I. Narrative Description of the Status of the Discipline from a National Perspective

Preparing students for successful careers in today’s global economy continues to be one of the primary goals of competitive higher-education institutions. Our international neighbors to the south and demographic trends nationally reinforce the ongoing, critical role our academic unit continues to play with equipping students for life after graduation. As Liz Reisberg observes in her March 15, 2017 report entitled “Foreign Language Study Should be Mandatory!” (Inside Higher Ed):

While it is now almost cliché to refer to our “increasingly globalized world” that reality hasn’t been embraced by universities to the extent that it should be. Today, most, if not all, university graduates will need to be able to communicate across cultures, but there will have been very little (if anything) included in their undergraduate program to help them to develop those skills. Studying another language (or two or three) increases the effectiveness of cross-cultural communication, not only in knowing words, but in developing a deeper understanding of language generally and its relationship to culture.

This same article also emphasizes that in the 5-year period between 2010-15 in the U.S., demand for bilingual workers has more than doubled: approximately 240,000 job postings in 2010 were directed toward bilingual workers, and in 2015 that figure had exploded to approximately 630,000. And this demand for bilingual workers exists for both low- and high-skilled positions. In fact, the most rapid growth for bilingual job listings from 2010-15 was for those jobs identified as “high prestige,” which includes industrial engineers, financial managers and editors.

Such factors reinforce the ongoing importance of all levels of language instruction at colleges and universities nationwide, and the Department of Hispanic Studies, the School of Languages, Cultures and World Affairs, and the College of Charleston must continue to respond strategically and in accordance with proven pedagogical approaches while carefully considering national trends and the needs of the local, national and international job markets.

According to the Pew Research Center, in 2016 Hispanics comprised 18% of the total U.S. population, or nearly 58 million people. The same center also forecasts that by 2065, the Hispanic population in this country will reach 107 million.
U.S. Hispanic population hits new high

In millions


PEW RESEARCH CENTER

Hispanics are a rising share of the U.S. population

<table>
<thead>
<tr>
<th>Year</th>
<th>White</th>
<th>Other</th>
<th>Asian</th>
<th>Black</th>
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<tbody>
<tr>
<td>1980</td>
<td>85.2%</td>
<td>0.2%</td>
<td>0.8%</td>
<td>10.5%</td>
<td>3.5%</td>
</tr>
<tr>
<td>1990</td>
<td>63.1%</td>
<td>0.4%</td>
<td>0.9%</td>
<td>10.9%</td>
<td>4.7%</td>
</tr>
<tr>
<td>1990</td>
<td>70.6%</td>
<td>0.8%</td>
<td>1.5%</td>
<td>12.6%</td>
<td>6.3%</td>
</tr>
<tr>
<td>1990</td>
<td>75.8%</td>
<td>1.0%</td>
<td>2.7%</td>
<td>11.6%</td>
<td>6.0%</td>
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<tr>
<td>2000</td>
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<td>2.6%</td>
<td>3.8%</td>
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<td>12.5%</td>
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<tr>
<td>2000</td>
<td>66.2%</td>
<td>2.9%</td>
<td>4.3%</td>
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<tr>
<td>2000</td>
<td>65.5%</td>
<td>2.6%</td>
<td>4.3%</td>
<td>12.1%</td>
<td>15.0%</td>
</tr>
<tr>
<td>2005</td>
<td>65.4%</td>
<td>2.7%</td>
<td>4.4%</td>
<td>12.1%</td>
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<tr>
<td>2010</td>
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<td>16.4%</td>
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<tr>
<td>2011</td>
<td>63.3%</td>
<td>3.1%</td>
<td>4.8%</td>
<td>12.3%</td>
<td>16.7%</td>
</tr>
<tr>
<td>2012</td>
<td>62.8%</td>
<td>3.1%</td>
<td>4.9%</td>
<td>12.3%</td>
<td>16.9%</td>
</tr>
<tr>
<td>2013</td>
<td>62.4%</td>
<td>2.2%</td>
<td>5.0%</td>
<td>12.3%</td>
<td>17.1%</td>
</tr>
<tr>
<td>2014</td>
<td>61.5%</td>
<td>3.2%</td>
<td>5.3%</td>
<td>12.3%</td>
<td>17.3%</td>
</tr>
<tr>
<td>2015</td>
<td>61.5%</td>
<td>3.3%</td>
<td>5.3%</td>
<td>12.3%</td>
<td>17.6%</td>
</tr>
</tbody>
</table>


PEW RESEARCH CENTER
After becoming the U.S.’s largest minority group in 2000, the U.S. Latino population continues to grow. Currently, Mexico is the only country of the 21 Spanish-speaking nations in the world with more Hispanic residents than the U.S.

According to the Brookings Institution’s report published on March 14, 2018, the U.S. will become “minority white” in 2045 with whites comprising 49.9% of the national population followed by Hispanics at 24.6%, blacks at 13.1%, Asians at 7.8%, and multiracial at 3.8% as reflected in Figure 1 below. By 2060, Hispanics are projected to account for 32% of the U.S. population.

The Selig Center for Economic Growth of the Terry College of Business at the University of Georgia reports that U.S. consumer buying power totaled $14.6 trillion in 2017, and U.S. Hispanics were responsible for over 10% of that amount at $1.5 trillion. Since 2010, Hispanics’ purchasing power has increased by $500 billion, or 203%, which represents the second-fastest...
growing U.S. consumer market. In 2016, the buying power of U.S. Hispanics surpassed the gross domestic product of Mexico. Related to this purchasing strength is that employment of Hispanics has increased by 66% since 2010.

In its September 14, 2017 report, the U.S. Census Bureau confirmed that in 2016, Spanish continued to be the largest non-English language spoken in the U.S.: 40.5 million people, or 13.3% of the population age 5 and older were Spanish-speakers. On April 2, 2018, the Pew Research Center confirmed that “nearly all” Hispanic adults in the U.S. maintained a personal link to Spanish as well as a desire for the language to survive in this country. In fact, in this same Pew Research Center’s study, 88% of U.S. Hispanics confirmed the importance of Spanish being spoken by future generations of Latinos living in the U.S., a view held across age-groups.

In its annual report *Spanish in the World of 2017*, the Spanish government’s Cervantes Institute reported 572 million people speaking Spanish across the globe, with approximately 477 million native Spanish speakers. A native language in 21 countries, Spanish is also the second most natively spoken language in the world (Mandarin Chinese is 1st), the 3rd most commonly used language on the Internet (behind English and Mandarin), one of the six official languages of the United Nations, and it is an official language of the European Union and Mercosur.

![Map of the Spanish-speaking world.](image)

Such national and regional demographic trends are reflected in the number of students in our basic Spanish language program and our program’s majors and minors. At the conclusion of the spring 2018 semester, Spanish continued to be the most popular minor program on campus with 329 students followed by Psychology in the 2nd spot; in fact, the Spanish minor grew compared to AY 2016-17. The Spanish major, however, contracted slightly from 110 total majors at the conclusion of AY 2016-17 to 101 majors, an 8% decline, at the end of AY 2017-18. Yet, the Business Language in Spanish Minor continued its impressive growth in AY 2017-18 with 33 students at year’s end, or a 27% increase from the previous year.
Portuguese language instruction continues to be relevant at CofC due in large part to the importance of Brazil, still the largest country economy to our south. In March 2018, the World Economic Forum listed Brazil as the 9th largest economy in the world behind only the U.S., China, Japan, Germany, the U.K., France, India and Italy. U.S. students who pursue International Studies, Business, Finances, Economics and Marketing recognize the important of bolstering their careers with Portuguese language and culture.

In its February 2018 report, the World Economic Forum listed Portuguese as the 7th most widely spoken language with 219 million native speakers.
Regarding national program trends, three will be discussed ahead:

1) Foreign language enrollment trends at U.S. higher education institutions
2) U.S. students studying abroad
3) Community engagement

1) Foreign Language Enrollment Trends at U.S. Higher Education Institutions
In February 2018, the Modern Language Association of America (MLA) published its study entitled “Enrollments in Languages Other Than English in United States Institutions of Higher Education, Summer 2016 and Fall 2016: Preliminary Report.” The findings reflect changes in student attitudes toward foreign language studies and despite the overwhelming and pervasive evidence that points to the many career benefits associated with undergraduate language and cultural studies, as previously addressed. From the fall 2013 term to the fall of 2016, non-English language enrollments in the U.S. fell 9.2% and are part of a declining trend that began in 2009 and after almost 30 prior years of previous, solid growth:
In contrast, however, enrollment in both Portuguese and Spanish at the College of Charleston did not experience declines in either overall enrollment or the Spanish major and minor until 2013-14, approximately 5 years following the initiation of the national downward trend; and Portuguese did not begin its dip until 2015. This indicates that the Department of Hispanic Studies, the School of Languages, Cultures and World Affairs, and the College of Charleston have done well in both advising our students of the importance of language study, and with providing quality language programs.

2) U.S. Students Studying Abroad
On November 13, 2017, the Institute of International Education released its latest “Open Doors” data, and in reference to “U.S. Students Studying Abroad,” the report noted that 325,399 U.S. students studied abroad for academic credit during AY 2015-16, which was a 3.82% increase from the previous. Among the major fields of study, “foreign language and international studies” ranked #4 (maintaining the same position as the previous year) for the total number of U.S. students who study abroad. Of the top 25 leading destinations listed for U.S. study abroad students, 8 countries for Spanish and Portuguese languages were included: Spain (#3), Costa
Rica (#9), Mexico (#12), Argentina (#16), Cuba (#18), Ecuador (#19), Peru (#22), and Brazil (#24). The Department of Hispanic Studies at the College of Charleston plays an indispensable role in this trend, and in response to the importance of study abroad with foreign language education, the department made adjustments to its Spanish minor requirement to complement students’ participation in study abroad, and we took preliminary steps toward broadening collaboration with our study abroad partner, the University of Santiago Chile, in South America. Further details will be provided later in this report.

3) Community Engagement
“Community engagement” (CE) refers to what many language programs feature as service learning, community-based learning, community-based research, internships and/or volunteerism, among other academically-enriching activities. Student demand for CE with language learning has swelled in recent years, and the Department of Hispanic Studies continued to respond via its curriculum, as will be elaborated ahead in the “Program” section below.

II. Program

The mission of the Department of Hispanic Studies is to offer students and the community a broad range of courses and programs to develop language competence, a global perspective, and an understanding of the Spanish and Portuguese languages, literatures and cultures of the Hispanic and Lusophone worlds. More specifically, the department aims to:

• Ensure that students at the College of Charleston acquire sufficient knowledge of the language to build proficiency.

• Enhance the education of students who are not Spanish majors by providing them with language skills that complement their chosen major.

• Teach understanding and appreciation of Hispanic and Luso-Brazilian cultures, and provide knowledge about the literary and intellectual achievements of these worlds.

• Provide opportunities for study abroad in areas where Spanish and Portuguese are spoken.

• Play a leading role in the internationalization of the College of Charleston curriculum.

• Provide opportunities for students of Spanish to use their skills in the community in service learning and internship environments.

• Prepare majors and minors for success as professionals in career fields related to Spanish.

• Work with the School of Education to prepare Spanish language teachers both substantively and pedagogically for the South Carolina school system.
• Promote articulation between secondary schools and the College in the teaching of Spanish.

• Provide opportunities for continuing study of Spanish at the graduate level for language teachers and other professionals.

• Provide students with the opportunity to study the effects that language has in all disciplines and everyday situations through the Interdisciplinary Linguistics Minor Program.

• Provide students of LACS and LACS and European Studies concentration (within the International Studies program) an introduction to the region from an interdisciplinary perspective.

As revised February 2013, The College of Charleston’s Strategic Plan (http://www.cofc.edu/strategicplan/index.php) summarizes five “goals”, four of which are directly linked to our department’s own mission and aforementioned objectives:

• Provide students a highly personalized education based on a liberal arts and sciences core and enhanced by opportunities for experiential learning.

• Develop or enhance nationally recognized undergraduate, graduate and professional programs in areas that take advantage of our history, culture and location in Charleston and contribute to the well-being of the region.

• Provide students the global and interdisciplinary perspectives necessary to address the social, economic, environmental, ethical, scientific and political issues of the 21st century.

• Establish and promote a vibrant campus-life atmosphere dedicated to education of the whole person through integration of curricular and co-curricular or extracurricular activities.

Hispanic Studies’ courses in service learning (Spanish 400, offered each spring) afford students invaluable "experiential learning" opportunities in our local Charleston communities while engaging them with the growing Hispanic population, and thereby contributing to the "well-being of the region." Beyond these courses, our department’s multiple student organizations—the Franco-Hispano House, Spanish Club, Portuguese Club, Portuguese Honor Society, Hispanic Latino Club and the National Collegiate Hispanic Honor Society—execute various activities throughout the academic year that connect students in meaningful ways while complementing our academic programs. Poetry recitals, faculty lecture series, our inaugural HISP Career Seminar Series, language conversation tables, films, cultural festivals, sponsored guest lectures, among other events, help “establish and promote a vibrant campus-life atmosphere” as specified by the College’s Strategic Plan.
Also, underlying every course taught in Hispanic Studies—from basic language through advanced courses in linguistics, literature, civilization and culture—is an intrinsically interdisciplinary approach of cultivating in our students the critical perspectives necessary for addressing effectively the many issues they will confront regionally and globally following graduation. From Portuguese 101 through Spanish 499 and graduate courses, language is interwoven with related culture, literature, history, politics, business, economics and society. Our disciplines in the Department of Hispanic Studies continue to be the exemplary fertile ground for nurturing these global, interdisciplinary perspectives.

III. Narrative Summary and Analysis of Departmental or Program Accomplishments

During the 2017-18 academic year, the Department of Hispanic Studies continued to offer a dynamic and multi-faceted academic program through the efforts of a very experienced, diverse and highly qualified faculty: 45 teaching professors to include 20 adjunct lecturers and 25 roster faculty, representing 11 different countries, excluding the U.S. As outlined ahead, we consistently and actively engaged students both inside and beyond the classroom, we generously collaborated with other departments and programs through the offering of First Year Experience (FYE) Seminars and Learning Communities, Honors, Literature in Translation, Latin American and Caribbean Studies (LACS), Linguistics, Women’s and Gender Studies, M.Ed., and Students Needing Access Parity (SNAP) courses, and we directed College of Charleston study abroad programs, among numerous other important academic-related activities and accomplishments throughout the 2017-18 academic year.

Hispanic Studies manages these contributions and accomplishments while yearly maintaining some of the lowest instructional costs among departments and programs at the College: $173 per student credit hour (SCH) according to the latest Delaware Cost Data (AY 2016-17) provided by CofC’s Office of Institutional Research, Planning, and Information Management, which is $66 below the college-wide average of $239 per student credit hour. In fact, Hispanic Studies’ SCH expense is $6 below its 2015-16 rate, and despite the fact that the college-wide average increased by $3 in the same year. Furthermore, Hispanic Studies’ instructional costs in AY 2016-17 are the lowest of all the programs and departments in the School of Languages, Cultures and World Affairs. College-wide, of the 40 programs cited in the “Summarized Delaware Cost Data,” only Arts Management, Physical Education, History, Interdisciplinary, Urban Studies, and Women’s and Gender Studies have lower SCH expenses than Hispanic Studies, making our department the 7th most economical program on campus, and also less expensive than any program in the School of Sciences & Mathematics and the School of Business. Despite these economical instructional costs for the institution, the Department of Hispanic Studies and its faculty continue to be ambitious, innovative, flexible and enterprising with our programs and diverse curriculum while maintaining the ultimate goal of adequately preparing our students for the modern global community.

As noted previously, the offering of a service learning class—Spanish 400, Dr. Emily Beck—during the spring 2018 term, illustrated the "experiential learning" identified in one of the goals of the College’s Strategic Plan. This course engaged students with our local Hispanic community through service to migrant works and various medical, legal, and educational
contexts and is an excellent annual example of our department's conscientious participation in the national "Community Engagement" (CE) trend described previously.

Our department also continued to be very active in the First Year Experience (FYE) program by teaching various FYE-connected courses—both learning communities and seminars—in a variety of Portuguese and Spanish courses taught by Professors Nadia Avendaño, Emily Beck, Mary Ann Blitt, Edward Chauca, Susan Divine, Devon Hanahan, Luci Moreira, and Antonio Pérez-Núñez.

In the third year of our revised SPAN major and minor curriculum that was first implemented fall 2015, Hispanic Studies continued to offer diverse courses that presented students with unique angles and skill-sets within the discipline that are not normally addressed in more traditional, Spanish curricular models in higher education:

**Fall 2017**

SPAN 333  *El lado oscuro de la música, crónicas del rock en español*
SPAN 366  Borges Reloaded
SPAN 367  Introduction to Spanish Science Fiction
SPAN 491  Pragmatics and Language Learning
SPAN 492  Spanish Cinema: Representation and Resistance
SPAN 498  *Una comparación morfosintáctica entre el español y el inglés*
SPAN 498  *La Estructura de la palabra y de la oración*
SPAN 498  *Los personajes del actor Gael Bernal*
SPAN 498  Morphosyntactic Differences in the Spanish-speaking World
SPAN 499  Address Forms in Costa Rican Spanish
SPAN 624  U.S. Latinos/as Literature and Culture
LTSP 250  The Spanish Golden Age: A New Style of Writing for an Aging Empire

**Spring 2018**

SPAN 333  Art, Politics and Festivities in the Old-Iberian Peninsula
SPAN 366  Contemporary Spanish American Literature
SPAN 367  Islam in Medieval and Early Modern Spain
SPAN 494  Virtual Realities: The Impact of Mass Media in 21st Century Latin American Fiction
SPAN 492  *Performance y cultura popular en América Latina*
SPAN 493  Honor and Women in Golden Age Texts
SPAN 494  The Boom and Post-Boom in Spanish American Literature

SPAN 495  CAPSTONE: *Símbolos nacionales: Las identidades en Hispanoamérica desde las independencias hasta nuestros días*

SPAN 495  CAPSTONE: *Identidad femenina en el mundo hispanohablante: Una historia de dos siglos (1817-2017)*
Beyond the variety in topics for the 333 through graduate-level courses, the department also continued its generous curricular contributions to other programs:

1. Latin American and Caribbean Studies: LACS 101, Colomina, Pettway (fall 2017, 2 sections total; spring 2018, 2 sections total); LACS 103, Colomina (spring 2018, 1 section); LACS 104, Colomina (fall 2017, 1 section); LACS 200, Pettway (spring 2018, 1 section); LACS 300, Chauca (spring 2018, 1 section); LACS 400, Carrillo Arciniega, Chauca, Colomina (fall 2017, 1 section; spring 2018, 2 sections); LACS 401, Colomina (spring 2018, 1 section); LTPO 270, L. Moreira (fall 2017); LTSP 252, Garrett (spring 2018).

2. Linguistics: LING 101, Hetrovicz (fall 2017, 1 section); LING 125, Martínez-Gibson, Viñas-de-Puig (fall 2017, 1 section; spring 2018, 1 section); LING 260, Viñas-de-Puig (fall 2017, 1 section)

3. Comparative Literature: LTSP 250, Wise (fall 2017, 1 section) and 252, Garrett (spring 2018, 1 section).

4. M.Ed. program: LALE 603, Pérez-Núñez (Fall 2017, 1 section) and LALE 601, Rodríguez Sabater (Spring 2018, 1 section).

5. The Honors College: HONS 131/132, Gómez (Spring 2018).

6. Students Needing Access Parity (SNAP): Zaubi offered select basic Spanish language courses in Fall 2017 and Spring 2017 respectively.
**Enrollment**

**Total Student Enrollment**

<table>
<thead>
<tr>
<th>Program</th>
<th>Fall 2013</th>
<th>Spring 2014</th>
<th>Fall 2014</th>
<th>Spring 2015</th>
<th>Fall 2015</th>
<th>Spring 2016</th>
<th>Fall 2016</th>
<th>Spring 2017</th>
<th>Fall 2017</th>
<th>Spring 2018</th>
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<tr>
<td>Portuguese</td>
<td>89</td>
<td>73</td>
<td>72</td>
<td>85</td>
<td>70</td>
<td>45</td>
<td>56</td>
<td>28</td>
<td>45</td>
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<tr>
<td>Spanish</td>
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<td>2741</td>
<td>2445</td>
<td>2914</td>
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</table>

**Course Sections Offered**

<table>
<thead>
<tr>
<th>Program</th>
<th>Fall 2013</th>
<th>Spring 2014</th>
<th>Fall 2014</th>
<th>Spring 2015</th>
<th>Fall 2015</th>
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<td>Portuguese (lower)</td>
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<td>7</td>
</tr>
<tr>
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<td>1</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
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<td>128</td>
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<tr>
<td>Spanish (upper)</td>
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<td>49</td>
<td>37</td>
<td>44</td>
<td>43</td>
<td>37</td>
<td>37</td>
<td>37</td>
<td>32</td>
<td>35</td>
</tr>
</tbody>
</table>

*Total Portuguese student enrollments AND Portuguese “upper” course sections include Portuguese Literature in Translation. Portuguese “lower” includes all C-classes. Spanish “lower” sections include all C-classes and SPAN 275, including CofC’s semester programs abroad. Spanish “upper” sections include Spanish Literature in Translation and courses offered in CofC’s programs abroad.

In its revised 2012 statement (click here), the Association of Departments of Foreign Languages (ADFL) recommends that for “foreign language courses that stress all four skills, the maximum class enrollment not exceed twenty students.” ADFL also notes that ”class size must be appropriate for enabling, rather than inhibiting, the kind of effective interaction between teacher and students necessary for developing proficiency in speaking and writing. Smaller class size also leads to greater student satisfaction and retention.” Currently, however, the Department of Hispanic Studies has enrollment caps of 22 students in all 101 through 202-level language courses, which still does not meet the ADFL guidelines.
Statistics for Hispanic Studies Majors and Minors

College of Charleston

Programs in Spanish

<table>
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<tr>
<td>Spanish Minors</td>
<td>225</td>
<td>220</td>
<td>315</td>
<td>368</td>
<td>426</td>
<td>399</td>
<td>370</td>
<td>325</td>
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<tr>
<td>Business Language in Spanish Minors</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4</td>
<td>8</td>
<td>14</td>
<td>20</td>
<td>26</td>
<td>33</td>
</tr>
<tr>
<td>Portuguese &amp; Brazilian Studies Minors</td>
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<td></td>
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</table>

*a Includes both Spanish and Spanish Language Education Majors.

*b First full year of the Business Language in Spanish Minor.

*c First full year of the Portuguese & Brazilian Studies Minor.

From spring 2011 to spring 2013, there was a yearly increase in the number of our majors: an overall growth of 14% during that two-year period. In addition, Spanish minors grew by 184% from spring 2008 to spring 2013. However, after the spring of 2013 when the combined number of majors and minors reached a record level, the department experienced sustained yearly decreases in both the Spanish major and Spanish minor programs through spring 2016. However, in spring 2017 the number of Spanish majors rebounded to match the spring 2015 figure, then dropped by 8.18% by the end of spring 2018.

Conversely, since its inception in AY 2012-13, the Business Language in Spanish minor has enjoyed yearly increases with a record high 33 minors at the conclusion of the spring 2018 term. The traditional Spanish minor also enjoyed growth in AY 2017-18 with 329 total minors before spring graduation, which is the highest number in three years and indicates a reversal of the downward trend that started in 2013. Again, and as previously mentioned, the Spanish minor continues to be the largest minor program at the College of Charleston.

Portuguese enrollment, on the other hand, has declined over the past 6 years with AY 2016-17 generating some of the lowest numbers in over 11 years. The department’s Portuguese Steering
Committee formed in spring 2016 and in AY 2017-18 comprising Mark Del Mastro (committee chair), Lola Colomina, Michael Gómez and Luci Moreira, considered carefully these trends and initiated several steps to bolster enrollment in Portuguese language classes; such steps include amplified broadcasting of the Portuguese courses offered each semester and coordinating announcements with the Office of Admissions to inform incoming freshmen of the Portuguese curriculum. In addition, the department launched its new Portuguese and Brazilian Studies Minor that should also help increase enrollment figures since students now can continue their Portuguese studies after the 202 course in pursuit of a related minor.

**Distance Education**

In AY 2016-17, the Department of Hispanic Studies formed an ad hoc Distance Education Committee (Sarah Owens, committee chair; