

Ten Year Review: Self-Study for Spanish and Portuguese, 2005-06

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Ten Year Review: Self-Study for Spanish and Portuguese, 2005-06

A. General Self-Evaluation

1. Introduction

The decade that has passed since the last departmental review has seen momentous changes for Spanish and Portuguese at the University of Washington. In 1995 the Department of Romance Languages (RLL) split into two largely autonomous units, Spanish and Portuguese Studies (SPS), and French and Italian Studies (FIS). SPS has had four Chairs in that time (Adams, Anderson, Steele, and Geist), and through retirements and transfers our ranks have dwindled to five tenure-track faculty in Spanish. Our only tenure-track professor of Portuguese resigned in 1997. In 1998 the Graduate School froze admissions to our MA and PhD programs.

By all accounts it has been a difficult period, yet we have emerged stronger and more committed than ever to quality education for our students, to scholarly research and publication of the highest caliber, and with a renewed dedication to community outreach and service. We have opened a successful year-long Study Abroad program in Spain, resumed granting the MA in 2001, revamped our major to make it more competitive, and increased the number of students majoring and minoring in Spanish. We have pioneered important innovations in language teaching, created Service Learning opportunities for our students that take them out into the community, and have initiated a program in Spanish for Heritage Speakers.

In this same decade the Spanish Ministry of Education opened a Center for Spanish Studies in the department, providing vital outreach into the K-12 community. Within the next several months the Cervantes Institute, Spain's main vehicle for cultural and language outreach, will open a branch in Spanish and Portuguese Studies, only the fourth such institute in the US, and the first on the west coast.

Our production of cultural events, scholarly symposia, and workshops has been remarkably prolific for a relatively small unit, and reflects our commitment to the public

humanities. Collectively we believe in making our discipline and the fruits of our research accessible both within the University and to the public at large.

More recently we have assembled an Advisory Board, composed of influential members of the local community, to help us with outreach and development, and we are about to launch an ambitious capital campaign.

Poised at the beginning of a new century, all signs point to a brighter future for SPS. While there will be many challenges, we choose to look forward rather than back, and are prepared to meet these challenges with optimism and energy. The following report outlines in greater detail what we perceive as our strengths, as well as the particular challenges that face us as we move forward.

2. Undergraduate Program

2.a. The Division of Spanish and Portuguese Studies has been teaching Spanish language and the literature and cultures of Spain and Latin America to the citizens of Washington State for over a century. We have also offered Portuguese language for many years. Like most national language and literature departments in major universities we have a complex identity and a dual mission. On the one hand, we address the needs of the College of Arts and Sciences, in particular its one-year language requirement. On the other, we serve the specific needs of our majors and minors. Put another way, our teaching is shared between “service” and “content” courses. Between both constituencies we teach nearly 5000 students each year.

Our success can be tracked in our numbers. In response to the attrition of tenure-track faculty and with the aim of raising the quality of our majors, SPS made admission to the major competitive starting in 1996-97, requiring completion of Spanish 203 and an English composition class (subsequently we increased the requirement to two English composition classes), and an overall minimum GPA of 2.5. As a consequence the number of students declaring Spanish as their major dropped by nearly 50% that year and the next. Since 1998, however, the numbers show an upward trend: In 2004-05 we had 112 majors, a figure that is second only to FIS (139)

among UW's eight language and literature departments. (It should be noted that FIS has no restrictions on who can declare a major in French or Italian, and no prerequisites.) Moreover, SPS has granted the greatest number of BA degrees of all eight language and literature departments at the University of Washington for 11 of the last 12 years. In the most recent year for which we have statistics, 2004-05, Spanish graduated 61 majors. (For complete comparative data see Appendix I.) Finally, in that same year Spanish had the greatest number of declared minors in the College of Arts and Sciences, with 58.

2.b. Language Training

2.b.i. Language Requirement. The College of Arts and Sciences requires completion of one year of foreign language for graduation. We offer close to 90 sections of first year Spanish each year to meet this demand (data taken from 04-05 as a typical year; see Appendix I). Our methodology and textbooks are largely communicative and we believe that language is best learned in a cultural context. In response to changes in the field and to ever growing enrollment pressures we have devised a number of innovations in our beginning language instruction. While we do not believe that computer-generated exercises or video-conferencing can or will ever replace face-to-face human interaction, we do recognize the value of technology in language teaching. Furthermore, we are convinced that web-assisted instruction, for a variety of reasons, is the way of the future, and it is our ambition to become leaders in this field.

2.b.ii. Web-Assisted Instruction in First-Year Spanish. In autumn quarter 2000 we launched Spanish 110-web, a class designed for students who place into second-quarter Spanish out of high school. 110-web is a web-enhanced version of Spanish 110, intended to review 101 and 102 in preparation for 103. 110-web can accommodate 50% more students per section (36) through a hybrid or blended model of three contact hours and two on-line hours of instruction weekly. We have created our own on-line materials for this class and are constantly refining them. In 2003-04 the Office of Educational Assessment tracked the 110-web students' progress in 103 in comparison with students who either placed directly into 103 or who came through the normal

101-102 sequence, or from the regular 110. The results showed that while it took the web-enhanced students several weeks to catch up to their peers in oral proficiency, they were equal or superior in all four language skills by the end of the course.

2.b.iii. Intensive Web-Assisted Classes in Second and Third-Year Spanish. During autumn quarter 2005 lecturer Kristee Boehm piloted an intensive hybrid Spanish 210, using the Instituto Cervantes' on-line curriculum, AVE (Aula Virtual del Español), available to us through the soon to be established Aula Cervantes in the department (more below). The class blends contact hours and on-line work to cover the first two quarters of second-year Spanish in one quarter. During winter quarter 2006, in conjunction with the Office of Educational Assessment (OEA), we will assess the performance of these students as they move on to Spanish 203. Using this feedback Boehm will make any necessary modifications and teach the course again in spring '06.

In winter quarter 2006 Jorge González, a long-time lecturer in the department, will pilot Spanish 310, the third-year equivalent of 210, also using the Cervantes' AVE. The OEA will assess this new course in the same fashion as the others, and González will offer it for the second time in fall quarter 2006.

The chair has held initial discussions with Juan Pedro Basterrechea, director of on-line learning at the Instituto Cervantes, about the possibility of SPS faculty creating a textbook to accompany the AVE. We would market the two as a package to American colleges and universities.

2.b.iv. Spanish for Heritage Speakers. We have long recognized that while we do an excellent job of teaching Spanish as a second language, we have not adequately served an important sector of our student body: Heritage Speakers, bilingual students who speak Spanish at home, but who have little if any formal education in the language. The issues they face in mastering standard Spanish differ significantly from those of strictly English-speaking students. In fall quarter 2001 senior lecturer María Gillman created Spanish 314-316 for Heritage speakers. It parallels our standard third year sequence, 301-303, but also addresses the particular linguistic needs of

bilinguals, and has proven very successful and popular. Total enrollments have grown from 23 students in fall 2001 to 71 in 2004-05. (See Appendix J.)

2.b.v. Service Learning. Another innovation that María Gillman has introduced in her capacity as third year coordinator is Service Learning. Beginning in autumn quarter 1999 María offered students the opportunity to volunteer between two and five hours per week (a minimum of 20 hours per quarter) either in organizations that provide services primarily to Spanish speakers or in the public schools as tutors. Service Learning earns students two credits as part of the 301-302 or 314-316 sequence. This initiative has proven to be very successful and popular with our students, who recognize the importance of “giving back” to the community. Furthermore, the organizations that partner with us have been very enthusiastic about the program, which has grown from three participants placed in one organization in 1999 to 56 working with 18 organizations in 2005 (see Appendix K). As a result, students in our program have provided no less than 3000 hours of service to the community over the last six years.

Service Learning benefits not only the organizations with which we partner, but also the students who participate in the program. Students have the opportunity to apply their knowledge of the Spanish language in a real-world context as well as to increase their vocabulary and cultural awareness. They are exposed to Hispanic multiculturalism and become active agents of social change in the community.

One of the highlights of Service Learning came at the end of spring quarter 2004, when 12 students from Spanish 316, in collaboration with the Consulate of Mexico, made a formal, public presentation of their SL project, “Historias de Vidas, Life Histories.” They spent the quarter conducting oral histories with Latina inmates at the Federal Detention Center in Seatac. Four students received security clearance to work inside the prison and another eight collaborated on the theoretical apparatus of the project on the outside. The Instituto de los Mexicanos en el Exterior sent the project to Mexico as part of its annual report, and the Instituto de la Mujer has asked permission to publish it.

Recognition of our success in this important aspect of student learning came with the Carlson Center Service Learning Partnership Award, granted to María Gillman and the Consulate of Mexico. As a result the Consulate has since provided opportunities for several six-month internships. Two UW students participated in spring/summer 2005, and five more are interning for autumn 2005/winter 2006, and a recent graduate of the department is now employed full-time at the Consulate. Service Learning, in fact, is so consonant with our mission of outreach and public responsibility, and our commitment to language in cultural context, that we are considering making it a major requirement.

2.b.vi. Spanish in the High Schools. Since 1999 we have offered sections of Spanish 103, 201, and 202 through the UW in the High School program, making it possible for high school students to complete University of Washington Spanish courses – and earn UW credit – in their own classrooms with their own teachers. We train the teachers in our methodology, and they and their students use our curriculum, activities, texts, tests and grading scales. Students receive credit for their UW work at most public institutions and many private ones. The program strengthens upper-division high school Spanish offerings, and establishes a collaborative relationship between the department and area high schools.

In 2005-06 we are sponsoring 28 sections of 103, nine sections of 201 and one section of 203 in 23 different high schools throughout the state. (For total number of high school students served since 1999 see Appendix L.)

2.c. Challenges. While international, national and local demographic patterns offer great opportunities for SPS, they pose significant challenges as well. Recognition of the political, economic and social importance of the Hispanic world has created a growing demand for Spanish language instruction. In fact, the greatest immediate challenge we face in our language programs is burgeoning enrollments. Despite offering 171 sections of Spanish language (first through third year) and 11 of Portuguese (100 and 200 level) in 2004-05, we were unable to meet student

demand. In that same year we had to deny admission to our language classes to over 700 students (see Appendix I).

In the quarter-to-quarter urgency of responding to enrollment pressures, other less immediate concerns often fail to receive the attention they deserve. The development of our language programs is vitally important to us, but that development must form an integral part of the growth of all our programs, undergraduate and graduate, including the eventual restoration of the PhD.

One obvious factor that limits our ability to meet the demand for language instruction is resources. In general the office of the Associate Dean for Humanities and the Arts has been quite generous in providing soft money for us to open new sections in response to enrollment pressures. In 2004-05 then Dean Michael Halleran increased permanent funding for contract faculty positions in SPS, which has alleviated (though not eliminated) the annual September scramble for resources.

Another more serious challenge to meeting the ever-growing demand for Spanish language classes is the availability of qualified teaching personnel. The same pressures that we experience are felt by other schools in the area as well, including the community college system and four-year institutions such as University of the Puget Sound, Seattle University, Pacific Lutheran University, and Seattle Pacific University, who draw on the same limited pool as we do. This is further complicated by the fact that in 2003 we began to enforce a longstanding departmental policy that forbids hiring our own graduates as teaching associates and lecturers. Until that time a culture of progression from terminal MA to part-time teaching to full-time appointment existed in SPS. Breaking that cycle of expectations has had many positive consequences for the department: an infusion of “new blood” from the outside, the hiring of four non-tenure track faculty with PhDs in the last two years, and greater professionalization of our operation. But it has also reduced the availability of qualified teachers.

