by our regular curriculum.

The national Spanish honor society, Sigma Delta Pi, each spring honors students for their high achievement in Spanish.

- 1.1.e.: During the review period several faculty have attended on-campus workshops to hone their advising skills, and Peter Hoff, the Foreign Language Coordinator and Master Advisor for Foreign Languages, twice attended annual conferences of the National Academic Advising Association (NACADA).

- 1.3.b. Some Spanish students have taken part in internships, experiential learning that allowed them to use their foreign language proficiency in a real-world situation.

We continue to encourage our students to study abroad, be that through a UW-W exchange program or through another school. The exchange program with Monterrey Tech (ITESM) went into effect in 1998, and to date 16 UW-W students have spent either a semester or a year abroad at one of several locations in Mexico.

- 2.3.a.: UW System Classroom and Lab Modernization monies will fund a new foreign language laboratory in 2001-2002. The instructional staff is now investigating in which technology and equipment to invest.
- 2.3.b.: See 2.3.a. Remodeling of a foreign language classroom to bring it to Level 3 is anticipated, and planning is ongoing.
- 2.3.f.: Rino Avellaneda has used e-mail lists to share instructional materials with his students.

Some instructors use foreign language textbooks that come with an interactive multimedia program (CD-ROM) that enhances student learning, and other multimedia programs are available in the language laboratory for extracurricular work. Some class assignments now involve work with the Internet.

3.1.a.: Leilani García-Turull, Nayla Chehade and Rino Avellaneda, hired during this review period as lecturers of Spanish, show great promise as teachers and scholars.

3.1.i.: Both the Retention/Promotion/Tenure Committee and the Merit Committee of the department value and reward advising during performance reviews.

Peter Hoff was recognized for excellence in advising locally by the College of Letters & Sciences in Spring 1998, and nationally by the National Academic Advising Association (NACADA) in Fall 1999.

5.1.d.: UW-W has participated during 2000-2001 in the Collaborative Language Program of the UW System. Created to facilitate the study of less commonly taught languages (Chinese, Japanese, Portuguese and Russian) at UW institutions, through this program a first-year Japanese language course taught at UW-W is broadcast live to students at UW-Platteville and UWC-Marinette via interactive video distance education.

### **3. Describe how the program contributes to meeting specific state and societal needs.**

The Stanford University conference “The Study of Foreign Languages in the New Century: Retrospective Views from ‘The President's Commission on Foreign Languages and International Studies’ and Prospects for the Future” (June 2, 1999) revisited the report that President Jimmy Carter commissioned about foreign language learning in the United States in 1979. Leon Panetta, former chief of staff for the Clinton White House and a member of the 1979 presidential commission, lamented the lack of progress in remedying what 20 years ago was seen as a deplorable situation:

If the commission found in its famous conclusion that Americans’ incompetence in foreign languages was nothing short of scandalous in 1979, then I’m afraid that my conclusion in 1999 is that while it may not be scandalous, it is at best disappointing for a nation that is crossing the threshold of a global era. (Stanford On-line Report; June 9, 1999; <http://www.stanford.edu/dept/news/report/news/june9/lang-69.html>)

As a whole, Panetta feels, the United States has been unwilling to support foreign language study significantly: “The fundamental point is that overall this nation is lacking the kind of commitment that it needs to have in order to advance foreign language training.” (Stanford On-line Report; June 9, 1999; <http://www.stanford.edu/dept/news/report/news/june9/lang-69.html>)

The American Council on Education, in its Preliminary Status Report 2000 titled “Internationalization of U.S. Higher Education,” also concluded that the United States as a nation neglects the study of foreign languages and cultures:

To be sure, much of the rest of the world speaks English. Yet, in the long run, that is to their advantage--not ours. They have a kind of access to our society that we deny ourselves to theirs, given our ignorance of their languages and cultures. (p. 30)

The Wisconsin Legislature, however, has taken action to further foreign language acquisition among state students. It created Wisconsin Grants for Study Abroad, which allocated, for example, \$37,981 for study abroad by UW-W students in Spring 2000. This program is slated to continue.

**4. Explain any changes in goals and objectives that have occurred since the previous audit and review, indicating how the program has responded to the recommendations listed in the previous audit and review report. Refer to the Appendix C as necessary.**

The real possibility of creating a state-of-the-art foreign language lab and remodeling a classroom to Level 3 only came to light during the 2000-2001 year. Although mentioned vaguely in Goals 2.3.a. and 2.3.b above, these two projects are now being given much more attention.

