



Interdepartmental Correspondence

April 30, 2006

To: Suzanne Ortega, Vice Provost and Dean of the Graduate School  
Melissa Austin, Associate Dean for Academic Programs

From: Diana Behler, Chair Review Committee *Diana Behler*

Re: Division of Spanish and Portuguese Studies Review

Enclosed is the report of the Review Committee for the Division of Spanish and Portuguese Studies. All committee members have participated in writing and revising the report and concur with its content.

Please feel free to contact me if you have any questions or require additional information.

Cc: David Hodge, Dean of Arts & Sciences  
Ellen Kaisse, Divisional Dean of Arts & Humanities

## **Report to the University of Washington Graduate School and the College of Arts and Sciences by the Division of Spanish and Portuguese Studies Review Committee**

### Introduction

The committee comprised of Professors Diana Behler (Germanics and Comparative Literature, Committee Chair), Julia Herschensohn (Linguistics), Raymond Jonas (History) of the University of Washington; Malcolm Compitello (Professor and Chair of the department of Spanish and Portuguese, University of Arizona, Tucson) and Susan Kirkpatrick (Professor Emeritus, Department of Literature, University of California at San Diego) was appointed on January 26, 2006 to review the academic program of the Division of Spanish and Portuguese Studies. The committee members were provided with the report on the review of the Spanish and Portuguese MA Degree Proposal conducted in 2000 as well as the Self-Study for the Ten-Year Review prepared by the Division in January 2006. We found the Self-Study report, addressing teaching, research productivity, relationships with other units, diversity, degree programs, graduate students, and various appendices, to be comprehensive and instructive. The Introduction provided a thorough overview of what has occurred since the last full departmental review in 1995, when the Department of Romance Languages was split into two largely autonomous divisions, Spanish and Portuguese Studies and French and Italian Studies. While experiencing a difficult period with four different chairs since the separation, the Division of Spanish and Portuguese Studies takes a positive view towards various developments initiated by its unit since the split: the establishment of a study-abroad program in Spain, the renewed MA program in 2001, the revision of the major in Spanish, innovations in language teaching, service learning opportunities, a new program for Heritage speakers, and an increase in the number of majors and minors in Spanish. In addition, a Center for Spanish Studies focusing on outreach in the K-12 community has been opened in the department by the Spanish Ministry of Education, which also plans to establish at UW a branch of the Cervantes Institute providing Spanish cultural and language support. An Advisory Board has been organized to provide assistance with outreach and development, and plans are afoot to begin a major capital campaign.

A meeting of the internal members of the Review Committee with various University administrators from the Graduate School, the Provost's office, the College of Arts and Sciences, and Undergraduate Studies held on January 24 provided us with background information and particular areas of emphasis for our review. Among those mentioned were an assessment of the general health and functioning of the division as a separate unit, staffing needs to meet the challenges of access to a major in high demand, especially in terms of tenure-line faculty, the role of Spanish in a globalized community, links with Spain and Latin America, innovations in the teaching of language and culture, mentoring of junior faculty and lecturers, scholarly expectations and support, and attention to the Portuguese element of the program. Mention was made of the Division's hiring process involving two searches, one for an applied linguist to guide the extensive language program, and another for an expert in Colonial literature and culture. A further concern is the role of the Division within the larger context of related campus units, such as Latin American Studies, the Department of Comparative Literature, and the Simpson Center

for the Humanities. Relevant to this issue are the specific roles senior faculty members previously within the Division, but now mainly affiliated with Linguistics, Ethnic Studies, and Comparative Literature, do and can be expected to play in the Hispanic program, especially at the graduate level. Finally, the committee was advised to consider two major questions: 1) Would the Division of Spanish and Portuguese Studies be improved or diluted by reunification with the Division of French and Italian within the Department of Romance Languages and Literature? and 2) Are there or should there be sufficient resources made available for the Division to develop a PhD. program in Hispanic Studies? This is an especially challenging issue considering prevailing budgetary pressures that emphasize access to enable students to complete their undergraduate degrees within four years and budgetary constraints that limit overall growth at the University. Specific actions outlined in the charge letter to the committee were to assess the Division's academic and educational quality and to make recommendations concerning the continuation of the present degree programs offered by the Division of Spanish and Portuguese Studies, including the more recently offered MA degree (2001).

### Procedure

Prior to the site visit, the internal members of the committee met with Professor Tony Geist, Chair of the Division, on February 8. The full committee met on the evening of February 13 to discuss procedures for the interviews with faculty, students, and staff members on February 14 and 15. During these two days we met with Professors Tony Geist (Chair), Suzanne Petersen, Edgar O'Hara, Donald Gilbert-Santamaria, and Leigh Mercer of the Division of Spanish and Portuguese Studies, as well as Lauro Flores (Chair, American Ethnic Studies), Gary Handwerk (Chair, Comparative Literature), Jonathan Warren (Director, Latin American Studies, Jackson School), John Keeler (Chair, Division of French and Italian Studies), as well as Ileana Rodriguez-Silva and Adam Warren (History). We also interviewed Senior Lecturers in the Division Ganeshdath Basdeo and Maria Gillman, Lecturers Leon Bensadon, Joan Fox, Donally Kennedy, Anna Witte, Jorge Gonzalez, and Teaching Associates Frances Gilroy, Elwin Wirkala, Natalia Morales Carmona. Phillip Markley, Alberto Requijo, and Javier Rodriguez. Lecturer Kristee Boehn, who was unable to meet with the committee, sent a detailed letter with her assessment. Staff members interviewed included David Miles (Administrator), Jennifer Keene (Program Assistant), Elena Johns (Academic Counselor/Curriculum Coordinator), and Cecile Kummerer (Senior Computing Specialist). Several graduate students and undergraduate majors spoke to us during specific meeting times to voice their opinions, and we also received various email communications from those unable to attend the site visit appointments.

### Review and Recommendations

#### Undergraduate instructional program and faculty

Spanish-Portuguese instruction represents the largest language program at the University of Washington, with over 4000 students in 2004-2005. The Division serves the

undergraduate population in three ways: in the first year courses that satisfy the Arts and Sciences foreign language proficiency requirement; in second and third year courses that allow non-majors and minors to advance their language skills; and in upper division courses that mainly enroll Spanish majors. Furthermore, the Division offers additional undergraduate opportunities through Service Learning, Heritage classes and study abroad (programs in Cadiz, Oaxaca and Quito). The success of the language program can be gauged by the consistently high adjusted means of student evaluations (over 4.0, i.e. higher than the university averages); recognition of instructional superiority, as, for example, last year's UW award of Teaching Excellence to Lecturer Maria Gillman; and the faculty's devotion to student learning. This section first reports the Committee's observations on lower and upper division Spanish programs and faculty, and then discusses the Portuguese program.

The Spanish language program and bachelor's major offered at UW are popular in every sense of the word. They are often overenrolled, they are well rated by student evaluations, and undergraduate students have spoken highly of them in our interviews (as one major said, she really got her "money's worth"). The range of offerings is impressive: web-based and video structured courses in addition to traditional classes at first and second year; service learning opportunities for varying levels; Heritage language courses at third year for students with Hispanic backgrounds; college level Spanish classes offered in high schools throughout the state; language and culture learning opportunities in foreign environments, Spain, Mexico and Ecuador. The two centers affiliated with the Division, the Center for Spanish Studies and the Instituto Cervantes offer additional assets for instructors and for students; the Language Learning Center and computer lab furnish occasions for expanding linguistic horizons. Finally, all faculty members interviewed show an impressive commitment to providing an optimal instructional experience for students.

Generally speaking, the size of the Spanish language program—comprising a vast number of lower division courses taught by contingent faculty (lecturers and teaching associates) and by teaching assistants (TAs)—is quite disproportionate to the degree programs (BA and MA) in Spanish and Hispanic Studies, as is the case with Spanish programs at Washington's peer institutions in lower division. The problem at Washington is that it has far fewer tenure system faculty and this skews the results at the 300-400 and graduate levels. The degree programs focus on upper division courses taught by tenure line faculty. The major—whose competitive admission expects at least a 2.7 overall GPA for Spanish and two English Composition courses—requires 40 credits at 300 level (15 of which are language) and 20 at the 400 level. Other language departments at UW have comparable requirements of 60 credits for the major.

The skewed allocation of faculty and students in levels 100-500 is a function of student demand, coupled with the loss of tenure line faculty over the past several years. The bottom-heavy distribution of teaching load is exemplified in Table 1, an informal compilation of numbers taken from the Winter 2006 schedule. Most of the 100 and 200 level students are not majors, while the majority of third and fourth year students are.

	Course sections	# students	Tenure / non-ten
100	24	590	0/24
200	17	362	0/17
300	16	282	4/16
400	6	83	3/6
500	2	13	2/2
Ptg	3	49	3/3

### **Enrollments and faculty distribution WI 2006**

The asymmetry evident in this Table engenders a number of corollary effects that impact students and faculty alike. Some of the difficulties that arise from the size of the language program, the large number of contingent faculty and the small number of tenure line faculty are:

An insufficient number of tenure line faculty, requiring that contingent faculty teach upper division courses;

An insufficient number of tenure line faculty, requiring that contingent faculty serve on Divisional committees;

An insufficient number of tenure line faculty, requiring that assistant professors assume substantial service work (e.g. being GPC);

A workload for full-time contingent faculty that exceeds 40 hours / week since it includes teaching 8-9 courses / quarter, many of which have a writing component requiring multiple drafts and corrections;

Salary compensation that is quite insufficient for contingent faculty, and that makes them feel that their work is not recognized;

A sense of isolation among non-contract contingent faculty related to their part-time status and inability to participate in departmental decision making;

A sense of disenfranchisement of contractual teaching associates (as contrasted with lecturers) due to their lack of voting rights;

A complementary sense of disenfranchisement on the part of tenured faculty who are outnumbered in voting strength (five tenure line to eight lecturers);

A strong divide in academic training between the tenure faculty—educated in Spanish language, literature and culture—and the contingent faculty whose education varies broadly.

The first through third year language program is—despite the difficulties outlined above—quite successful in providing students a range of fine learning experiences, from communicative language training, to service opportunities and study abroad. Under Chair Geist's leadership, the Division has undertaken to professionalize the language program in the following ways:

Reducing reliance on UW graduates as instructors by instead hiring individuals with graduate degrees in Spanish language and literature from other institutions;

Standardizing the methodology used in the three levels to a communicative one with more emphasis on reading / writing training;

Hiring a language program director with a PhD in applied linguistics who will oversee and coordinate transitions among the three levels and methodology;  
Addressing personnel issues such as performance review, grievance procedures, compensation, contracts etc., through a current committee that is working to establish administrative policy on these issues.

These steps are welcome developments which should improve language instruction, transition between levels, preparation of majors, and faculty relations. Nevertheless, the huge demands at the lower division levels and lack of tenure line faculty constitute problems that will require additional resources and modification, namely an increase in tenure line faculty, a reduction of contingent faculty, and a redistribution of Divisional resources to strengthen the Spanish studies upper division classes.

The instructors interviewed agreed that it would be advantageous to decrease the number of 100 and 200 level classes, which would have two advantages. First, it would free resources now used to hire contingent faculty, resources that could be used for additional tenure-track lines. Second, a reduced number of sections could be covered by graduate student TAs rather than contingent faculty, as is the practice at other large institutions across the country. The Committee feels that the TAs would be better qualified and more committed if they were graduate students in Spanish studies or related fields (Comparative Literature, Linguistics, English), rather than native speakers from totally unrelated programs. Currently, there are graduate students serving as Spanish TAs from Law (three), Social Work (two), Education (one) and International Studies (one).

Since the development of web-based courses has already alleviated some of the student demand at first and second year, one possible way of reducing the number of lower-division courses would be to increase enrollment limits to 40 rather than 36, as one instructor of the web-based courses suggested. Hypothetically, numbers could be reduced even further if all the 100 and 200 courses were web-based. Using the Winter 2006 numbers as an example, the number of courses required would be 15 rather than 24 at 100 level, and nine rather than 17 at 200. The hypothetical replacement of all lower division courses by 40 student sections is, of course, not feasible, but it does furnish a point of comparison. In fact, as more than one instructor told us, web-based instruction doesn't work well for students who don't have a lot of self-discipline, and the web-based / human comparison study conducted by Dr. Klaus Brandl indicated less student satisfaction with the web courses. Our committee members remain skeptical of this model, with comments such as "I would need to see hard evidence that moving to this model would yield satisfactory results" and "I worry that web-based instruction (a high-tech version of the video-based instruction of the 1970s) won't hold up under scrutiny." The web courses can be only one source of reallocation among other forms of support.