Finally, the articulation of the first three years of language instruction has remained a persistent problem for the last decade. A bit of history will help put this problem in context. In 1987 assistant professor Judith Strozer joined the faculty of Romance Languages and Literature as first year coordinator and Spanish TA trainer. She introduced the communicative methodology and initiated a rigorous program of training for instructors. With the split of RLL into SPS and FIS in 1995, Strozer and the other Romance linguists moved to Linguistics. Her assistant, Paloma Borreguero (a graduate of our MA program) was named to Strozer's position and eventually promoted to senior lecturer. Subsequently, chair Farris Anderson appointed Ganesh Basdeo to coordinate second year, and María Gillman to direct third year, and promoted them to the rank of senior lecturer. Each level evolved solid programs, but there has been little coordination between the three years to ensure coherence of methodology, sequencing and progress. This has been complicated by the perception (admittedly anecdotal) among the graduate faculty that when our students reach us in upper division content courses their command of grammatical structures and writing skills is inadequate.

We are finally addressing the issue of articulation across the three years. In spring 2005 Borreguero resigned to take a position at a local private secondary school, and we were authorized to search for a tenure-track language program director. At the time of this writing we have a list of four finalists who will be visiting campus in January and February 2006. We anticipate making an appointment to begin 2006-07.

2.d. Other Second-Year Courses. To ensure that the approximately 70 students who participate in our department sponsored study abroad programs each year are prepared to take full advantage of the experience we have created two new courses. Spanish 205, The Culture of Andalucía, and Spanish 206, The Cultures of Oaxaca, launched in 2000-01, give our students further practice in the language as they learn about specifics of the off-campus sites in which they will live and study.

2.e. Upper Division Language Classes. We require our majors to complete Spanish 301, 302 and 303, the third-year grammar and composition sequence. Spanish 314-315-316 is the equivalent for Heritage speakers. We also require one additional course between Spanish 400 and 409, all language and linguistics classes. 406 (advanced grammar) is particularly popular with our students.

2.e.i. Challenges. The third-year sequence is divided between 301 and 302, which undertake an intensive review of grammar, while further developing reading and writing skills. 303, a composition class, focuses on different kinds of expository writing. Built on the concept of multiple drafts and peer editing, it poses the greatest challenge to faculty. Correction of the required three drafts of a minimum of five two- to three-page compositions is very time consuming, and not all faculty working at the third year teach it willingly. Additionally, oversight of the syllabus has been separated from third-year coordination because tenure track faculty occasionally teach 303 as well. We have partially addressed the additional work that language teaching at this level requires by offering a one-course reduction to non-tenure track faculty who teach two courses in the third-year sequence in any academic year.

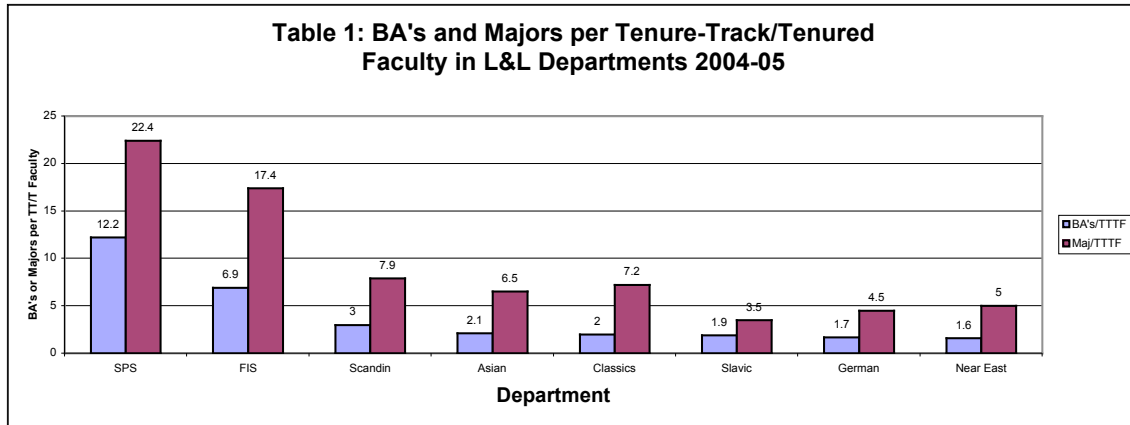
Demand for 400-level language classes is also great, and again we find ourselves challenged to offer enough seats. Farris Anderson created and regularly taught the current Spanish 406. Since his retirement other faculty have stepped into the breach but demand normally outstrips our ability to meet it. Additionally, we are unable to offer the other classes in 400-409 as often as we would like. After the move to Linguistics, Strozer took an early retirement, and Karen Zagona infrequently teaches these courses. We have been fortunate to hire Alison Stevens once a year to teach 407, a Spanish dialects course of her own creation. Basdeo has agreed to offer History of the Language (Spanish 403) in spring 2006.

We recognize the need to strengthen our offerings in this area and are hopeful that the new language program director will be able to fill in productively here.

2.f. Upper Division Literature and Culture Classes. Our success at language instruction is matched by the imaginative and interesting upper level classes we regularly offer our students. In addition to the historically-based surveys, we have developed courses at the third-year level in Spanish, Latin American, and Chicano film in response to student interest, as well as specific *auteur* classes (Almodóvar, Buñuel) at the 400 level. Professor Edgar O'Hara, an accomplished Latin American poet, offers Spanish 312, a creative writing workshop in Spanish.

We also respond to unique opportunities by devising special courses. Thus this fall (2005), assistant professor Donald Gilbert-Santamaría offered Spanish 453, on *Don Quijote*, in conjunction with a commemorative event he organized for the 400th anniversary of Cervantes' novel. A year earlier professor Edgar O'Hara taught Spanish 476 on Neruda's poetry, in recognition of the hundredth anniversary of the Chilean Nobel Laureate. That same quarter visiting professor Ed Baker met his students every Monday in the Seattle Art Museum, using the acclaimed "Spain in the Age of Exploration" exhibit as a "text" for his Spanish 491 on art and literature of the Golden Age. Winter quarter 2005 professor Tony Geist taught art and literature of the Spanish Civil War (Spanish 491/Comp Lit 421) to accompany a symposium and major exhibit of children's art from the war. Finally, this fall (2005) the students in lecturer Anna Witte's Spanish 449 staged a production of Sastre's *Historia de una muñeca abandonada* on campus, as well as at a local elementary school, and El Centro de la Raza. This is the first time we have offered a play production course in over 20 years, and it was so successful that we intend to make it a regular offering.

2.f.i. Challenges. The greatest challenge posed by the success of our undergraduate program continues to be how to balance service to our students (by offering an array of interesting classes of a reasonable size, honors options, and individual mentoring) with the desire to promote the research and publication of SPS faculty that will lead to continued professional growth and promotion.



As Table 1 (prepared by John Keeler, chair of FIS) shows, SPS is first among all L&L departments in the number of BAs and majors per tenure-track or tenured faculty. The implications are clear: the amount of time we devote to teaching and administration is greater than that required of our colleagues in allied departments. The consequences for junior faculty, under the pressure of tenure decisions, are particularly acute. This is also a consideration for tenured faculty, who need time and resources for ongoing scholarship. Our capacity to serve our students and our discipline better will ultimately depend on increased faculty lines.

Ironically a major challenge we face grows out of one of the faculty's greatest strengths. All tenure-track members of the department, and many non tenure-track as well, have formal connections with other units across campus. These range from part-time appointments to adjunct status or participation on the executive committee, standing committees, or ad hoc committees, in programs as varied as Comparative Literature, Cinema Studies, Latin American Studies, European Studies, the Center for West European Studies, and the Simpson Center for the Humanities. Cross-disciplinary linkages enrich us enormously but as we offer greater numbers of cross-listed classes the availability to our majors of courses taught in Spanish decreases. The transfers of Flores to American Ethnic Studies in 2000 and of Steele to Comp Lit in 2002 further complicate matters, for while they continue to cross-list part of their teaching with SPS, the language of instruction in their classes is now English. Our students want practice and reinforcement in the target language, and we only count one class in English toward the major.

Another area that needs attention is our undergraduate curriculum. Our courses do not respond systematically to a coherent sequence or set of academic and intellectual values. Rather, they have grown by accretion over more than 30 years. The most cursory reading of the courses listed in the catalogue reveals blocks of classes that represent the particular scholarly interests of faculty long since retired or departed to other departments or universities. Additionally, many of the listings represent changes in the discipline that have occurred over the last several decades in language and literature units nationally, from echoes of the theory wars to the rise of cultural studies and cinema studies. Demographics also plays an important role, in the form of classes that respond to the interests of an increasing US Latino presence in the student body. The result is an accumulation of courses organized by historical period, stitched together with others defined by geography, gender studies, cultural studies, ethnic studies, genre, or ideology, that do not accurately reflect the current reality of the department. In practice, of course, we only offer those courses required for our degree programs, or that correspond to the competence and interests of current faculty. Nonetheless, we recognize the need for a thorough revision of the undergraduate curriculum, in consonance with student needs and faculty strengths in the new century. It is a daunting task, one that we have put off in favor of addressing other more immediate demands.

Attrition of graduate faculty (about which more below) has hindered our ability to cover the minimum classes necessary for the major. This has led to an increasing reliance on contract faculty to teach content courses. They have willingly stepped up to the challenge, often despite a lack of adequate professional training, and have performed credibly. However, we feel it is unfair to make such demands of lecturers who already carry disproportionately heavy teaching loads at low compensation. Additionally, we feel an obligation to provide the highest quality teaching to our students. All this underscores the pressing need for more tenure-line faculty.

2.g. Study Abroad. As a department we recognize that language cannot be separated from the historical specificity of culture. For this reason we are committed to fostering language learning in cultural context, and whenever possible encourage our students to study, live or work in a

Spanish-speaking country. To this end the department administers a second-year program every autumn quarter in Oaxaca, Mexico, and a two-semester junior year program annually in Cádiz, Spain. The Oaxaca program has averaged 12 students per year since its inception in the 1990s. The NW-Cádiz program has grown from 44 students in its first year (1998-99) to well over 60 this year, with increasing numbers of denials. Currently, we are in the preliminary phase of piloting a first year program at the University of León (Spain) to provide an attractive alternative to students wishing to finish their language requirement abroad.

In addition to the programs administered directly by the department many of our students choose to participate in our direct exchange with the University of Granada. In November 2005 we signed exchange accords with the University of Salamanca, with an eye to opening further possibilities for our students to learn the Spanish language on site. Many of our students also enroll in other programs throughout the Spanish-speaking world administered by the UW Office of International Programs and Exchanges.

We do not have exact figures for the number of Spanish majors who study abroad, but anecdotal evidence suggests that over 90% of students undertake some form of foreign study. Students are enthusiastic about study abroad, and in this regard our programs are self-recruiting. We are so committed to the advantages students gain through studying abroad that we are considering making it a major requirement.

2.g.i. Challenges. The greatest challenge posed to the operation of the NW-Cádiz Program is staffing. From the program's inception in 1998 through 2004-05, SPS supplied a resident director from the faculty, whose salary was paid by the College of Arts and Sciences. Our faculty is small, and not all of us are either willing or able to relocate for a full year, nor are all temperamentally suited to the particular demands of the job. This year for the first time we have had to hire a resident director from the outside, and pay his salary and benefits out of program funds. Combined with the unfavorable dollar-euro exchange rate, this imposes a serious financial strain on the program. In response to pressure from the Dean's office for the program to become

self-sustaining, we have devised a plan to increase the program fee incrementally over three years. In conjunction with this plan we requested bridge funding to get us to our goal, in \$15K, \$10K, and \$5K allotments over the same three years. To date we have secured only \$5K for each of the first two years from the Provost and the Associate Dean, leaving us \$20K short.