**C. Trend Data** (This data has been attached as Appendix D.)

**1. Respond to the following trend data for the program:**

**a. Number of students enrolled each fall for each of the past five years. (Data provided from the University's fact book.)**

Spanish majors over the last five years have numbered from a high of 55 (1995-96) to a low of 46 the following year (1996-97). For your information, the Registrar's website lists 57 for Fall 2000, which is a five-year high. While the number of Spanish majors dropped each year from Fall 1994 to Fall 1996, it has increased each year since Fall 1996.

Spanish minors have numbered from 146 (1998-99) to 163 (1995-96). The Registrar's website currently lists 133 Spanish minors, which is a five-year low. Perhaps some of the increase in Spanish majors is due to students trading in minors for majors.

In sum, Spanish continues to show the largest number of majors and minors among the languages of UW-W's Foreign Language Program, and this is consistent with national trends.

With regard to national trends, the article "Foreign Language Enrollments in United States Institutions of Higher Education, Fall 1998" (*ADFL Bulletin*, Winter 2000, pp. 22-29) provides a wealth of data concerning the number of "registrations" in foreign languages over the years. The data that follow, mainly from 1995 and 1998, are from years covered by this Audit and Review Self-Study.

Nationally, the number of students registering for any foreign language study at institutions of higher education increased 4.8% between 1995 and 1998. The picture is fortunately also rosy when one considers the case of Spanish.

Registrations in Spanish in 1995 and 1998, at all levels of higher education in the United States, are as follow:

<u>1995</u>	<u>1998</u>	<u>Percentage Change</u>
606,286	656,590	+ 8.3

Perhaps more appropriate numbers are those from four-year institutions of higher learning in the United States:

<u>1995</u>	<u>1998</u>	<u>Percentage Change</u>
432,133	468,040	+ 8.3

This respectable rate of growth in Spanish enrollment follows a phenomenal increase of 40.7% between 1980 and 1990; a more modest increase of 13.5% in Spanish post-secondary enrollment took place between 1990 and 1995.

Spanish has been the most popular foreign language at American institutions of higher education for at least two decades after overtaking French. In 1998 it accounted for 55.0% of total foreign language registrations, up from 53.2% in 1995 (and only 32.4% in 1968!).

In two recent semesters (Spring 2000 and Fall 2000) the number of Spanish “registrations” at UW-W numbered 413 (1371 SCH) and 466 (1623 SCH), respectively, which amounted to 74.5% and 70.8% of total foreign language registrations (73.5% and 69.8% of overall foreign language SCH) in those semesters. These figures place Spanish in first place at UW-W and follow the national trend.

**b. Number of degrees granted each year for the past five years. (Data provided from the University’s fact book.)**

The number of degrees (either a major or a minor) in Spanish has varied from 53 (1996-97) to 45 (1995-96). The last year for which data was provided (1998-99) showed 49, the average number.

In sum, Spanish continues to graduate the largest number of majors and minors among the languages of UW-W’s Foreign Language Program.

**c. Average number of total credits completed by those earning degrees for each year for each of the past five years if the program is an undergraduate major. (Data provided from the University’s fact book.) Undergraduate majors with a consistent pattern of students graduating with more than 120 credits should provide an explanation of the program elements that require credit accumulation in excess of that number.**

The average credit to degree for Spanish majors has dropped from 153 in 1995-96 to 145 in 1996-97. It is hard to reach the goal of a perfect 120, especially when you factor in late decisions on the major or complications of study abroad credits for some students. In the latter case, these credits, which are often taken late in the students’ career, may either overfill the major or otherwise provide credits that as true electives are not needed in any specific distributional category.

**d. Student placement information. (Data to be provided by the department/program.)**

Only anecdotal data are available.

**D. Demand for Graduates**

**1. Identify career opportunities available for graduates of the program. Placement statistics to be considered may include:**

**a. Acceptance into graduate programs and employment;**

No hard data available.

**b. Employment projections by the Bureau of Labor Statistics and/or state agencies; and/or**

According to the *Occupational Outlook Handbook* of the U. S. Department of Labor (Bureau of Labor Statistics) [<http://stats.bls.gov/oco/ocos069.htm>], demand has been increasing for bilingual teachers, especially in California and Florida, which have large Spanish-speaking student populations. Prospective teachers training in both the Bilingual-Bicultural minor (College of Education) and English as a Second Language minor (College of Education and College of Letters & Sciences) programs take foreign language courses as part of their degree requirement.

UW-W also has a tradition of training teachers of Spanish as a foreign language. According to the source previously cited, "Employment of secondary school teachers is expected to grow faster than the average for all occupations through the year 2008, while average employment growth is projected for kindergarten and elementary school teachers."

**c. Other indicators of employment trends.**

Most weeks classified employment advertisements in the *Wisconsin State Journal* include some listings for applicants bilingual in Spanish and English.