The large number of contingent faculty teaching content courses at the third year is another area that might allow reallocation of resources. Before considering this issue, we first discuss the undergraduate major. There are many ways in which the Spanish BA could be perceived as an obstacle course rather than a welcoming opportunity in Hispanic language and culture. First, the "competitive" nature of admission is daunting, to say the

least: the website states with a large red check mark beside "**ADMISSION IS COMPETITIVE. MEETING MINIMUM REQUIREMENTS GUARANTEES CONSIDERATION, BUT NOT ADMISSION**". To our understanding, the necessity of culling the applicants requires a Divisional Undergraduate Committee of faculty members (tenure and contingent) who weigh admissions to the major; this is an added administrative burden to an already overburdened faculty. The resulting number of majors is smaller than French, which has a smaller lower division language program and undoubtedly much smaller numbers of students who enter with high school French. The stiff admissions standards of Spanish are counterproductive in that they keep the upper division courses underpopulated in comparison with the lower division ones. Increased numbers of students requiring 400 level courses would provide further evidence for increased numbers of tenure line faculty. We suggest the Division take steps to aggressively recruit new majors and double majors especially among new freshman who score high on AP Spanish exams, or who are National Merit Scholars. These are the audiences that are targeted most vigorously at Arizona.

Another hurdle for majors is the stringent requirement for language proficiency, a goal with which Committee members, as scholars of other cultures with knowledge of foreign languages, are entirely sympathetic. However, the goal of competence in spoken and written Spanish has led to the requirement that only one course taught in English be applicable to the major, a requirement that limits scheduling options for students. We feel that the number of English language courses should be greater, perhaps two. With the revision of the second year program to include more reading / writing opportunities, and with the hiring of an overall language coordinator, we hope that the expectations of all faculty—tenure line and contingent—will be clarified and that expectations for majors will become consistent and realistic. As Heidi Byrnes says, "literature from the beginning, language to the end." It is clear to us that language instruction takes place in content area classes, just as culture is taught in language classes. The committee believes the upper division content classes should be taught by tenure line faculty, preferably in the language, but the current deficit of Spanish faculty hinders those policies. The admission of additional English language courses on Hispanic studies (including perhaps those from other departments such as History) could in the short run alleviate some difficulties Spanish majors have in meeting their degree requirements.

While comparable to other language majors at the UW requiring about 60 credits (15 language), the Spanish BA differs in that it requires a greater number of non-language courses. Most of the comparable BAs (e.g. in Asian, Near Eastern, Slavic) cover languages that require greater numbers of hours of study to reach the same level of proficiency as determined by the Foreign Service Institute (Omaggio-Hadley, 28).<sup>1</sup> Degree programs in these departments consequently require 30 credits of language study and 30 non-language, while the Spanish BA requires nearly 50 non-language.<sup>2</sup> The large

<sup>1</sup> For example, Advanced + proficiency (2+) requires intensive language training of 720 hours (24 weeks) for Spanish, but 1320 hours (44 weeks) for Russian and 2400-2760 hours (80-92 weeks) for Arabic or Japanese.

<sup>2</sup> Spanish requires 24-30 credits at 300 level, and 20 credits at 400. In contrast to the 50 credit requirement in Spanish, Japanese and Russian require 30 credits of upper division content courses.

number of required 300 level content courses in Spanish has contributed to the necessity of hiring contingent faculty to teach most of the third year content courses. We believe that the students would be better served by taking upper division content courses taught by tenure line faculty, with perhaps a greater emphasis on 400 level work than 300 level introductions. It seems that the 300 introductions perpetuate the employment of contingent faculty rather than encouraging the practice of tenure line faculty teaching most upper division courses. A reconsideration of the major content requirements in the light of comparable UW BA degrees might allow a shift from lecturer taught classes to tenure line classes. A reduction in the overall number of lecturers could also represent a shift in funding from contingent faculty to tenure line faculty, by reducing the number of 300 content courses a bit. We think it is a good idea that the Division is planning to do a thoroughgoing review of its undergraduate curriculum with an eye toward pruning courses, and that this would help it enormously.

Another hurdle to completing the BA is the requirement of one Spanish linguistics course (Spanish 400-409), a definitely admirable criterion but one that is increasingly difficult to fulfill. The Linguistics Department is unable to offer many **SPLING** courses since it has insufficient faculty resources and has repeatedly been denied requests to search for a Romance linguist to teach these courses. We believe that the linguistics requirement should be reevaluated in terms of the resources realistically available. The last but not least hurdle for undergraduate majors is the major Adviser, Elena Johns, the only faculty / staff member to be singled out for criticism, and by more than one student at that. She is perceived as inaccessible, intimidating, and is quite slow in responding to student inquiries. At the very least, she needs to improve her interactions with the undergraduate majors.

Finally, the Portuguese program is in dire need of rethinking. Portuguese is a crucial language both in terms of its international importance in Europe, the Americas and Africa, and in its significance at the UW. Portuguese language must be offered to support the Title VI awards in FLAS in the Jackson School and to support programs in the Latin American Studies Center and affiliated groups (e.g. History). Currently there is no one in charge of the program, and it looks like it will be exclusively taught by TAs next year. The Committee believes that Portuguese language instruction could be modified to take advantage of prerequisite knowledge of Spanish, thus freeing up resources to add higher level courses. The Portuguese improvements should be implemented in terms of an overall promotion of extra-Peninsular and trans-Atlantic intellectual movements discussed elsewhere. At many institutions around the country, interest in the Latin American giant, Brazil, is drawing more students to the study of Portuguese. The central problem with Portuguese is staffing, i.e. money, and it will continue to be a problem until funds are made available to remedy the situation.

### Interdisciplinarity

The mission of Spanish and Portuguese Studies (SPS) is inherently interdisciplinary. At its most fundamental level, SPS helps University of Washington Arts and Sciences undergraduates of all disciplines fulfill the one-year foreign language requirement. In



addition to this entry-level service across the disciplines, SPS supports the efforts of undergraduates who need Spanish to fulfill their post-graduation plans and ambitions. Proficiency in a second language, especially Spanish, is a considerable asset for students in their post-graduation job search. Professional competence in a second language, and sometimes a third, is a requirement for success in many graduate programs in the social sciences and humanities. SPS is thus potentially part of the curriculum for many graduate students as well as undergraduates with aspirations to graduate study. SPS is important to the health and well-being of allied units. SPS faculty play leading roles in the guidance of the Humanities Center and the program in the Comparative History of Ideas. SPS and its faculty are clearly critical to the programs in American Ethnic Studies, Latin American Studies, European Studies and Comparative Literature. The University's efforts to increase the number of its DOE Title VI programs - notably by competing for support for Latin American studies - would falter without a strong program in SPS. African Studies, another fledgling program, counts on SPS for language skills needed to study lusophone Africa and the African diaspora to the Caribbean and Latin America.

A thriving SPS is critical to the faculty recruitment and retention efforts of such units as History, Sociology, Anthropology, and Political Science. Not only do these units rely on SPS for language training for graduate students, they also count on SPS to provide expertise at the graduate level in cultural studies of the colonial and postcolonial periods. Indeed, both of History's new hires in the field (Ileana Rodriguez-Silva and Adam Warren) were trained in history programs with strong ties to the Latin American Studies programs at their respective universities. There is a trend toward interdisciplinarity in graduate studies across the board. One of its most vivid manifestations is in the greater integration of graduate studies in social science and language and literature departments. A strong SPS program should help to foster this new direction at the University of Washington and keep UW programs competitive in the training and placement of graduate students.

Finally, as one of our interviewees pointed out, "Spanish is a language of diversity." Not only does its study at advanced levels validate the cultural heritage of Americans - including UW students - of Iberian and Latin American descent, it is a natural partner for University outreach efforts. SPS is also a likely source of diversity hires for the University.

#### Graduate instruction and faculty

Presently, the Division offers a Master of Arts program leading to an MA degree in Hispanic Studies as authorized by the Board of Regents in May of 2001. Flexible and encompassing both historical coverage of literature in the Spanish language and pedagogy, as well as Hispanic culture, the two-year program prepares students for specialized work at the PhD level. Since this advanced degree is not offered at the University of Washington, however, most students completing the MA go on to other universities (e.g., Arizona, Brown, UBC) for advanced studies, whereas others pursue teaching or business interests, the latter often having linkages to Hispanic culture. It was

noted that most MA students choose the thesis option oriented towards research interests to conclude their MA degrees. Entering classes number from 4 to 5 students each year, the small size attributable somewhat to the newness of the program, the lack of sufficient faculty, and the lack of continuation into a PhD program at the same institution. This year 19 applications were received, however, the increase indicating greater interest in the program. The program appears to have succeeded in fulfilling its goals: exams and thesis requirements are rigorous, the TA orientation program is praiseworthy, and placements are successful.