If the College will not pay the RD's salary in those years in which we are unable to locate a director from within the UW, or will not front sufficient bridge funding for the Cádiz program to become self-sustaining, we run the risk of having to discontinue a hugely successful and popular program. This would mean the loss of a wonderful resource for UW students.

The major difficulty facing the Oaxaca program is low enrollment. It rarely attracts more than 13 students, and has operated with as few as nine. We find this very puzzling. Oaxaca is culturally rich and diverse, our local resources (instructors, families, excursions) are excellent, and returning students are lavish in their praise. We have taken several steps to increase student participation. Beginning fall 2005 we added a 3-credit class on the history and culture of Mexico, to strengthen academic content. In fall 2006 we will expand offerings to cover Spanish 201 and 202, thereby increasing the pool of potential applicants. We will investigate new channels for publicizing the program as well.

3. Graduate Program. In the fall of 1998 the Graduate School judged that the graduate degree programs of Romance Languages and Literature, in both divisions of the department, had performed so poorly that admissions to them were suspended indefinitely. In the three decades prior to their suspension the graduate programs in Spanish were generally considered among the half dozen best on the west coast. Colleagues nationwide regarded us as the premier Spanish department north of Berkeley and west of Minneapolis. Closure was a great blow to morale.

In 1998-99 the recently autonomous SPS elaborated a proposal for a new Masters degree program. After thorough review it was approved and we were given authorization to admit students beginning autumn quarter 2001. In the four and one half years since then we have admitted between four and six new students in each class, with a 100% completion rate.

Designing the new MA program forced us to consider changes that have taken place in the discipline over the previous 15 or 20 years, and to capitalize on the particular strengths of our faculty. We designated it a Masters Degree in Hispanic Studies to reflect recent critical attention to cultural studies, film and visual studies in the field. At the same time our intention was to provide rigorous training in the literary history of Spain and Latin America and knowledge of the canonical movements, authors and texts of those countries. Student learning outcomes are assessed in a variety of ways: by exams and term papers in required classes, by comprehensive examination based on an extensive reading list, and by the optional MA thesis.

The degree is designed to take two years. We require students to take 60 credits at the 400-level or above (with at least 25 credits in 500-level graduate seminars). There is only one required course, Spanish 577 (Critical Theory), which all students must take in their first quarter. All teaching assistants (in practice nearly all MA students) must also take Spanish 510 (Teaching Methodology) in their first quarter. Beyond that they are free to study whatever interests them, although they must take one course in each of the five historically-defined fields represented in the MA examination (Medieval and Golden Age, 18th and 19th century Peninsular, 20th and 21st century Peninsular, Colonial and 19th century Latin American, and 20th and 21st century Latin American).

In the fourth and fifth quarters of study MA candidates may opt to write a thesis on a topic of their choice. They work closely with their faculty advisor who, along with the graduate program coordinator, must approve the thesis for graduation. In the sixth quarter students take a battery of three-day take-home exams based on the MA reading list. (For a more detailed description of the operation of the MA program, see Section G and Appendices P, R, and S.)

3.a. Challenges. In general we are quite satisfied with our Masters program. However, we do face several major challenges. Attracting high caliber students remains a top priority, and is hindered by a number of factors. Without a PhD program our MA is often considered a terminal degree. Our eight peer institutions all have large and thriving doctoral programs, as does our

geographically closest competitor, the University of Oregon. Nonetheless the recruiting RAships from the Graduate School helped us recruit our top candidates in 2002 and again in 2005.

Historically many of our strongest graduate students have come from Latin America and Spain. Tougher visa requirements in the wake of 9/11 and the Patriot Act have made it more difficult for international students to enter US institutions, and this has affected our applications as well. However, in November 2005 the chair held informational meetings at the Universities of Salamanca and Granada to recruit applicants to our graduate program. To date this effort has generated five applications in progress. We hope to extend our recruiting efforts to other universities in Spain and Latin America in the near future, with the expectation that after several cohorts successfully complete our program they will in turn recruit other students from their home institutions. Additionally, as our graduates complete PhD programs at other universities and themselves become professors our expectation is that they will refer their good undergraduates to us.

Once again, faculty strength is a determinative factor in the quality of our graduate program. Currently the five tenure-line professors in the department are insufficient to cover the historically defined fields we require our MA candidates to study. The addition of the two new faculty positions that have been authorized for next year will bring us, for the first time in several years, above minimum strength.

Greater faculty strength, in turn, will bring us closer to our ultimate goal of restoring the PhD. Many compelling cases can be made for the need for a PhD in Spanish at the University of Washington. Currently no institution in Washington State grants a doctoral degree in Hispanic Studies, and only one other institution (Washington State University) offers an MA in Spanish. This means, in effect, that our most talented students must leave the state to pursue an advanced degree with the concomitant loss of intellectual capital. SPS has been an important resource for higher education in the state. An informal survey of community colleges and four-year colleges – public and private—throughout Washington State, and with particular intensity west of the

Cascades, shows a preponderance of Spanish faculty who hold Masters or doctoral degrees from our department. The chairs of Spanish at Western Washington University, Seattle University, Seattle Central Community College, Shoreline Community College, Central Washington University, and Pacific Lutheran University, among others, are all graduates of our degree programs, as are many of the teaching faculty in those institutions.

As the prevalence of our graduates in institutions across the state shows, a PhD program in Spanish is more than a matter of personal ambition for the faculty; it represents a significant resource for the citizens of the State of Washington, that is, for our designated constituency as public servants in a public institution. Moreover, the creation of a PhD program in the most widely spoken second language of both the state and the nation is arguably a matter of concern to the University as a whole, whose reputation ultimately depends on the strength of individual departments. With the increasing political and cultural importance of Spanish and the cultures of Spanish-speaking communities, these are realities that need to be considered seriously. Addressing these realities is the ultimate goal of our proposed Center for the Study of Spain and Latin America (see Appendix O).

4. Other Department Resources

4.a. Center for Spanish Studies: The Center for Spanish Studies is a joint initiative of the University of Washington, the Education Office of the Embassy of Spain, and the Washington State Office of the Superintendent of Public Instruction (OSPI). The Center was inaugurated on October 27, 2000, and since that date has provided outstanding resources to K-12 Spanish language instructors throughout the Northwest in the form of teaching materials, conferences, workshops, and cultural events. The Division of Spanish and Portuguese Studies supplies office space and communications infrastructure (computers, telephone, fax, copying facilities), and OSPI contributes between \$1500 and \$2100 annually to the Center's operating budget. The Spanish government supplies a library of books, music and Spanish film on video and DVD. It also provides a director, who splits her time between the Center (three days per week) and OSPI

(two days per week), and an “auxiliar de conversación,” normally a graduate student from Spain, who works as assistant to the director and takes classes.

The Center sponsors on average between six and ten workshops for secondary school teachers of Spanish per year, on topics relating to pedagogy. Recent seminars have addressed the teaching of the Spanish Civil war and the use of film in the classroom, to cite just two examples. The Center also sponsors poetry readings, book presentations, and essay and poetry contests. The Center often recruits SPS faculty to participate in its activities. Additionally, it is a valuable co-sponsor of departmental events. The Center administers 20 scholarships donated by Boeing to send Spanish teachers to attend a Summer Seminar offered every July at the University of Salamanca. To date one instructor from SPS has held a Boeing Scholarship. (See Appendix M.)

Since 2003, in conjunction with SPS, the “auxiliar de conversación” has taught Spanish language two mornings a week to Starbucks executives. This serves to strengthen our ties to the community in general, and to a potentially very powerful ally in particular.

4.a.i. Challenges. The Center is only as good as its director and assistant, and SPS has no control over their selection. For the most part the directors have been energetic, imaginative and cooperative. In 2004-05 the assistant (auxiliar de conversación) was so uncooperative and sullen that he threatened to damage our relations with Starbucks. He was relieved of his duties mid-year and sent back to Spain. I am pleased to report that personnel currently in place are of the highest professional and personal caliber.

Senior lecturer Paloma Borreguero served as assistant director of the Center from its inception until her departure from the department last spring. Her energy, imagination and contacts are hard to replace, but María Gillman has stepped ably into the position and is doing a fine job.

4.b. Instituto Cervantes. On November 8, 2005, the Instituto Cervantes and the University of Washington signed an agreement establishing an Aula Cervantes in SPS. The Instituto Cervantes is a cultural organization sponsored by the Spanish government, devoted to the

teaching and diffusion of the Spanish language and the culture of Spain and Latin America throughout the world. The IC is analogous in its mission and function to the Alliance Française, the Goethe Institute, the British Institute, or the Dante Alighieri Society. The UW center, slated to open in February or March 2006, will be the fourth in the United States (following New York, Chicago and Albuquerque) and the first on the west coast.

As with the Center for Spanish Studies the UW is to supply the Aula Cervantes with an office and technical support (computers, telephone, fax, copying, etc.). The Ministry of Culture of Spain will send a director. The presence of the Aula gives us access to potentially enormous resources, and puts us on the circuit of lectures, readings, exhibitions, film series, and other cultural events that come through the other Institutos in the country. Additionally, the presence of the IC provides privileged access to its impressive on-line curriculum for teaching Spanish, the AVE (described above, in sections 2.b.ii-iii). The AVE's potential goes well beyond its incorporation into our blended language classes. It may prove a powerful tool in K-12 language teaching, particularly in conjunction with our Spanish in the High Schools program. We have also begun preliminary discussions about using the AVE to bring Spanish language instruction to major corporations in the area (Microsoft, Starbucks, Boeing), furthering our development efforts with these organizations.

The two Spanish government centers will complement each other. Whereas the principal mission of the Center for Spanish Studies is K-12 outreach and support, the Instituto Cervantes focuses primarily on the university and the greater Puget Sound community.

4.b.i. Challenges. At this point the only serious challenge posed by the Instituto Cervantes is space, always at a premium at the UW. We have reserved a faculty office for the IC (the same office that the Center for Spanish Studies occupied for the first three years), which we expect it will quickly outgrow.

Another concern about both the IC and the CSS is the fear that they too heavily slant our department toward Peninsular studies. We are acutely aware of this worry. On the one hand the

tilt toward Spain, for the moment, is undeniable. On the other, these are the resources available to us. Their presence in the department is due in large measure to the efforts of Luis Fernando Esteban, Honorary Vice-Consul of Spain and chair of the SPS Advisory Board. We simply do not have the contacts and access to similar resources in Latin America, though we have been working with D. Jorge Madrazo, Consul of Mexico and member of the SPS Advisory Board to remedy this situation. In June 2005 Geist met with the director of institutional relations of the UNAM in Mexico City to explore areas of mutual interest, including student and faculty exchanges, joint research projects, etc. The first outcome will be the “Semana de México,” which will bring a representation of UNAM faculty and cultural activities to the UW in late winter 2006.

4.c. Language Learning Center. The LLC provides streaming media for Spanish language instruction for the 100 and 200 level classes as well as the first-year language program in the high schools. Instructors can reserve three different computer lab/classrooms: one equipped with an audio/video lab, 24 workstations, and Sony Virtuoso that allows an instructor to download digital audio or video files to the computers, a Polycom VS-4000 video conference suite, and 42-inch plasma screen; one classroom equipped with an audio/video lab, 28 workstations, Sony Virtuoso, and a TV/VCR; and a Macintosh Computer Assisted Language Learning lab with 31 workstations and a large overhead projection screen. The Language Learning Center computing staff maintain a Windows 2000 file server for the department’s administrative, faculty, and graduate student use for storage, copying, and sharing files.

4.d. Computing Lab. Graduate students in the department benefit from a computer lab funded over the past ten years with startup funds from UW Student Tech Fee grants and operating funds from Spanish and Portuguese Studies and French and Italian Studies. Eight workstations with current operating systems, scanners and a laser printer provide consistent technology support for the students’ research and writing.

5. Public Humanities Events. A particular strength and talent of Spanish and Portuguese faculty is the organization and funding of cultural and literary events of interest to a broad spectrum of

the university and the greater Seattle community. Of course we host individual lectures, poetry readings and film showings in the course of any given academic year, but we often organize larger events, normally in collaboration with other units on campus or community organizations. A partial listing of some of our more successful events over the last decade follows. (See Appendix N for sample publicity.)

- “Shouts from the Wall: A Symposium on the History and Culture of the Spanish Civil War”: A conference (with lectures and workshops) linked to Spanish 491/ Comp Lit 421 taught by **Error! Contact not defined.**, a film series open to the public, and a traveling exhibition of 50 original Spanish Civil War Posters (Autumn 1996).
- Unveiling of the first public monument in the US honoring the Abraham Lincoln Brigade, with a public program in the HUB Auditorium. Press coverage in the *New York Times*, *LA Times*, *San Francisco Chronicle*, *Boston Globe*, *Seattle Times*, *Seattle P-I*, and over 400 other newspapers nationally. Organized by **Error! Contact not defined.** with the Seattle-area Veterans of the Abraham Lincoln Brigade and Friends (October 1998).
- “Desire Unlimited: The Films of Pedro Almodóvar”: An international symposium, linked to Spanish 491/ Comp Lit 497 taught by Anthony Geist, with a film series open to the public (Winter 2001).
- “Luis Buñuel: The Liberating Eye”: An International Symposium, linked to Spanish 491/ Comp Lit 497, team taught by Cynthia Steele and Steve Shaviro (English), Fall 2001.
- Visit of Mexican film director Arturo Ripstein and screenwriter Alicia Garciadiego; retrospective film series and US premiere of “La Virgen de la Lujuria.” Organized by Cynthia Steele, Fall 2002.
- “Spain in the Age of Exploration,” a major exhibition drawn from the Spanish Royal Collection, at the Seattle Art Museum. SPS worked closely with the SAM for over a year to produce parallel programming in conjunction with the exhibit. This included the

- creation of a special CD containing curriculum in Spanish and English, built around the exhibit and designed by senior lecturers Borreguero and Gillman specifically for 6-12 students, some 300,000 of whom statewide had access to the CD. This curriculum received second prize in a national contest for the best museum-related teaching materials of the year. Assistant professor Donald Gilbert-Santamaría gave a lecture at the museum, and visiting professor Ed Baker taught a course in the gallery (Autumn 2004).
- “Alturas de Pablo Neruda: A Commemoration of the Centenary of His Birth” featured a round-table discussion with UW faculty and Prof. Jaime Concha (UCSD), a poetry reading with the participation of UW poets and Neruda’s distinguished translator, William O’Daly, a showing of *Il Postino*, and a reception. In conjunction with Spanish 476, “The Poetry of Pablo Neruda,” taught by Edgar O’Hara (Autumn 2004).
 - “Children of War”: featuring the internationally acclaimed traveling exhibition “They Still Draw Pictures: Children’s Art in Wartime from the Spanish Civil War to Kosovo,” a symposium, and film series. In conjunction with Spanish 491/Comp Lit 421, taught by **Error! Contact not defined.** (Winter 2005).
 - “Even Cowboys Get The Blues: A Celebration of the Life and Poetry of Luis Hernández”: a roundtable discussion on the poet, featuring three distinguished guests from Peru, followed by a bilingual poetry reading, with the participation of the students from Spanish 573, taught by Edgar O’Hara (Fall 2005).
 - “The Living Art of Miguel de Cervantes: A Public Celebration of the 400th Anniversary of *Don Quijote*”: organized by Donald Gilbert in conjunction with Spanish 453. The commemoration featured student creative interpretations of key episodes in the novel, two roundtables of scholars and artists, a keynote lecture by Carroll Johnson (UCLA), a theatrical adaptation of *Don Quijote* by the Seattle theater group Book-It!, and a classical guitar concert of music of the time of Cervantes.

- Events slated for 2006 include the First Annual Bob Reed-Abe Osheroff-ALBA Lecture (March); the “Semana de México,” in collaboration with the University of Mexico (March or April); and the weeklong visit of Eduardo Galeano as Walker-Ames lecturer and guest of SPS (May).

A particular strength of these events is their ability to take our research and discipline to a broad university and community audience. Our events regularly fill lecture halls with capacity for 50 to 500 people. Departmental resources alone are insufficient, and without collaboration with units across campus and in the community such events would be impossible. The support of the Simpson Center for the Humanities, the Center for West European Studies, Latin American Studies, the Harry Bridges Center for Labor Studies, Cinema Studies, the Department of English, the Center for Spanish Studies, and numerous other units is crucial, and has strengthened our ties to colleagues working in allied disciplines across campus. Of equal significance are the partnerships we have formed through these events with organizations in the community, ranging from the Consulate of Mexico, the Honorary Vice-Consul of Spain, the Seattle Opera, Soundbridge, the Seattle Art Museum, and Book-It!, among others.

5.a. Challenges. For the most part individual faculty members organize these events, with a varying degree of logistical support from departmental colleagues and staff, or from other units on campus. The Humanities Center, for instance, has provided invaluable assistance on the events for which they supply primary funding. Nonetheless faculty take on the responsibilities for planning such events as an overload. We are stretched too thin to give course releases, and this poses a problem, particularly for junior faculty, as it takes time away from more traditional forms of scholarship. While SPS values such contributions to the public humanities highly, we are uncertain of the extent to which the Deans’ Office and the College Council, the bodies ultimately responsible for tenure and promotion, share our enthusiasm.

The SPS Events Committee helps with arrangements and publicity, but ideally funding would be found to hire a part-time staff person who could be detailed to help with the organization of departmental events.

6. Governance. The most obvious change in governance since the last review in 1994 is the restructuring of Romance Languages and Literatures into the two autonomous units of Spanish and Portuguese Studies and French and Italian Studies. There has been some talk in the Deans Office about reuniting the two divisions into RLL. In SPS we see little advantage to reunification for either division or, administratively, for A&S as a whole. The national trend is away from such consolidation. Of our Peer Group of Eight, only three universities maintain a Department of RLL (Michigan, North Carolina, and Oregon), while the remaining five are organized as Departments of Spanish and Portuguese (Arizona, Illinois, Indiana, UC Berkeley, UCLA). Informal polling of SPS faculty shows strong opposition to an administrative regrouping with our friends and colleagues in FIS, for several reasons. With a burgeoning language program, and a curriculum that covers ten centuries, two continents and 22 countries, the operations of Spanish and Portuguese are already sufficiently complex. Additionally we feel that we have developed a core mission and spirit of cooperation in SPS, and are hesitant to complicate matters with the introduction of another set of worthy but competing priorities.

Official separation, on the other hand, offers several advantages, primary among them the disaggregation of data. As evidenced in several of the attached appendices, data from a number of sources at the University of Washington is only available as RLL.

SPS governs itself through regular departmental meetings, and through a structure of standing committees, ad hoc committees, and directors of specific areas. We meet as a faculty on the first Friday of every month throughout the nine months of the academic year. The Chair circulates a preliminary agenda by email several days before the meeting and invites faculty to suggest changes and additions, which are always incorporated into the final agenda. All important decisions in the department are made by voice or written vote in the meetings (all

personnel decisions are made by secret ballot) or occasionally by email vote, also confidential. In all cases David Miles, the administrator, tallies and records the vote. He also takes and circulates minutes, which are amended and approved at the following meeting.

Much of the regular business of the department is handled through the five standing committees, all appointed by the Chair, normally in consultation with the individuals concerned: *Events Committee; Graduate Studies Committee; Language Studies Committee; Newsletter Committee; and Undergraduate Studies Committee*. A number of individual faculty members also hold important administrative posts: *Cádiz Program Executive Director; Graduate Program Coordinator; Honors Advisor; Oaxaca Program Executive Director; and Scheduling*.

The Chair also appoints ad hoc committees to accomplish specific tasks, as needed. These include search committees, which are charged with screening and interviewing candidates, and proposing finalists to the voting faculty of SPS, which then discusses and votes on them.

6.a. Challenges. SPS has functioned successfully as an autonomous unit in all but name only for a decade. Officially designated the Division of Spanish and Portuguese Studies, we nonetheless always refer to ourselves as “the department.” Official separation would have the advantage, as mentioned above, of clearing up administrative ambiguities on matters as important as cumulative data, unit salary adjustments (in 2004-05, for instance, salary averages by rank were only available for RLL), and other issues. As John Keeler, Chair of FIS, points out in his division’s 05-06 self-study, while the College of Arts and Sciences treats the two divisions as separate entities, the Graduate School does not. Thus, potential graduate students are unable to find either unit on the Graduate School’s website –only Romance Languages– while A&S does not recognize the old designation. This leads, in the best of cases, to confusion.

As we have regained a level of civility and trust in our dealings with each other in SPS in recent years, our structures of governance have served us well. We have nearly full attendance at faculty meetings, and we often reach consensus before votes are taken. Ideally the chair would find useful an Executive Committee, elected by the voting faculty, to advise in the designation of

committee assignments and the formulation of departmental policy. In fact our numbers are too reduced to make this feasible, and in practice we function as an Executive Committee of the whole on such matters. As our ranks grow, however, this is a goal we should pursue.

Given the large number of students we serve, and the small number of tenure-track faculty, colleagues at all ranks, graduate and contingent, are pressed into administrative service. This has generated new challenges. Lecturers and teaching associates have moved increasingly into positions of administrative responsibility, taking on roles previously held by graduate faculty, and forcing a *de facto* redefinition of expectations. A discussion of this issue in our January 2006 department meeting led to the appointment of an ad hoc committee charged with drafting two documents: a “Criteria Statement” outlining job expectations for the ranks of teaching associate, lecturer, and senior lecturer; and procedures for appointment, reappointment, and termination of faculty in these ranks. Our intention is to reduce anxiety and uncertainty around these issues. Our thin ranks create increased administrative workloads for graduate faculty as well, and make it more difficult to find adequate time for research and publication.

This discussion also points to the area of governance perhaps in greatest need of attention in SPS: the codification of procedures. The By-Laws adopted in 1995 specify structures of governance, but provide little guidance for procedures. Assessment of job performance at all ranks, clear definition of job expectations by title and rank, criteria for appointment and reappointment must be addressed. We expect that the ad hoc committee on non-tenure-track faculty will draft documents and procedures that can move us in the direction of greater clarity and fairness.

Prior to the termination of our PhD program Spanish graduate students had an organization that was represented in departmental decision-making bodies. Specifically, a graduate student representative attended faculty meetings, and participated in some committees. Since the reestablishment of the MA program, we have invited graduate students to organize and elect a representative to the department faculty. They have not done so, but we would like to

continue to encourage their formal participation in our operations. The TA union has not filled this role. It seems likely that until the PhD is reestablished in SPS and there is a cohort of TAs in residence for four or five years, it will continue to be difficult to secure graduate student participation in governance.

7. Faculty. Like many language and literature departments, the faculty of SPS at the University of Washington falls into two groups with quite distinct profiles, training, and responsibilities: tenure-track and tenured faculty, on the one hand, and non-tenure-track faculty, on the other.