**E. Accreditation**

**1. Identify the role of program accreditation for employment of graduates or program continuation.**

The Spanish Education major/minor are reviewed by the Department of Public Instruction.

**2. If accreditation is not required for graduates' employment or program continuation, but provides a competitive edge for the program, provide a brief explanation of the advantages of holding this accreditation.**

Does not apply.

**F. Location Advantage**

**1. Explain any advantage the program has due to the location of the University of Wisconsin-Whitewater and its access to opportunities and resources in the region.**

The Spanish program has a definite advantage due to its location near Milwaukee, a city that maintains a French/German/Spanish K-5 immersion school. Students who gain foreign language proficiency in this program and through further study may want to continue their foreign language study at the college level yet not desire the large city/large school experience of UW-Milwaukee or UW-Madison. For them, UW-Whitewater may be attractive on account of its proximity and size.

The Spanish program has another advantage due to its location. Over the years UW-Whitewater has drawn many students from the Milwaukee metropolitan area, which has the state's largest Hispanic community. Locally, the Hispanic population is on the increase, and it is estimated that Walworth County (including Whitewater and Delavan) is now about 20% Hispanic. Much of this Spanish-speaking population growth is quite recent and has necessitated the addition of bilingual personnel and/or programs by the Whitewater Unified School District.

**G. Comparative Advantage**

**1. Identify any unique features that set the program apart from other competing programs and/or elements that contribute to the program having a competitive edge. Factors to discuss may include:**

**a. The program's content or special emphases;**

UW-W is well known for its business programs, and we see many students combining a business degree with a foreign language double major or minor, even though neither a second major nor a minor is required of them. "Spanish for Business" was created as one more way to appeal to these students.

**b. Its focus on a specific population;**

**c. The expertise of the faculty and staff in specific areas;**

**d. The availability of practicum or internship experiences; and/or**

Unlike some of its sister institutions, UW-W offers an Internship in Spanish in its curriculum.

**e. The lack of duplication of the program at other institutions in the University of Wisconsin System.**

**H. Community Impact**

**1. Discuss the impact that the program has on the community and/or region. Factors to discuss may include:**

**a. The involvement of students and/or faculty in the region;**

Several Spanish students have done internships in which they used their second language proficiency in business or educational endeavors.

Antonio Cantú	Translated documents for a local business expanding into Latin America
Lisa Cerkoney	Taught Spanish at a regional parochial school.
Terry Gander	Translated documents for a local business with many Hispanic workers.
James Meyer	Translated documents for a local business with many Hispanic workers.
Kara Olson	Taught Spanish in a regional public school's extracurricular Spanish program.

Other students have used their Spanish language skills as volunteers.

In addition, several faculty/staff have translated documents for local government or businesses:

Rino Avellaneda	Fort Atkinson Memorial Hospital
Peter Hoff	Whitewater Police Department; Soffa and Devitt law firm
Manuel Ossers	Various (specifics not known)

**b. The utilization of the program by consumers (i.e., performances and/or services); and/or**

**c. Support by regional constituencies.**

## **I. Strategic Planning**

**1. Discuss potential revisions to the curriculum (e.g., the development of new academic emphases, new courses, etc.) that you foresee over the next review period in view of projected trends in employment and the development of new technologies, etc.**

We plan to revise "Women Writers of Spain and the Americas," offered as a Special Studies course in Spring 1998, and propose it as a new course. This course highlights authors who because of societal bias are often omitted from the traditional curriculum and also adds to the Women's Studies course offerings at UW-W.

There has been thought of creating an upper-level Spanish course that focusses on writing. The current third-year language courses (686-321 and 686-322) are a mix of advanced grammar review and study, composition work and reading. We feel there is potential for a course dedicated solely to different types of written expression. (In the English Program at UW-W there has been strong demand for "writing" courses, and special "writing" tracks exist in all its majors and minors.) Two current Spanish staff members are published creative writers (Avellaneda and Chehade), and this class would give them a forum in which to model their craft and serve as mentors to budding student writers.

## **III. Resource Availability and Development**

## A. Faculty and Staff Characteristics

**1. Discuss the characteristics of the faculty and staff responsible for the program. Factors to be discussed include levels of professional preparation; appropriateness of expertise to the needs of the program; unit cohesiveness in enhancing program quality; and success in meeting affirmative action goals.**

Rino Avellaneda, ABD, is a part-time Academic Staff lecturer, whose main interests are Spanish language and Latin American literature.

Nayla Chegade, Ph.D., is a full-time Academic Staff lecturer, whose main interests are Spanish language, creative writing in Spanish and Latin American literature.