Graduate students choose from a small number of 500-level courses offered by the Division as well as some at the 400-level. The present faculty of 5 tenure-track professors (2 full, 1 associate, and 2 assistant), along with 2 adjunct full professors in Comparative Literature and Ethnic Studies, appears adequate to the task, and the recent hiring of a new Colonialist will certainly add a valuable dimension to the program. A feature of both the undergraduate major and the MA program is an emphasis not only on literature, language, and culture, but also community outreach. Here the vitality and scope of SPS's cultivation of strong connections and collaboration with the Seattle community offer a notable advantage to students. On the other hand, the attrition recently suffered by the Division through retirements and the loss of 2 faculty members (Steele and Flores) to other departments makes offering a full curriculum a challenge. These colleagues do indeed offer courses that attract students from Spanish and Portuguese, but because these courses are taught in English, they do not provide the advanced experience in the Spanish language deemed essential to the success of the program. Nevertheless, their offerings do complement those offered regularly within the MA program and they are available to work with graduate students independently and serve on M.A. committees. Several faculty members from the Department of Linguistics with expertise in Spanish also contribute to the program, but their numbers have also diminished and are stretched to capacity. On balance, we believe the MA program is working well, attracting an increasing number of applicants, and providing a needed service to the region. We therefore recommend that it be continued and be reviewed in ten years.

It cannot be overlooked that there is a strong and fervent desire among the faculty to develop a PhD program to complement the MA program and raise the academic profile of Spanish and Portuguese Studies at the University of Washington. Indeed, the noticeable improvement of morale and enthusiasm and visible confidence in the future is fueled to some degree by the expectation of building such a program. Plans envisioned for the future include instituting a two-track system described in *Section F: Degree programs* of the Self-Study document, one track leading to a newly constituted PhD degree program and the other emphasizing those aspects most useful for teaching and concluding with the MA degree. An MA degree in Teaching Spanish as a Second Language is also under discussion. The development of a PhD is a desirable goal for many reasons: One important factor is the international position of the University of Washington and its goal of promoting greater diversity among students and faculty and projecting this value into the surrounding community. We note that there is now a larger Hispanic community west of the Cascades than previous demographics indicated, and there is a pool of diverse candidates for student and faculty recruitment. Furthermore, not

only will the teamwork involved in developing the PhD promote even greater coherence and collegiality among the faculty, but the focus on graduate-level research will stimulate intellectual exchange and productivity. The opportunity to work with PhD students will much improve SPS's ability to recruit top-quality faculty and to retain its highest achieving members. Furthermore, a PhD program will exert a positive intellectual influence on undergraduates, better serve and support outreach efforts, raise the reputation of the Division in the community, and attain the national academic status and reputation towards which the faculty is making great strides.

The establishment of a PhD program is desirable; is it also feasible? After careful deliberation, our conclusion is that it is, with careful planning and a modest investment of resources. Though small, the Division is presently very well positioned in Peninsular studies, with four specialists who cover the main periods from the Middle Ages to the 20<sup>th</sup> Century and also have connections to Ethnic, Caribbean, and Latin American Studies. Taken together with the new hire in Colonialism, this configuration would enable SPS to develop a strong program in transatlantic studies, an emerging field that responds to a growing awareness that globalization began well before the 20<sup>th</sup> century. An additional existing strength is the number of current faculty members whose teaching and research involve aspects of the broader, interdisciplinary vision of cultural production that has been given the rubric "Cultural Studies." Building thoughtfully on this base, SPS could develop PhD program with a distinctive emphasis rather than comprehensive coverage. To do so would require greater emphasis in the area of Latin American culture, with attention to Luso-Brazilian, and expansion in areas such as visual culture and border studies. Once the presently authorized appointment in Spanish language instruction is made, the addition of one or two faculty lines would bring SPS to the critical mass needed for a mature and stable PhD program. Even though this number is smaller than that in PhD-granting departments of Spanish and Portuguese at peer institutions, we believe that the faculty resources in related programs such as Comparative Literature, History, and Ethnic Studies can provide the necessary supplementation of SPS offerings. Even though it will take several years to fully develop such a program, we are convinced that this is the pivotal moment at which SPS should be encouraged to begin planning for an eventual PhD program. Huge undergraduate enrollments, innovative pedagogical strategies and successful teaching, the creation of a solid MA program, the energy of the faculty and strong leadership of the chair, the positive impact on the community through outreach, service learning, sponsored cultural events, as well as the successfully garnered support of the Spanish government and the Mexican Consulate in Seattle lend credibility to this endeavor. The chairs of related departments we interviewed heartily endorsed the development of a PhD program within SPS, since that would complement and augment their own offerings and provide graduate students in interdisciplinary programs such as Comparative Literature with access to seminars and faculty in the Hispanic Studies area. If SPS's ambitions are thwarted, however, despite the talents, dedication, and hard work of the faculty to bring them to fruition, we fear that the notable improvement in faculty morale and confidence in the future will be lost and that the most productive faculty will be tempted to jump ship.