7.a. Tenured and Tenure-Track Faculty. SPS has five tenured or tenure-track faculty, down from 11 at the time of the break-up of RLL a decade ago, a deficit of over 50%. In the last ten years we lost two colleagues through retirement (Anderson and Shipley), four through transfer to other units at the UW (Flores, Steele, Strozer and Zagona), two from lateral moves to other universities (Barbón and Penna), and one through non-renewal of contract (Santiáñez). Of nine lost only three were replaced, for a net deficit of six faculty. In the same period undergraduate enrollments continued to grow, from 4503 in 1995-96 to 4701 in 2004-05.

Given these constraints, scholarly productivity of the graduate faculty in SPS is remarkably high. In the five years since 2001 they have published a total of seven books, 69 articles or chapters in scholarly books, an edited book, and a web-published index. Table 2 (below) does not fully reflect Suzy Petersen’s monumental, multi-decade project, *Romancero panhispánico*, an on-line database regarded by scholars who work in the field as a uniquely valuable resource. Even were we to discount O’Hara’s astonishing productivity this is a very respectable record.

Table 2: Publication Record of SPS Ladder Faculty since 2001

Books (7)	Articles, Book Chapters & CD (69)	Edited Book, Web edition:
Geist [2], <i>They Still Draw Pictures: Children's Art in Wartime from the Spanish Civil War to Kosovo</i> (Illinois, 2002); <i>Otra cara de América:</i>	Anderson: book chapter, 2003 Geist [4]: book chapters, 2001-2005	Geist , <i>Cartografía poética: 54 poetas españoles escriben sobre un poema preferido</i> (Renacimiento, 2004)

<p><i>Los brigadistas y su legado de esperanza / Passing the Torch: The Abraham Lincoln Brigade and its Legacy of Hope</i> (Cádiz, 2001)</p> <p>O'Hara [4], <i>La poesía en custodia [acercamientos a Emilio Adolfo Westphalen]</i> (Congreso del Perú, 2005; <i>El miedo elige a sus semejantes</i> (Aurelia Rivera, 2004); <i>Los manes y desmanes de la Neovanguardia. Poéticas latinoamericanas, 1944-1977</i> (Buenos Aires, 2004); <i>Poesía: Por el agua oscura</i> (Tsé-tsé, 2003)</p> <p>Gilbert-Santamaría, <i>Writers on the Market: Consuming Literature in Early Seventeenth-Century Spain</i> (Bucknell, 2005)</p>	<p>Petersen [6]: <i>Oral Tradition</i>, 2003; <i>Acta literaria</i>, 2001; 3 book chapters and 1 CD 2002-2005</p> <p>O'Hara[53]: 40 in <i>Boletín Cultural y Bibliográfico</i> de la Biblioteca Luis Angel Arango, 2001-2004; <i>Fórnix</i>, 2004; <i>IRIS</i>, 2001; 2 in <i>Línea imaginaria</i>, 2001-2002; <i>Página</i>, 2002; <i>Perenquén</i>, 2001; 2 in <i>Revista de Estudios Extremeños</i>, 2003-2004; 2 in <i>Revista de la Universidad de Antioquia</i>, 2002, 2004; 3 book chapters 2001, 2003</p> <p>Gilbert-Santamaría: <i>Hispanic Review</i>, 2005</p> <p>Mercer: <i>Hispanófila</i>, 2005; <i>Cincinnati Romance Review</i>, 2003</p>	<p>Petersen, <i>Index of Folk Motifs in the Pan-Hispanic Ballad</i> on http://depts.washington.edu/hisprom/optional/index.htm, 2003-</p>
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This should come as no surprise. Our two full professors (Geist and O'Hara), one associate professor (Petersen) and two assistants (Gilbert-Santamaría and Mercer) all received rigorous training from some of the most highly regarded doctoral programs in the country: Brown, Texas, UC Berkeley (2), and Wisconsin. The senior professors have national and international scholarly reputations, as measured by their publications and frequent invitations to speak in the US, Spain and Latin America. They are frequently called upon to review candidates for promotion and tenure at major universities, or to evaluate manuscripts for important university presses.

By all accounts our junior colleagues are rising stars. Bucknell UP published Gilbert's book last year, no mean feat given the climate for academic publishing in this country. Mercer is engaged in original research on early silent film in Spain. With proper support and mentoring they are sure to make their mark on the profession.

7.a.i. Challenges. One of the major challenges facing SPS graduate faculty is our small numbers. Comparison shows that our eight peer institutions have between 100% and over 400% more graduate faculty in Spanish and Portuguese than we do, as Table 3 (below) makes evident. They average 16 tenure-track faculty to our five. This has numerous unfavorable consequences for us. It clearly translates into a greater administrative workload for our faculty, and proportionately less time for research and scholarly activity. There are simply fewer people to shoulder the load of teaching, advising and mentoring students. This particularly handicaps our junior faculty at a time when they are under intense pressure to do the kind of scholarship needed to earn them tenure as they carry a disproportionately heavy burden of administrative work by comparison with their cohort nationally and at the UW. In his first year, for instance, Gilbert was asked to assume the position of Graduate Program Coordinator for a brand

Table 3: Spanish and Portuguese Tenure-Track and Non-Tenure-Track Faculty in UW Peer Group of Eight

University	Asst	Assoc	Full	Total TT	Lect	SrLect	Total NTT	Total Faculty
Arizona	6	5	10	21	4	0	4	25
Illinois	7	6	2	15	NA	NA	NA	15
Indiana	7	4	9	20	NA	NA	NA	20
Michigan	6	10	2	18	8	0	8	26
N. Carolina	2	3	6	11	23	3	26	37
Oregon	6	4	2	12	17	1	18	30
UC Berk	3	2	10	15	3	1	4	19
UCLA	14	2	3	15	7	0	7	26
UW	2	1	2	5	15*	2	17	22

*Includes eight full-time teaching associates

new MA, and since then has guided it for four years through the difficulties common to any new graduate degree program. This is a job normally reserved for experienced, tenured faculty.

The workload also reduces the time senior faculty might otherwise devote to mentoring their junior colleagues. Given the small size of our faculty such mentoring has been largely informal, other than the annual review with the chair, mandated for all faculty.

Another factor worthy of mention: given the high cost of living in the Puget Sound area and the relatively low salaries at the University of Washington, many graduate faculty, tenured or not, teach in the summer, time they would otherwise be able to spend on scholarship.

Finally, within the overall shortage of graduate faculty in SPS, the lack of experienced, tenured, mid-career colleagues spells a problem for future leadership as current full professors move toward retirement. In addition to the two new hires authorized for this year (one of which may be at the senior level), we need to make at least one appointment at the rank of associate or early full professor to assure continuity of leadership.

7.b. Non-Tenure-Track Faculty. SPS employs contract faculty, part-time or full-time, in three different ranks: teaching associate, lecturer, and senior lecturer. Teaching associates are hired on a quarter-to-quarter, or year-to-year basis, in response to fluctuations in enrollment. Lecturers and senior lecturers hold longer contracts. As the number of graduate faculty has diminished the ranks of non-tenure-track faculty have grown, in a pattern familiar across the country. The latter are responsible for the bulk of language teaching in the department, particularly in second- and third-year courses. (Teaching assistants work mostly at the 100-level.). For the most part they are very capable, and work long hours for modest pay. The majority hold Masters degrees, and a large number are graduates of our program. Recently we have hired two lecturers and two teaching associates who hold doctorates.

7.b.i. Challenges. The most serious structural challenge facing the faculty of SPS is the existence of a two-tier system. Historically the department has always employed part-time, contingent, and non-tenure-track faculty to teach language classes and as surplus labor to deal with fluctuations in enrollment. However, as the tenure-track faculty has eroded and the university has faced continued financial strictures the proportion of non-tenure-track faculty has grown. While with few exceptions we all get along personally, the existence of a divide between graduate and contract faculty is indisputable. Few on either side are unaware of the differences in workload, salary, security of employment, and status between the two groups. Additionally, by Faculty

Code lecturers are voting members of the faculty. In the past this led to the perception that the most vulnerable faculty were subject to coercion and fear of reprisal on critical or contentious votes.

We have taken certain steps to mitigate the situation. The current Chair instituted an annual departmental holiday party at his home three years ago to provide a greater sense of community among all faculty, staff and graduate students in a non-workplace environment. The associated Christmas gift drive for children at Casa Latina also contributes to a sense of common purpose.

In more practical terms, and in response to a desire for greater job security we have moved all senior lecturers to five-year contracts, and nearly all lecturers to three-year terms. While recognizing in this way the contributions of long-term contract faculty, we have also begun recruiting nationally for lecturers with PhDs. We believe that this hiring practice will further professionalize our language instruction and increase our options for dealing with the challenges posed by success.

We recognize the need to create more frequent, formal channels for communication between non-tenure-track and graduate faculty. These should include classroom visits from senior faculty, followed by a conversation and a written evaluation, to which the non-tenure-track faculty member is invited to reply in writing. We perform such evaluations in the department regularly, but normally these peer visits are done by other contract faculty. We are also considering creating mini-retreats or other forums to facilitate the exchange of concerns and ideas between all ranks of the teaching faculty.

8. Development and Endowments

8.a. Development efforts in SPS got off to a rocky start in 2001 when Dean Hodge assigned a development officer to work with the Humanities departments. A culture of fundraising did not previously exist in the department and was met with considerable resistance and some resentment, due in part to the officer's unfamiliarity with academic culture. Nonetheless, the

chair, Cynthia Steele, assembled an Advisory Board drawn from alumni and the community and, after several meetings, staged an event. In the wake of Steele's transfer to Comp Lit, however, activity dwindled.

Since January 2003 we have reinvigorated our efforts. We have come to view development not just as fundraising but as an opportunity for creating and strengthening relations between the department and the community. We understand "community" to mean not only the local Hispanic population but also those individuals and organizations involved in the arts, culture, and business world of US Latinos, Latin America and Spain. This is our natural constituency and constitutes a potentially great resource for us.

We have reconstituted a new Advisory Board that includes an alumnus (the only original member of the Board), the consuls of Chile, Mexico, Peru, and Spain, the Chief Curator of Collections at the Seattle Art Museum, a multimedia artist, and representatives of government, business and the arts. In 2004 the Board named Luis Fernando Esteban, honorary vice-consul of Spain, as chair, and he has been tireless in his efforts to promote and build the department and its programs. In less than two years Esteban has been responsible for involving SPS in a major exhibit of Spanish art at the Seattle Art Museum, including a visit from the king and queen of Spain; he brokered an accord between the University of Washington and la Junta de Castilla y León, which has resulted in a new study abroad program and a major donation to the department (more below); Esteban initiated the negotiations that will result in the opening of a branch of the Instituto Cervantes in the department. He has also connected us in very productive ways with Microsoft, Starbucks, Boeing, and other corporations located in Seattle.

We have elaborated an ambitious development plan and are about to launch a \$5.5 million campaign for the creation of a Center for the Study of Spain and Latin America, featuring scholarships for undergraduate and graduate students, two endowed Chairs, and resources for distance learning initiatives. The new Center would greatly enhance SPS's role as a hub for

scholarship and teaching concerning the Hispanic and Lusobrazilian world on the University of Washington campus, and raise our profile nationally and internationally. (See Appendix O.)