Leilani García-Turull, Ph.D., is a full-time Academic Staff lecturer, whose main interests are Spanish language and Latin American literature.

Peter Hoff, Ph.D., is a tenured Assistant Professor, whose main interests are Spanish language and linguistics, civilization of Spain and Spanish “language for specific purposes” (e.g. Spanish for Business).

Elaine Johnson, Ph.D., is a tenured Associate Professor, whose main interests are Spanish language, Latin American and Peninsular Spanish literature, women writers of the Hispanic world and foreign language methodology, including the integration of technology into the teaching and learning process.

Carlos de Onís, Ph.D., is a tenured Associate Professor, whose main interests are Spanish language, Peninsular Spanish and Chicano literature and the civilization of Spain.

Manuel Ossers, Ph.D., is a tenured Full Professor, whose main interests are Spanish language, Latin American civilization and Latin American literature.

These seven instructors (5.9 FTE in Spanish) have varied interests (language, literature, civilization, pedagogy) which cover the Spanish language and Hispanic cultures of both Spain and Latin America. In this way they complement each other well.

**2. Indicate the courses in the curriculum for which each faculty and staff member is responsible.**

By instructor:

Rino Avellaneda	141, 142, 321
Nayla Chegade	141, 142, 321, 322, 333, 334
Leilani García-Turull	141, 142, 251, 321, 322, 333, 334, 390
Peter Hoff	141, 142, 251, 252, 310 (260), 321, 322, 350, 370, 390
Elaine Johnson	251, 252, 321, 322, 332, 333, 334, 453, 454, 484*
Carlos de Onís	321, 322, 331, 332, 350, 451, 452, 481
Manuel Ossers	141, 142, 251, 252, 321, 322, 333, 334, 360, 390, 453, 454, 483

\*Probable future number of “Women Writers of Spain and the Americas,” which as been offered once as a Special Studies (686-496).

By course:

Spanish 141	Avellaneda, Chehade, García, Hoff, Ossers
Spanish 142	Avellaneda, Chehade, García, Hoff, Ossers
Spanish 251	García, Hoff, Johnson, Ossers
Spanish 252	Hoff, Johnson, Ossers
Spanish 310	Hoff
Spanish 321	Avellaneda, Chehade, García, Hoff, Johnson, Onís, Ossers
Spanish 322	Cehade, García, Hoff, Johnson, Onís, Ossers
Spanish 331	Onís,
Spanish 332	Johnson, Onís
Spanish 333	Cehade, García, Johnson, Ossers
Spanish 334	Cehade, García, Johnson, Ossers
Spanish 350	Hoff, Onís
Spanish 360	Ossers
Spanish 370	Hoff, Ossers
Spanish 390	García, Hoff, Ossers
Spanish 451	Onís
Spanish 452	Onís
Spanish 453	Johnson, Ossers
Spanish 454	Johnson, Ossers
Spanish 481	Onís
Spanish 483	Ossers
Spanish 484*	Johnson

\*Probable future number of “Women Writers of Spain and the Americas,” which as been offered once as a Special Studies (686-496).

**3. Identify anticipated staffing changes or areas of need, and the projected impact of these changes and needs on the program.**

At this time there are no retirements expected within the next couple of years.

There has been thought of creating an upper-level Spanish course that focusses on writing because we feel there is potential for a course dedicated solely to different types of written expression. Depending on the types of writing emphasized, we might need to search for an instructor with certain expertise if current Academic Staff lecturers who are published creative writers (Avellaneda and Chehade) are no longer on staff.

(A table of faculty and staff has been attached as Appendix F.)

**B. Teaching and Learning Enhancement**

**1. Summarize faculty and staff activities in the areas of teaching and learning enhancement since the previous audit and review. Factors to discuss may include:**

**a. Participation in on-campus and off-campus teaching enhancement activities;**

Based on survey responses returned for this study, four of seven Spanish instructors (Avellaneda, Chehade, Hoff and Ossers) have attended teaching enhancement activities during the review period.

**b. Involvement in academic advising and efforts to maintain or improve advising performance;**

Peter Hoff (Spanish) represents Foreign Languages on the College of Letters & Sciences Master Advisors' Committee. In doing so he keeps abreast of policies and changes in academic advising on campus and passes relevant information on to his colleagues.

Peter Hoff and Manuel Ossers participated in L & S Summer Advising Institutes or similar workshops.

**c. Work with undergraduate students on research projects;**

Six of seven instructors of Spanish (all except Avellaneda) have directed at least one Independent Study during this review period.

**d. Initiatives in student-learning based outcomes;**

**e. New course development; and/or**

After teaching "Spanish for Business" for several years on a trial basis as a Special Studies course, Peter Hoff put this course (686-370) through the curricular process to become a regular course.

Elaine Johnson created the course "Women Writers of Spain and the Americas" and has taught it once on a trial basis as a Special Studies offering.

**f. Involvement with interdisciplinary course development and/or delivery.**

Carlos de Onís regularly teaches the World of Ideas core course.

**C. Research and Other Scholarly/Creative Activities**

**1. Summarize the research and other scholarly/creative activities of the faculty and staff since the previous audit and review. Delineate participation in professional meetings, exhibits, performances, presentations and publications as means of presenting original basic and applied research initiatives.**

Based on survey responses returned for this study, five of seven Spanish instructors (Avellaneda, Chehade, García-Turull, Hoff and Ossers) have carried out scholarly/creative activities leading to publications or public presentations.

**D. External Funding**



The Spanish share of Languages and Literatures departmental resources used for these purposes--please recall that the English, French and German Programs are part of the same budget--varies from year to year according to need.

### **G. Facilities, Equipment, and Library Holdings**

- 1. Discuss the adequacy of the facilities, equipment and library holdings available for the purposes of supporting a high quality program. Identify any deficiencies and describe plans to remedy them.**

The Foreign Language Program currently has much less lab space than it controlled historically. In spite of its limited area, numerous technological applications for student use have been added since the last review period.

Multimedia (laser disc/computer) application  
Multimedia (laser disc/computer) movie application  
Computer reading skills/vocabulary building application  
Numerous videos

A new Foreign Language Laboratory will be created during the 2001-2002 year using UW System Classroom and Lab Modernization funding, but it will have to serve as a classroom during most hours of the day due to space shortages in Heide Hall.

There have been no instructor or student comments (praise or complaints) during this review period regarding Spanish library holdings.

### **APPENDICES**

The following appendices have been included as attachments to the self-study:

- Appendix A:** Program APR(s)
- Appendix B:** List Linking Courses to Assessment Objectives
- Appendix B1:** Foreign Language Exit Interview (copy of instrument)
- Appendix B2:** UW-W survey of recent graduates in Spanish (copy of instrument and summary of results)
- Appendix C:** Audit and Review Evaluation Report from Last Review
- Appendix D:** Trend Data included from the University's Fact Book
- Appendix E:** Accreditation Report (Does not apply; not attached.)
- Appendix F:** Table of Faculty and Staff

#### Copies needed

- 1 complete package to the department
- 1 complete package to the Dean's Office
- 9 complete packages for Undergraduate Programs (13 for Graduate Programs) to:

Richard Telfer, Associate Vice Chancellor  
Hyer Hall - Room 420

**Appendix B:** List Linking Courses to UW-W Foreign Language Assessment Objectives

- Spanish 141    Objective A:    incremental development of proficiency in the four basic target language skills; recognition of linguistic differences  
Objective B:    familiarity with the everyday target culture (culture)  
Objective C:    appreciation of target culture's history and achievements (Culture) as well as awareness of its current affairs
- Spanish 142    Objective A:    incremental development of proficiency in the four basic target language skills; recognition of linguistic differences  
Objective B:    familiarity with the everyday target culture (culture)  
Objective C:    appreciation of target culture's history and achievements (Culture) as well as awareness of its current affairs
- Spanish 251    Objective A:    incremental development of proficiency in the four basic target language skills; recognition of linguistic differences  
Objective B:    familiarity with the everyday target culture (culture)  
Objective C:    appreciation of target culture's history and achievements (Culture) as well as awareness of its current affairs
- Spanish 252    Objective A:    incremental development of proficiency in the four basic target language skills; recognition of linguistic differences  
Objective B:    familiarity with the everyday target culture (culture)  
Objective C:    appreciation of target culture's history and achievements (Culture) as well as awareness of its current affairs
- Spanish 310    (formerly Spanish 260)  
Objective A:    incremental development of proficiency in the four basic target language skills; recognition of linguistic differences
- Spanish 321    Objective A:    incremental development of proficiency in the four basic target language skills; recognition of linguistic differences  
Objective B:    familiarity with the everyday target culture (culture)  
Objective C:    appreciation of target culture's history and achievements (Culture) as well as awareness of its current affairs
- Spanish 322    Objective A:    incremental development of proficiency in the four basic target language skills; recognition of linguistic differences  
Objective B:    familiarity with the everyday target culture (culture)  
Objective C:    appreciation of target culture's history and achievements (Culture) as well as awareness of its current affairs
- Spanish 331    Objective A:    incremental development of proficiency in the four basic target language skills; recognition of linguistic differences  
Objective B:    familiarity with the everyday target culture (culture)  
Objective C:    appreciation of target culture's history and achievements (Culture) as well as awareness of its current affairs
- Spanish 332    Objective A:    incremental development of proficiency in the four basic target language skills; recognition of linguistic differences

	Objective B:	familiarity with the everyday target culture ( <u>c</u> ulture)
	Objective C:	appreciation of target culture's history and achievements ( <u>C</u> ulture) as well as awareness of its current affairs
Spanish 333	Objective A:	incremental development of proficiency in the four basic target language skills; recognition of linguistic differences
	Objective B:	familiarity with the everyday target culture ( <u>c</u> ulture)
	Objective C:	appreciation of target culture's history and achievements ( <u>C</u> ulture) as well as awareness of its current affairs
Spanish 334	Objective A:	incremental development of proficiency in the four basic target language skills; recognition of linguistic differences
	Objective B:	familiarity with the everyday target culture ( <u>c</u> ulture)
	Objective C:	appreciation of target culture's history and achievements ( <u>C</u> ulture) as well as awareness of its current affairs
Spanish 350	Objective B:	familiarity with the everyday target culture ( <u>c</u> ulture)
	Objective C:	appreciation of target culture's history and achievements ( <u>C</u> ulture) as well as awareness of its current affairs
Spanish 360	Objective B:	familiarity with the everyday target culture ( <u>c</u> ulture)
	Objective C:	appreciation of target culture's history and achievements ( <u>C</u> ulture) as well as awareness of its current affairs
Spanish 370	Objective A:	incremental development of proficiency in the four basic target language skills; recognition of linguistic differences
	Objective B:	familiarity with the everyday target culture ( <u>c</u> ulture)
	Objective C:	appreciation of target culture's history and achievements ( <u>C</u> ulture) as well as awareness of its current affairs
Spanish 390	Objective A:	incremental development of proficiency in the four basic target language skills; recognition of linguistic differences
Spanish 451	Objective C:	appreciation of target culture's history and achievements ( <u>C</u> ulture) as well as awareness of its current affairs
Spanish 452	Objective C:	appreciation of target culture's history and achievements ( <u>C</u> ulture) as well as awareness of its current affairs
Spanish 453	Objective C:	appreciation of target culture's history and achievements ( <u>C</u> ulture) as well as awareness of its current affairs
Spanish 454	Objective C:	appreciation of target culture's history and achievements ( <u>C</u> ulture) as well as awareness of its current affairs
Spanish 481	Objective C:	appreciation of target culture's history and achievements ( <u>C</u> ulture) as well as awareness of its current affairs
Spanish 483	Objective C:	appreciation of target culture's history and achievements ( <u>C</u> ulture) as well as awareness of its current affairs

**Appendix D: 2000-01 Major/Minor Trend Data**

**French (BA, BS, BSE)**

**Major**

	<u>94-95</u>	<u>95-96</u>	<u>96-97</u>	<u>97-98</u>	<u>98-99</u>	<u>99-00</u>
Fall Enrollment <sup>1</sup>	-	18	18	14	13	8
Degrees Granted <sup>2</sup>	3	2	1	3	3	
Average Credit to Degree <sup>3</sup>	145	138	156			

**French**

**Minor**

	<u>94-95</u>	<u>95-96</u>	<u>96-97</u>	<u>97-98</u>	<u>98-99</u>	<u>99-00</u>
Fall Enrollment <sup>1</sup>	29	28	25	28	19	
Degrees Granted <sup>2</sup>	1	9	8	3	4	

**German (BA, BS, BSE)**

**Major**

	<u>94-95</u>	<u>95-96</u>	<u>96-97</u>	<u>97-98</u>	<u>98-99</u>	<u>99-00</u>
Fall Enrollment <sup>1</sup>	-	3	6	5	4	6
Degrees Granted <sup>2</sup>	5	1	1	0	2	
Average Credit to Degree <sup>3</sup>	155	138	162			

**German**

**Minor**

	<u>94-95</u>	<u>95-96</u>	<u>96-97</u>	<u>97-98</u>	<u>98-99</u>	<u>99-00</u>
Fall Enrollment <sup>1</sup>	26	27	29	27	19	
Degrees Granted <sup>2</sup>	8	8	9	9	9	

**Spanish (BA, BS, BSE)**

**Major**

	<u>94-95</u>	<u>95-96</u>	<u>96-97</u>	<u>97-98</u>	<u>98-99</u>	<u>99-00</u>
Fall Enrollment <sup>1</sup>	-	55	46	49	50	53
Degrees Granted <sup>2</sup>	9	6	10	11	11	
Average Credit to Degree <sup>3</sup>	139	153	145			

**Spanish**

**Minor**

	<u>94-95</u>	<u>95-96</u>	<u>96-97</u>	<u>97-98</u>	<u>98-99</u>	<u>99-00</u>
Fall Enrollment <sup>1</sup>	163	163	148	149	146	
Degrees Granted <sup>2</sup>	43	36	47	41	38	

1. Number of students in the program who were enrolled in at least one class during the fall semester.
2. Number of students in the program who earned a degree during the fiscal year (e.g., summer 92, fall 92, and spring 93).
3. Total number of credits completed by the students in the program who earned a degree during the fiscal year divided by the "degrees granted".

## Appendix F: Table of Faculty and Staff

**AVELLANEDA, RINO**

### **Teaching and Learning Enhancement**

- a. Participation in on-campus and off-campus teaching enhancement activities;**
- b. Involvement in academic advising and efforts to maintain or improve advising performance;**
- c. Work with undergraduate students on research projects;**
- d. Initiatives in student-learning based outcomes;**
- e. New course development; and/or**
- f. Involvement with interdisciplinary course development and/or delivery.**

### **Research and Other Scholarly/Creative Activities**

Read two papers at professional meetings.

Recited his poetry at five public events.

Served as a panelist at two professional gatherings.

Gave one guest lecture in a UW—Madison class.

Had a selection of his poems published in two different anthologies.

### **External Funding**

### **Professional and Public Service**

- a. Service involvement in professional organizations at state, regional, national, or international levels;**

Chaired a panel at a professional conference.

- b. Editing or reviewing for professional publications within the discipline;**

Edited of the Spanish translation of an academic book.

- c. Non-compensated consulting or intervention activities related to the discipline; and**

Translated numerous documents Spanish to English or English to Spanish

Interpreted the public addresses of Latin American visitors at several events.

- d. Roles and memberships in university, college and departmental committees.**

University:

College:

Department:

**CHEHADE, NAYLA**

### **Teaching and Learning Enhancement**

- a. Participation in on-campus and off-campus teaching enhancement activities;**
- b. Involvement in academic advising and efforts to maintain or improve advising performance;**  
  
Advises a number of Spanish / Spanish Education majors
- c. Work with undergraduate students on research projects;**  
  
Has supervised several Independent Studies
- d. Initiatives in student-learning based outcomes;**
- e. New course development; and/or**
- f. Involvement with interdisciplinary course development and/or delivery.**

### **Research and Other Scholarly/Creative Activities**

Published three chapters in books or articles in professional journals.  
Published four short stories.  
Read two papers at professional meetings.  
Recited her short stories at four public events.  
Served as a panelist at a professional meeting.  
Was a finalist in two creative writing competitions and received “Honorable Mention” and a scholarship in two national (Colombia) short story competitions.

### **External Funding**

#### **Professional and Public Service**

- a. Service involvement in professional organizations at state, regional, national, or international levels;**  
  
Chaired a panel at a professional conference.
- b. Editing or reviewing for professional publications within the discipline;**
- c. Non-compensated consulting or intervention activities related to the discipline; and**
- d. Roles and memberships in university, college and departmental committees.**

University:

College:

Department: Creative Writing, Foreign Language Issues and Superior Student Writing

**GARCÍA, LEILANI**

### **Teaching and Learning Enhancement**

- a. Participation in on-campus and off-campus teaching enhancement activities;**
- b. Involvement in academic advising and efforts to maintain or improve advising performance;**

Advises a number of Spanish / Spanish Education majors.

- c. Work with undergraduate students on research projects;**

Has supervised several Independent Studies.

- d. Initiatives in student-learning based outcomes;**

- e. New course development; and/or**

Is developing a potential Special Studies course.

- f. Involvement with interdisciplinary course development and/or delivery.**

### **Research and Other Scholarly/Creative Activities**

Published four articles in professional journals.

Read nine papers at professional meetings.

### **External Funding**

### **Professional and Public Service**

- a. Service involvement in professional organizations at state, regional, national, or international levels;**
- b. Editing or reviewing for professional publications within the discipline;**
- c. Non-compensated consulting or intervention activities related to the discipline; and**
- d. Roles and memberships in university, college and departmental committees.**

University:

College:

Department: Foreign Language Issues, Teacher Evaluation Form (ad-hoc), one search committee (ad-hoc)

**HOFF, PETER**

## **Teaching and Learning Enhancement**

### **a. Participation in on-campus and off-campus teaching enhancement activities;**

Attended numerous teaching improvement and faculty development workshops on campus.  
Attended teaching-related sessions at 12 state and national conferences.

### **b. Involvement in academic advising and efforts to maintain or improve advising performance;**

Serves as academic advisor for numerous Spanish and Spanish Education majors  
Advised French and French Education majors (1996-98)  
Advises many students about foreign language study during Freshman Previews,  
Transfer/Readmit programs and On-Campus Days as Foreign Language Coordinator.  
Attended two national conferences related to advising (National Academic Advising Assoc.)  
Attended or presented at several advising workshops on campus  
Member of the L & S Master Advisors Committee

### **c. Work with undergraduate students on research projects;**

Supervised numerous Independent Studies

### **d. Initiatives in student-learning based outcomes;**

### **e. New course development; and/or**

Developed “Spanish for Business,” first as a Special Studies course (686-496) and later as a regular course (686-370)

Developed the Foreign Language Internship courses: “Internship in French” (682-493),  
“Internship in German” (684-493) and “Internship in Spanish” (686-493).

### **f. Involvement with interdisciplinary course development and/or delivery.**

Co-directed four travel study tours in Spain (and Portugal) through the UW-Eau Claire Alumni Association

Served as resident director six times for UW-W’s Small Business Development Center intensive Spanish language program in Cuernavaca, Mexico.

## **Research and Other Scholarly/Creative Activities**

Published one article during this review period.

Read six conference papers at professional meetings.

Gave one invited guest lecture.

## **External Funding**

## **Professional and Public Service**

**a. Service involvement in professional organizations at state, regional, national, or international levels;**

Served on the Professional Development Scholarship Committee of the Wisconsin Association of Foreign Language Teachers (WAFLT)

**b. Editing or reviewing for professional publications within the discipline;**

**c. Non-compensated consulting or intervention activities related to the discipline; and**

Served as advisor to the UW-W Spanish Club (student organization).

Translated brochure about gang awareness for the Whitewater Police Department.

Serves on the Hispanic Resource Sub-Committee of the Community Education Committee of the Whitewater Unified School District.

Tutored English as a Second Language at St. Patrick Catholic Church in Whitewater, WI  
Co-ordinated English as a Second Language Tutoring at St. Patrick Catholic Church in Whitewater, WI

**d. Roles and memberships in university, college and departmental committees.**

UW System: Collaborative Language Program (Curriculum Committee)

University: International Education, International Programs Development (ad-hoc), Director of International Education search committee (ad-hoc)

College: Administrative Council, Asian Studies Federal Grant, Latin American Studies, International Studies, Master Advisor, Superior Student Writing Awards, Bertha Lefler Scholarship (College of Education)

Department: Assessment, Foreign Language Issues, Planning & Budget, Merit, Retention/Promotion/Tenure, Social, numerous search committees (ad-hoc)

**JOHNSON, ELAINE**

No data submitted.

**ONÍS, CARLOS DE**

No data submitted.

**OSSERS, MANUEL**

### **Teaching and Learning Enhancement**

**a. Participation in on-campus and off-campus teaching enhancement activities;**

Attended eight teaching-related workshops or sessions at conference.

**b. Involvement in academic advising and efforts to maintain or improve advising performance;**

Participated in two L & S Advising Institutes.

**c. Work with undergraduate students on research projects;**

Supervised several Independent Studies

**d. Initiatives in student-learning based outcomes;**

**e. New course development; and/or**

Developed one new course: Contemporary Spanish American Narrative (686-483)

**f. Involvement with interdisciplinary course development and/or delivery.**

### **Research and Other Scholarly/Creative Activities**

Published eight articles.

Read 11 conference papers at professional meetings.

Served on one panel at a professional meeting.

Invited to give a guest lecture at the International Book Fair in Santo Domingo, Dominican Republic.

### **External Funding**

### **Professional and Public Service**

**a. Service involvement in professional organizations at state, regional, national, or international levels;**

Chaired two sessions at professional meetings.

**b. Editing or reviewing for professional publications within the discipline;**

**c. Non-compensated consulting or intervention activities related to the discipline; and**

Advisor for Sigma Delta Pi (Spanish honor society)

Served as judge at a secondary-level Spanish pronunciation contest.

Translated three documents locally.

Was guest on a local radio program.

Spoke as panelist on a local TV program.

**d. Roles and memberships in university, college and departmental committees.**

University: Ebbot Scholarship, Financial Aid, Graduate Council, Latino Heritage Month,  
Outstanding Latino Student Award, Upward Bound Program Advisory Board,  
College: Honors, Salary, Superior Writing  
Department: Assessment, Foreign Language Issues, Grievance, Library, Nominations,  
Planning and Budget, various search committees (ad-hoc)

### **Miscellaneous**

#### *Honors in Teaching*

Order of Los Descubridores, Sigma Delta Pi (national Spanish honor society)  
Blue Key Fraternity certificate