## Portuguese

With the impending departure of the lecturer in Portuguese, this component of SPS is in serious trouble. While interest in this language dwindles after the second-year, it is an essential aspect of the Latin American Studies program, Brazil occupying a major cultural area. A Title VI grant to fund a lectureship position has been submitted by the program director, Jonathan Warren, which would be shared by both units and give some permanence to the discipline. Presently, first and second-year language courses are offered, along with a separate intensive course for Spanish speakers.

## Governance and Faculty

The Division has developed its own governing procedures and missions since the split from French and Italian, during which time collegiality and morale have improved to the level of genuine teamwork. Successful autonomous functioning has been achieved, resulting in a positive outlook for the future, strong student involvement in programs and service learning projects, collaborative faculty projects, the establishment of a separate advisory board, the Spanish language center and Cervantes Institute, independent ties to other units on campus, and strong community ties. It would be backward- rather than forward-looking to attempt to sew together what was rent 10 years ago. Indeed, only 3 of the 8 peer institutions are now using the Romance model, which seems to be losing ground around the country. Spanish and Portuguese Studies should be liberated from limbo and encouraged to continue their considerable efforts and successes in establishing themselves as a viable independent department. It is not difficult to imagine the disappointment and stress of cobbling together the old regime under very new circumstances, should such consolidation be required.

As to internal governance, it appears that the faculty is stretched to an undesirable limit in fulfilling departmental business as it is now structured. Monthly meetings could be reduced and committees organized more efficiently to free faculty from undue internal administrative burdens, steps that the chair seems willing to pursue. The junior faculty in particular should be released from too many departmental commitments in order to focus on professional development and progress towards tenure, and streamlining bureaucratic structures would be particularly helpful to this end. The junior faculty indeed requires better mentoring as to expectations of intellectual accomplishment, and while the service and outreach record of SPS is admirable, academic rigor should not be sacrificed to the public humanities component of academic life requiring undue investments of time and energy. The faculty has been performing at an accelerated pace in recent years, during which the chair has provided enterprising and hard-working leadership. Priorities need to be discussed and established, perhaps through a faculty retreat, and a clear determination of resources made. Whereas SPS at the University of Washington has 5 tenure-track faculty (6 with the new hire), the next lowest figure is 11 at North Carolina and 12 at the University of Oregon. This short staffing is particularly evident at the senior faculty level.

## Service Learning, Outreach, and Development

While these areas have been mentioned in the foregoing, it is useful to give them some individual attention. All three components are distinct and yet interrelated and serve to bring SPS to the community while gaining outside inspirations and support. The required service learning component on the undergraduate level is particularly strong and apparently effective, allowing students to utilize their acquired language and cultural skills in real-life situations, gain valuable insights into and make contacts with businesses and contribute their knowledge and skills to the community. Placements have been at elementary schools, adult literacy programs, at the ASA Latina Day Worker's Center, the Consulate of Mexico, and the American Red Cross and involve teaching, translating, office assistance, aiding teacher-exchange programs, and the like. Students interviewed were enthusiastic about their experiences, and their contributions are appreciated.

The acquisition of the Spanish resource center with its director and a graduate student assistant paid by the Spanish government has been a welcome addition to SPS. It is a valuable asset for high school programs in Spanish and also provides funding for teaching Spanish to executives in the Starbucks enterprise. Outreach is also facilitated by public scholarship, such as the major Cervantes project in collaboration with the Simpson Center for the Humanities. The anticipated Cervantes Institute to be housed in the Division will highlight cultural and classroom activities and represents a mark of distinction for SPS, since they are now among the 40 such centers in the world. The study-abroad program in Cadiz fortifies ties to Spain and provides students with unique opportunities to immerse themselves in this culture. Given the staffing shortage, however, some concerns emerged as to investing an entire year's position in the directorship of this program. It might be prudent to hire a qualified person in Spain to head it up instead.

A solid Advisory Board has been formed, and development plans are well underway with the goal of funding endowments for 2 chairs, one in Spanish and another in Latin American literature and cultural studies, each chair to be occupied by a distinguished specialist on a rotating basis. Once funded, these positions will not only add luster to SPS, but also help to alleviate the sparse faculty count. SPS's exceptional activity in building a strong connection with the community provides a promising basis for attracting resources that might support a prospective PhD program. And reciprocally, the luster of a PhD program would greatly enhance the stature and prestige of SPS in the eyes of community leaders and attract potential donors who might like to fund graduate and faculty fellowships.

## Advising

Well aware of the difficulty of monitoring and mentoring over 5,000 students a quarter, the committee nevertheless considers the present system of advising to be inadequate and irritatingly quirky. Undergraduates in particular complain about availability and attitudes of some advising personnel, the randomness of appointment times, and the unreliability of appointment hours. While students realized the scope of advising with limited

staffing, many felt they were treated in a rude manner or were unable to see anyone about their questions. Clearly something must be done to shake up and improve the system and infuse it with greater attentiveness to student needs.

### Specific Recommendations

- 1) Recognize the autonomy of SPS presently operative in terms of leadership, faculty hiring, student recruitment, governance, development, and virtually every other aspect of their functioning by establishing this Division as a separate and independent Department of Spanish and Portuguese. The split from Romance Languages and Literature exists in reality, whereas **bureaucratically** (e.g. Graduate School statistics) it remains a subdivision along with French and Italian Studies. It would be artificial to maintain this overarching structure without redesigning the entire edifice, and to what avail?
- 2) Grant **official** approval to the MA program by removing its provisional status and requesting a review of the program and progress in 10 years.
- 3) Support initiatives to develop a PhD program in incremental steps within the next 5 years, bearing in mind that funding will have to be creative and involve outside as well as internal resources. Such a PhD program should most likely be interdisciplinary in concept and functioning and make the best use of present facilities, faculty, and resources within other units on campus. Development plans can be directed towards supporting implementation of a future PhD program.
- 4) Continue **efforts** to hire an expert in language acquisition in a tenure-track position to provide innovative leadership and direction for the undergraduate program and graduate education in language pedagogy within a cultural framework.
- 5) Solve the Portuguese instruction problem by partnering with Latin American Studies to hire an expert in Portuguese language and culture.
- 5) Address the imbalance among faculty ranks by continuing to develop pedagogical methods and structures that diminish the need for extensive use of contract faculty while providing leadership in professionalizing instruction at all faculty ranks. Expand innovation in teaching larger courses in language and culture at the beginning levels to allow for a wider range of courses in Spanish at the upper-division and MA levels.
- 5) Forge closer and more productive ties with other related units on campus (e.g., Latin American Studies and faculty in other departments, Comparative Literature, Comparative History of Ideas, the Simpson Center for the Humanities).
- 6) Continue efforts to gain community and business support for SPS in development and outreach, but streamline efforts for maximum results. Establish specific

academic goals requiring financial and other support (e.g., PhD studies, study-abroad program, faculty development).

- 7) Reorganize and professionalize student advising services for greater **efficiency** and student-friendly assistance.
- 8) Mentor junior faculty more effectively.

While the projected scope of SPS is wide and ambitious, it seems prudent to visualize its potential for the future as a catalyst for intellectual, cultural, and pedagogical renewal in Hispanic studies not only at the University of Washington, but in the entire geographical region. Community organizations, businesses, opportunities for exchange and trade, and educational leadership for K-12 education, community colleges, and regional universities can only benefit from a strong and vital program in Spanish and Portuguese Studies on our campus. Indeed, it is hard to rationalize Hispanic studies as essentially limited to a service department with a huge program in Spanish language instruction. Given the strides made during the past several years, the potential for SPS is far-reaching and in keeping with the University's goals for academic achievement, innovative development, and diversity.

Respectfully submitted,

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