8.b. Donations and Donors. Table 4 (below) shows the count and dollar amount of gifts to Spanish and Portuguese Studies over the past ten years. Because the funds for the two

Table 4: Gifts to SPS, 1996-2005

Period of Giving	Gift Count	Dollar Total
1996-1997	47	\$4,523
1997-1998	11	\$1,420
1998-1999	44	\$5,340
1999-2000	27	\$4,629
2000-2001	51	\$3,897
2001-2002	40	\$6,510
2002-2003	31	\$4,085
2003-2004	40	\$6,265
July-December 2004	26	\$2,610
January-June 2005	17	\$2,342
July-December 2005	33	\$6,620

divisions were not completely separated until fall 2003, many of the gifts in the earlier years may have been to a "Romance" fund. Since July 2004 we have data available that shows the count and dollar amount in six-month intervals, and we can see an increase both in the number and amount of gifts from fall 2004 to fall 2005. Twenty of the 33 gifts in fall 2005 were from donors who had given the year before. Six donors increased the amount of their gifts. One corporate donor more than doubled last year's gift after meetings with a SPS lecturer about the *Don Quijote* events. Another donor, who has corresponded and met with the chair for several years, quintupled his gift and has pledged more in the future.

8.c. Endowments. Currently two Endowments exist in SPS.

8.c.i. The William B. and Adelaide L. Kimball Endowed Fund was established in 1998 to provide support for the Department of Romance Languages and Literature in the College of Arts and Sciences:

- Market value of \$100,174 as of 6/30/05
- No recent gift activity
- Income is split between SPS and FIS
- 2001-2005 SPS average annual income \$2,383

- 2001-2005 SPS average annual expenditures \$1,923 (\$3,320 in 2004-2005).

8.c.ii. The Susan B. Johnson Memorial Endowment was established in 1983 to provide scholarship support for a student of Spanish for the purpose of defraying the costs of attending a foreign study program in Spain:

- Market value of \$59,249 as of 6/30/05
- Last gift received \$25 on 11/20/03, with \$25 match on 1/16/04
- \$7,000 reinvested from current use account to endowment 4/1/04
- 2001-2005 average annual income \$2,570
- 2001-2005 "average" annual expenditures \$392 (only three student awards granted in four years: \$68, May 2002; \$1000 and \$500, July 2003).

8.d. Other funds

8.d.i. The Gary Schmechel Memorial Fund was established in 2005 with gifts made to Friends of Spanish and Portuguese to support graduate student translation projects. There is no expectation that it will become an endowment.

- Eight gifts totaling \$2,875 received 5/23/05-12/21/05
- No expenditures yet.

8.d.ii. Graduate Student Summer Stipend for Advanced Language Study. Last summer (2005) SPS created out of the graduate student support fund (now depleted) an intensive language study grant for one student who has finished the first year of the MA program. The grant covers homestay and tuition for one month of intensive language study at the Instituto Cultural Oaxaca in Mexico. We have located an alumnus who has committed to fund this scholarship (still in the pipeline).

8.e. Endowed Professorship. We have received a commitment of \$250,000 from the Fundación General de la Universidad de León y de la Empresa, a public-private partnership foundation in Spain. The donation will endow the Castilla y León Professorship of the Spanish Language.

8.f. Challenges. Any project whose goal is to raise over \$5 million in and of itself poses a major challenge. We must persuade potential benefactors of the worthiness and relevance of our goals, and win their confidence in our ability to achieve them. We must seek out individuals and

organizations with organic connections to our fields and geographic areas of study and show them how a strong and vigorous Division of Spanish and Portuguese Studies serves the best interests of the citizens of the State of Washington while furthering the goals of the donor.

Beyond these general considerations, development in SPS faces two particular issues. The first is to integrate Latin American and US Hispanic perspectives more fully within our development project. While spokespeople for the Latin American community are well represented on the Advisory Board, the success of our Spanish projects has run into a centuries-old rivalry between Spain and her former colonies. It is disheartening to see this division that once plagued departments of Spanish in the US reappear in the Board. The upcoming “Semana de México” at the University of Washington, a collaboration between Board member Jorge Madrazo (Consul of Mexico), the National University of Mexico, and SPS, should go a long way toward restoring balance and smoothing ruffled feathers.

9. Classified/Professional Staff. SPS is fortunate to have five very competent classified and professional staff, who together provide the equivalent of 3.315 FTE. Administrator David Miles works .55 in SPS (and .45 in FIS); academic counselor Elena Johns is 1.00, as is senior secretary Leona Phillips. Program assistant Jennifer Keene is .5. Finally, computer specialist Cecile Kummerer works .265 FTE in SPS. SPS is second only to FIS among UW language and literature departments in the number of degrees granted per staff FTE. Our enrollments of nearly 5000 students per year create a considerable burden for our advisors. Jennifer Keene has relieved Elena Johns of lower division advising, but the volume keeps growing. It is eloquent testimony to David Miles’ even-tempered efficiency that the chair of SPS often has the impression that Miles works for him alone.

9.a. Challenges. Our greatest need is for increased staff. Ideally we would be authorized to make a .5 floating appointment, who could provide extra help advising during peak times (registration and graduation) and offer administrative support for departmental events, as well as continue developing the SPS website.

Section B: Teaching

1. Courses and Credits Taught, Total Credit Hours, by Faculty (2004-05)

Faculty	Rank	Courses taught SU 04	Credits taught SU 04	SCH SU 04	Courses taught AU 04- SP 05	Credits taught AU 04- SP 05	SCH AU 04- SP 05	Total courses taught SU 04- SP 05	Total credits taught SU 04- SP 05	Total student credit hours SU 04- SP 05
Arguelles	Teaching Associate	0	0	0	6	30	640	6	30	640
Baker	Visiting Professor	0	0	0	1	5	35	1	5	35
Barbon	Assistant Professor	0	0	0	5	21	473	5	21	473
Basdeo	Senior Lecturer	1	5	80	6	30	950	7	35	1030
Bensadon	Lecturer	2	10	185	8	40	610	10	50	795
Boehm	Lecturer	0	0	0	7	31	561	7	31	561
Borreguero	Senior Lecturer	0	0	0	3	13	247	3	13	247
Cacho	Teaching Associate	0	0	0	2	10	195	2	10	195
Fisch	Teaching Associate	2	10	165	0	0	0	2	10	165
Flores	Professor	1	5	30	2	10	295	3	15	325
Fox	Lecturer	1	5	90	8	40	1400	9	45	1490
Gartman	Teaching Associate	1	5	85	0	0	0	1	5	85
Geist	Professor	0	0	0	4	14	474	4	14	474
Gilbert	Assistant Professor	0	0	0	1	5	45	1	5	45
Gillman	Senior Lecturer	1	5	80	6	30	690	7	35	770
Gilroy	Teaching Associate	2	10	135	1 (Indep. Study)	6	6	3	16	141
Gonzalez	Lecturer	2	10	195	7	33	550	9	43	745
Kennedy	Lecturer	0	0	0	7	35	495	7	35	495
Markley	Teaching Associate	1	5	110	5	25	540	6	30	650
Morales Carmona	Teaching Associate	0	0	0	6	30	715	6	30	715
O'Hara	Professor	1	5	25	5	23	284	6	28	309
Petersen	Associate Professor	0	0	0	4	20	262	4	20	262
Raneda	Lecturer	2	10	125	8	38	775	10	48	900
Requejo	Teaching Associate	0	0	0	3	15	330	3	15	330
Rodriguez Fernandez	Teaching Associate	0	0	0	5	25	375	5	25	375
Steele	Professor	1	5	40	1	5	50	2	10	90

Stevens	Lecturer (part-time)	0	0	0	1	5	90	1	5	90
Walston	Teaching Associate	1	5	100	0	0	0	1	5	100
Wirkala	Teaching Associate	2	10	100	9	47	868	11	57	968
Witte	Lecturer (part-time)	0	0	0	4	18	301	4	18	301
Yanci	Teaching Associate	3	15	295	8	40	1300	11	55	1595
Totals		24	120	1840	132	644	13556	157	764	15396

2. Allocation of Teaching Responsibilities. Tenured and tenure-track faculty at all ranks carry a nominal course load of five classes per year, normally spread over three quarters. Non-tenure-track faculty at all ranks carry a nominal course load of nine courses per year spread over three quarters. Summer teaching is optional and separate from nominal course load. The 100-level coordinator and TA supervisor has a six-course reduction as compensation for the additional administrative responsibility that position entails, teaching a total of three classes per year. The coordinators of the 200-, and 300-level language sequences each receive a three-course reduction, bringing their annual obligation to six classes. The graduate program coordinator receives one course relief, as does the executive director of the NW-Cádiz Program. The executive director of the Oaxaca Program is given a half-course reduction. The teaching load of the assistant director of the Spanish Studies Center is reduced by one. The chair teaches two courses per year.

Non-tenure-track faculty who teach two or more classes at the 300-level in any academic year (exclusive of summer) are granted a one course reduction. The chair also assigns reductions on an ad hoc basis to free up faculty for particularly time-consuming tasks, such as development of a new course.

3. Faculty Involvement in Undergraduate Learning and Development. Formal advising in SPS is performed almost entirely by the academic counselor and the program assistant. Other than classroom teaching the only faculty involved in formal advising of students are the graduate

program coordinator and the Honors adviser. That said, it must be pointed out that faculty at all ranks engage in informal advising and mentoring of their undergraduate students. This is particularly true on our study abroad programs, where circumstances foster strong personal bonds between faculty and student, a dynamic that usually returns to campus with them.

Given the limited number of tenured and tenure-track faculty, as a rule our advisors exclude all but the most exceptional students and projects from independent study. Nonetheless, we recognize two kinds of circumstances that make independent study compelling: those occasions when an excellent student wants to pursue a specific project or area of study not normally represented in our course rotation; and when a student needs a particular class to graduate in a timely fashion. Between 2000 and 2005 SPS faculty have directed 26 independent studies for a total of 110 credits, an average of just over five independent studies classes per year.

4. Undergraduate Involvement in Faculty Research. For the most part the nature of our traditional research and scholarship in SPS requires the kind of knowledge of literary history and movements, language skills, and analytical tools acquired over many years of study and practice, making it difficult to fit undergraduates productively into such projects. However, the emphasis in our department on the public humanities as an important form of scholarship creates numerous opportunities to involve our students in research. This often takes the form of student participation in the planning and execution of departmental events intended to make our scholarship public. Our fall 2005 Cervantes celebration is a good example. Students in Donald Gilbert's course on *Don Quijote* presented their interpretative translations of key passages of Cervantes' novel on the first of three days dedicated to the commemoration. Students also participated actively in the Children of War and Neruda events (see Section A, part 5), presenting their own work and translations. Such involvement in planning and participating in events gives undergraduates a greater stake in what they are studying, as well as a sense of the key issues facing the discipline.

5. Evaluation of Faculty Instructional Effectiveness. SPS requires faculty at all ranks to provide standardized student evaluations for at least one class each year. In practice, with very few exceptions all instructors provide evaluations for all classes. A significant percentage of beginning language classes is taught by teaching assistants, who also submit student evaluations for each of their classes. TAs receive additional specialized training and evaluation as well (see Section G.4.f., below).

SPS also regularly performs peer evaluation of teaching. Junior tenure-track faculty receive annual peer evaluations, as do senior faculty every three years. A member of the graduate faculty normally conducts the evaluation. S/he visits a sample class, examines the syllabus and course materials, and writes an evaluation of the visit, which is shared with the colleague being evaluated, who is invited to read the evaluation and reply in writing. These documents become part of the faculty member's personnel file.

Teaching assistants are evaluated regularly by their supervisors. (More detailed information in Section G.4.e and f.)

6. Instructional Effectiveness: Data provided by the Office of Educational Assessment shows that in 2004-05 all teaching faculty and teaching assistants in SPS ranked higher on the standardized student evaluations than the average of their counterparts across all units of the University of Washington. SPS evaluations were also higher in all but two categories (where they were even) by comparison with all humanities departments (see Table 5, below).

Table 5: SPS Teaching Evaluations, Autumn 2004-Summer 2005*

Course Level	No. of Classes	SPS	Humanities	Diff.	University	Diff
TAs	94	4.3	4.1	+0.2	3.9	+0.4
Faculty Lower Level	68	4.2	4.2	Even	4.1	+0.1
Faculty Upper Level	74	4.3	4.3	Even	4.1	+0.2
Faculty Graduate	6	4.6	4.5	+0.1	4.1	+0.4
TOTAL	242	4.3	4.2	+0.1	4.0	+0.3

*Combined items 1-4, data from the UW Office of Educational Assessment, adjusted mean.

7. Procedures to Improve Teaching Effectiveness. The mentoring of junior faculty takes place informally and constantly, by example and through conversation. We often discuss “best practices” –what has worked in the classroom and what has not—across all ranks of the faculty. Experience shows that senior faculty learn as much from their junior and non-tenure-track colleagues as the other way around.

Additionally, the chair (2004) and lecturer Donnally Kennedy (2005) participated in UW’s summer Institute for Teaching Excellence, and reported on their experiences to the rest of the faculty. In 2001 Kennedy also was granted a Boeing fellowship to participate in the Salamanca Summer Seminar on teaching, and SPS paid for lecturer Joan Fox’s participation in the CIBER summer workshop in Spain on teaching business Spanish (2003).

Teaching assistants receive intensive and ongoing training and mentoring, as described below (Section G.4.e and f).

8. Developments in Student Learning. SPS tracks and promotes innovations and best practices in undergraduate and graduate student learning in a number of ways. The chair reads (and occasionally participates in) the ADFL on-line forum. In her capacity as president of WAFLT (Washington Association of Foreign Language Teachers) and president of the Washington chapter of AATSP senior lecturer Paloma Borreguero (who left SPS last spring after 15 years in the department), kept faculty and TAs informed of the latest developments in language teaching pedagogy.

Teaching is a frequent topic in the periodic meetings between the coordinators and instructors in the 100-, 200-, and 300-level sequences, as well as the end-of-quarter meetings of all faculty teaching language. The undergraduate studies committee devotes time to the consideration of teaching strategies and in our monthly department meetings we often discuss issues related to pedagogy. As a consequence of such conversations we have introduced numerous modifications and innovations into our curriculum, from the development of web-

enhanced language instruction, to electronic discussion forums for our students; and from service learning to classes for Heritage speakers.

Section C: Research and Productivity

SPS has as its object of study the languages, literatures and cultures of the Spanish- and Portuguese-speaking nations as well as the literary and cultural expression of the Hispanic population of the United States. It is not surprising, then, that the scholarly interests of individual faculty members fit within the broad parameters of our area of inquiry. While colleagues were recruited for specific historically and geographically defined areas, many of our research agendas have evolved in response to changes in the discipline and to personal interest. Nonetheless they continue to have a place within our common project.

1. Personnel decisions, including promotion, salary and retention, are made following guidelines stipulated by the Faculty Code and procedures developed in SPS. Until we have at least three full professors, for promotion recommendations the chair, with the advice of the Dean of Humanities, convenes a standing committee of senior faculty from outside the department who serve with the other full professor of Spanish. Recommendations for merit raises for faculty are decided by colleagues superior in rank, in consultation with the chair. For issues of retention the chair, in consultation with senior faculty, deals directly with the dean.

2. Junior faculty are mentored on their research and publications in much the same way they are concerning teaching and service. In the mandated annual meeting the chair assesses their progress toward tenure, indicating particularly those areas in which they seem deficient and suggesting specific remedies. Mentoring also takes place informally, through conversation about areas of research and opportunities for grants and funding.

3. It would be difficult to assess the collective impact of scholarship in SPS on the field, precisely because of the vastness of our area of study, as discussed above. Unlike the sciences we do not work in teams, and given our limited numbers and lack of a doctoral program we do not have a specific departmental niche or profile. Nonetheless, individual senior faculty members have made outstanding contributions to different areas of research. Petersen's on-line *Romancero panhispánico* is a unique resource for the study of balladry and oral poetry in the Spanish-

speaking world. Geist's recent work on visual studies and the Spanish Civil War has attracted international attention and brought the department to the forefront of the public humanities.

O'Hara's studies of Latin American and Spanish poetry are highly regarded.

4. The two greatest engines of change in Hispanic Studies in the last twenty years have been technology and literary theory. Both have influenced the ways we think, and think about, our discipline. Increasing access to computers and information technology has changed research, writing, and teaching throughout the university. While Petersen has been a pioneer in the use of computers for literary study for her entire career, email, the internet, hypertext, PowerPoint and Excel have affected us all.

Continental critical theory entered US academia through departments of French, and from there spread to other language and literature units, which often became battlegrounds between old New Critics and new New Critics. Poststructuralism, which held sway for several decades, has lost ground recently to cultural studies and postcolonial studies. Our department has not been impervious to shifting critical paradigms in literary studies. Several faculty formerly or currently in the department (Flores, Geist, Mercer, Steele) have begun working in cinema studies, and many of us practice public scholarship in ways unthinkable a decade ago, including documentary films, art exhibitions, and performance art.

5. Although space is a critical issue at the UW, SPS is fortunate to be located almost entirely within Padelford Hall, albeit on two different floors and in tightly packed offices. Faculty and TA offices are on the second floor, and the main office, housing the chair, the secretary, the administrator, and the advisors, is on the first floor. While this poses some communication problems, the chair makes frequent forays upstairs to maintain personal contact with his colleagues.

Department sponsored events are a common ground for our diverse interests, as are the occasional faculty presentations (poetry readings, class translation and creative projects, book presentations) that bring us together.

6. The single greatest impediment to faculty productivity is workload, as discussed in several sections earlier in this report. Until we have more tenured and tenure-track colleagues to share the load an inordinate amount of advising, mentoring, and administration falls on our shoulders, taking time that could otherwise be turned productively toward scholarship.

7. The chair encourages the staff to let him know of opportunities for continued training and personal and professional development, and has always been willing to give them time off and pay registration and participation fees for staff workshops, conferences, and luncheons. The staff, for their part, have been quite eager to take advantage of these opportunities.

Section D: Relationships with Other Units

SPS is extraordinarily well connected with other institutions throughout the world as well as with many different units on campus. Our object of study naturally creates intellectual and institutional relationships across national boundaries. We have active exchange accords with the Universities of Cádiz, Granada and Salamanca in Spain, and look forward to fostering institutional ties with the Universities of Madrid and León (Spain) and the UNAM (Mexico) in the near future. All these relationships directly benefit our students, providing opportunities for study abroad. They also strengthen our MA program as a source of first-rate graduate students. Three visiting faculty have come to SPS from Salamanca and Granada in the last three years, bolstering our depleted ranks, and members of our faculty have been invited to lecture there. Collaborative research and publication projects have grown out of these contacts as well.

Within the UW the faculty of SPS hold joint or adjunct appointments with many units in the Humanities and the Social Sciences (see Section A, 2.f.i.), giving us the opportunity for teaching and research across disciplines, which allows us to model for our students an ideal of interdisciplinarity that has become one of the hallmarks of the University of Washington. For instance, the department brokered a pioneering interdisciplinary class on Brazilian visual culture taught this winter (2006) by visiting professor Ricardo Mambro dos Santos and cross-listed between SPS, Latin American Studies, African Studies, and the program in Comparative History of Ideas.

Finally, the Simpson Center for the Humanities has become an important source of interdisciplinary opportunities for SPS. The chair serves on its executive committee, and no fewer than four of our tenure-line faculty have received grants from them. The Humanities Center provides a formal structure for many of the collaborations we have pursued informally across disciplinary boundaries.

Section E: Diversity

By definition, cultural and ethnic diversity is at the heart of the department’s educational and research mission. We study and teach the languages, literatures and cultures of the Luso-Hispanic world. That is, by training and professional interest we are particularly receptive to the “other.” In fact, it could be argued that our job is precisely to familiarize the other, without diminishing its distinctive difference.

SPS values and fosters diversity in its faculty and staff. We follow UW guidelines for announcing and interviewing for positions. As Tables 6 and 7 (below) show, we have been successful at recruiting and retaining women and ethnic minorities.

Table 6: SPS Faculty (full-time and part-time) by Ethnicity and Gender (as of fall 2005)

Male	11
Female	12
Hispanic	14
Asian	1
Total	23

Table 7: SPS Staff by Ethnicity and Gender (as of fall 2005)

Male	1
Female	4
Minority	2
Total	5

Our undergraduate majors are also extremely diverse, as Table 8 (below) demonstrates.

In spring 2005 74% of Spanish majors were women, and 44% self-identified as ethnic minorities.

Table 9: Spanish Majors by Ethnicity and Gender (as of spring 2005)

Ethnicity	Women	Men	Total
American Indian	1	0	1
Asian	10	2	12
Haw/Pac Islander	1	0	1
African American	3	4	7
Caucasian	52	10	62
Chicano	9	7	16
Other	7	6	13
Total	83	29	112

We have had similar success recruiting women and students of color in our graduate program, as Table 8 (below) clearly demonstrates.

Table 8: SPS Graduate Student Enrollment by Nationality, Ethnicity and Gender

Enrollment History	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04	04-05
Male	0	2	6	2	0	1	7	7	2
Female	0	13	10	7	3	1	3	5	7
Ethnic Minority	0	7	6	4	1	1	1	1	1
International	0	4	7	3	1	1	5	4	1
Total	0	15	16	9	3	2	10	12	9

Within the general cultural diversity represented by the subjects we teach, the expressive culture of US Latinos is of particular interest to us. We offer Spanish 101-02-03 EOP for students of color; Spanish 314-15-16 for Heritage speakers; Spanish 331, 332, 464, 466, and 489, all specifically devoted to Chicano literature and culture.

Section F: Degree Programs

1. Master's Degree

1.a. The Division of Spanish and Portuguese Studies at the University of Washington offers a Master's Degree in Hispanic Studies. The program is quite small with entering classes of four to five students each year and no more than twelve students enrolled at any one time. The Department currently has no PhD program. The MA program is designed primarily to prepare students for advanced study toward a PhD. The two-year program consists of several elements, all of which contribute to this objective:

- Coursework covering five historically defined areas of literary study in Spain and Latin America.
- Comprehensive MA exams based on an extensive reading list that emphasizes the canon of Spanish and Latin American literature.
- A thesis option that allows students to work in close collaboration with faculty on a longer research project over two quarters.

The first two elements listed above provide our students with historical coverage of all the major areas of literature in the Spanish language, providing students with the necessary foundation for later, more specialized work toward the PhD. The thesis option, which is chosen by almost all students in the program, allows them to gain research experience that anticipates the kind of work required for the production of the PhD dissertation.

The academic program for the MA in Hispanic Studies is complemented by a notable emphasis on pedagogy. Virtually all students in the program are employed as teaching assistants in lower-division Spanish language courses while studying in the department, in most cases for the full two years of their residency. All students participate in a week-long orientation for new TAs before classes begin and are required to take a course in pedagogy in their first quarter. On-going mentoring in teaching is also an important part of the program.

For students who decide not to pursue additional education beyond the Master's degree, such pedagogical training provides the necessary skills for a direct transition to work in teaching at both the secondary and post-secondary levels.

Beyond the more formal aspects of academic and pedagogical training, the Division of Spanish and Portuguese Studies has made a significant commitment to community outreach, a commitment that involves the participation of students as well as faculty. Graduate students are strongly encouraged to participate in the many scholarly and public events that the Department stages each year.

Finally, integration between the MA Program and the undergraduate curriculum takes place at several levels.

- The significant contribution of graduate students to undergraduate language teaching has already been mentioned.
- Due to staffing limitations, graduate students often typically take at least a few courses in literature at the 400-level (i.e. advanced undergraduate level). When handled properly, these courses allow for innovative modes of collaboration between advanced undergraduate and graduate students.
- As mentioned above, the Department sponsors a large number of public events in which graduate and undergraduate students are often given an opportunity to work together.

(For a curriculum description of the MA program see Appendix P.)

1.b. The structure of the MA Program in Hispanic Studies allows for an on-going assessment of educational outcomes. Both the coursework requirements and the comprehensive MA exams ensure that all students in the program acquire the historical coverage that is the cornerstone of the program. The MA thesis option, on the other hand, allows for faculty members to engage in a close assessment of the research potential of individual students in a more personalized manner.

The most important metrics for measuring the degree to which the Program has met its objectives are provided by the requirements of the program itself. In the past three years, every student has successfully completed the comprehensive MA exam requirement, as well as all coursework for the degree. These findings are confirmed by student performance on the MA thesis. All but two students to graduate from the program in the last three years have elected to write a thesis.

1.c. The Department currently tracks placement for students in the new MA program going back three years. When possible we also try to track students from the period before the closure of the Department's PhD Program in the mid-1990's. While our information is still somewhat incomplete, the data indicates that the majority of recent graduates have moved directly into teaching of one kind or another, with a smaller number continuing on to undertake advanced study toward the PhD.

With respect to departmental planning, the highest priority in recent years has been the reestablishment of a PhD program. Currently no institution in the state of Washington offers a PhD in Spanish, despite the fact that Spanish speakers represent the largest and fastest growing minority in the state. The emphasis within the MA program on preparing students for continued study toward the PhD is, in large measure, a reflection of the high priority SPS places on reconstituting a doctoral program.

Given the large number of graduate students who move directly into teaching positions after completing the MA program, however, it has become increasingly clear that SPS needs to balance its emphasis on advanced graduate study with a more practical focus on helping students with job placement. The pedagogical training that graduate students already receive provides them with invaluable skills in this regard.

In recognition of some of the limitations of the current graduate program in the department, we have recently initiated discussions about instituting a two-track system in which a reconstituted PhD program would be complemented by a terminal MA program for those students

primarily interested in working as teachers. We have also begun preliminary consideration of creating a Master's in Teaching Spanish as a Second Language.

2. Bachelor's Degree

2.a. Learning Goals and Assessment for the BA in Spanish

Outcome 1: Students will demonstrate oral, writing, and reading proficiency at the Advanced Level as defined by ACTFL standards.

Means of assessment: 1) Modified oral proficiency exam, 2) writing and reading assignments in 400-level courses evaluated using ACTFL standards.

Outcome 2: Students will demonstrate knowledge of the cultures of Spain, Spanish America and US Latinos.

Means of assessment: 1) course assignments at the 400-level.

Outcome 3: Students will demonstrate linguistic and cultural proficiency in the 5 C's for language studies in Spanish as defined by the National Foreign Language Standards.

Means of assessment: 1) demonstration of ability to comply with NFLS requirements at the 400-level, as assessed by Spanish faculty.

Outcome 4: Students will demonstrate knowledge of terminology and concepts related to the study of literature and literary criticism and will be able to apply them to the critical analysis of works from Spain, Spanish America, and US Latinos.

Means of assessment: 1) critical essays submitted in 400-level courses.

Outcome 5: Students will demonstrate the ability to interact compassionately, intelligently, and insightfully with other cultures, particularly those of the Spanish-speaking world.

Means of assessment: 1) Survey on attitudes for seniors, 2) Survey of alumni on attitudes and experiences after graduation.

Outcome 6: Students will demonstrate competence necessary for continued graduate study and/or employment in a variety of fields related to the Spanish language and literary and cultural studies.

Means of assessment: 1) Alumni surveys regarding placement.

(For a curriculum description of the BA program see Appendix Q.)

2.b. Accountability. SPS makes every effort to comply with state mandated accountability measures through careful advising and continuous monitoring of their progress. We encourage our majors to graduate in a timely fashion by staying within the prescribed 210 credit limit. Many of our students wish to pursue double majors or double degrees. Our academic counselor advises them to finish one degree and secure the second major as a postbaccalaureate student after graduation. Those who choose the double major or double degree option are required to submit a plan outlining timely progress to completion.

On acceptance to the major, all students meet with the academic counselor who helps them plan their coursework quarter-by-quarter, and monitors their progress regularly. SPS offers extra sections of required courses when necessary to meet student demand. Because admission to the Spanish major is competitive our students are preselected, and retention rate is 100%.

G. Graduate Students

1. Recruitment and Retention.

1.a. Recruitment has been one of the areas in which the Department has worked aggressively to improve the quality of the graduate program. We have actively sought out fellowship money from a variety of sources. This funding has been used to create competitive recruitment packages for highly qualified candidates. In addition, last year for the first time, we invited our top candidates to a one-day on-campus orientation. This led to the subsequent enrollment of all three of our top recruits for the 2005-06 year. We have also undertaken initiatives to recruit students from abroad, including a recruitment trip to Spain in fall 2005 by the chair of SPS. Finally, we have developed new recruitment materials including a professionally designed brochure that we distributed nationally last year and plan to distribute again this year.

Because of the nature of our program we tend to attract a high number of applications from US Hispanics. The department is attempting to reach out beyond this obvious target group to other underrepresented groups with limited success. We have applied for fellowship support for minorities candidates through GO-MAP (Graduate Opportunities and Minority Achievement Program) for two consecutive years now, albeit unsuccessfully.

1.b. The retention rate for the program is currently 100%. The only case of a student not finishing the program occurred last year with the untimely death of a highly promising first year MA candidate. The tightly structured nature of the program and early intervention in the advising process both contribute to the program's high retention rate.

2. Advising, Mentoring and Professional Development

2.a. Due to the small size of the program, the most important mentorship often occurs informally. Still, there are at least three concrete mechanisms in place to assure that all students receive appropriate advising during their studies in the department:

- At the beginning and end of each academic year, all graduate students are required to attend a meeting with the graduate program coordinator. At the first meeting, a timeline

is distributed detailing all the important milestones of the program (see Appendix S).

Beyond familiarizing students with the requirements of the program, these meetings also serve as a forum for discussion of their on-going experience in the program.

- Students are also encouraged to visit with the GPC on a more informal basis as issues come up pertaining to their studies in the department.
- The thesis option, which is exercised by almost all students in the program, provides students with the opportunity to work closely with an individual faculty member over the course of two quarters in their second year. This working relationship typically becomes an important source of mentorship for students, particularly those who elect to continue their studies toward the PhD.

2.b. As noted above, the retention rate for the program perfect to date. Furthermore, the highly structured nature of the program virtually guarantees that it will be completed in the two years allotted. Excluding students working concurrently on more than one degree, only one recent graduate has failed to complete the program in the required timeframe. For these reasons, time to degree and rates of completion have not been significant issues for the overwhelming majority of students in the graduate program.

Placement beyond graduation is a more complicated matter since many students are unsure of their career aspirations upon entering the program. While students are explicitly told that the program is designed to prepare them for advanced study toward the PhD, the placement record of SPS in this regard has not been typically presented in any formal way. Similarly, most students in the program are aware of career opportunities in teaching although, again, there is no formal procedure for presenting the Department's track record in this respect. This is one area where we clearly need to work on creating new procedures.

2.c. The Department has no formal mentoring plan beyond what is outlined above. The academic counselor keeps records of student progress and consults frequently with the graduate program coordinator. In addition, students receive a detailed outline describing the important

requirements of the program. Still, the responsibility for meeting the requirements of the program is ultimately left to the individual student.

2.d. Currently, the department does not have a professional development plan for graduate students. The program is still relatively new, and this is an issue that will need to be taken up in the future, particularly as the program matures and we acquire a greater understanding of what happens to our MA students after graduation.

One area where we will need to make adjustments, as noted above, is in our emphasis on preparing students for advanced study toward the PhD. This emphasis, while clearly helpful to those students who choose to continue on with their studies, does not adequately reflect the realities of the majority of our students who opt to work immediately after graduation. Furthermore, it should be noted that our understanding of the career possibilities for students graduating from our program is still evolving. While teaching is the preferred career track for the majority of our students who do not continue their studies, there is nonetheless a significant minority of students who go into fields in which Spanish is of ancillary importance to their career aspirations. While the diversity of these cases (i.e. business, law, horticulture) makes it difficult to design a professional development plan for such students, they nonetheless represent an important opportunity for the department to reach out in creative ways to the world beyond the academy.

3. Governance and Grievances

As mentioned earlier in this report since the reopening of our MA program graduate students have not responded to our invitations to name representatives to the decision-making bodies of SPS. There have been no grievances filed.

4. Teaching Assistants. Nearly all students in the MA program also participate in language instruction as teaching assistants.

4.a. With their application to the MA program candidates may also submit a parallel application for a teaching assistantship in Spanish, using the standard form available on-line from the

Graduate School. Additionally they must submit an audio recording of their autobiographical statement, which applicants are asked to read in Spanish and English. Applications are screened by the graduate studies committee and the 100-level coordinator.

4.b. The average duration of the appointment is two years for students doing the MA in Hispanic Studies. Reappointment for up to five years is available to PhD candidates in Comparative Literature, Linguistics, and other departments. These students are proposed by their home department with approval of SPS.

4.c. Teaching assistantships in Spanish and Portuguese are funded by a mix of permanent funding assigned to SPS's biennial operating budget, and temporary funding allocated by the deans office in response to enrollment fluctuations.

4.d. Promotions are based on demonstrated excellence in teaching, which is assessed as follows: All teaching assistants are observed regularly by the TA supervisor and have student evaluations done every quarter. The TAs' contributions to the program, such as development of creative materials that can be incorporated into the curriculum, are also taken into consideration for promotion. Salary increases are stipulated by contract between the university and GSEAC/UAW, the union that represents graduate student employees.

4.e. Teaching assistant supervision is a high priority in SPS and follows specific procedures. During the first quarter of teaching TAs' classes are videotaped twice. They are then required to view the tape on their own and analyze it based on the concepts they are studying in the methodology class, Spanish 510. Students hand this written analysis in to the instructor, who is also the TA supervisor. They then meet with the TA supervisor and they review and discuss the tapes together. TAs receive a written evaluation of their class, which is signed by the TA and returned to the coordination office. At the end of the quarter, these forms are sent to the Office of the Dean of Student Affairs in compliance with University requirements. During the course of the year all TAs are required to participate in the development of materials for the program.

Every two weeks they turn their grades in to the coordination office. The second and third quarters that TAs teach their classes are taped and reviewed once a quarter.

4.f. Teaching assistants participate in a 7-day, 6-8 hour a day orientation to our program.

During their first quarter they are required to take a 5-credit methodology class (Spanish 510), which is a mix of theory and specific application to our curriculum and

methodology. During fall quarter new TAs attend the annual conference of the

Washington Association of Foreign Language Teachers during which they attend

between six and ten pedagogic sessions. Each subsequent quarter they are required to

participate in an appropriate workshop of at least three hours duration. Halfway through

their first quarter of instruction all TAs have a Small Group Instructional Diagnosis done

by CIDR. During fall quarter they are required to observe and comment on one class

taught by another instructor each week. In the first half of the quarter they observe a

model class taught by an experienced TA whose performance has been identified as

superior.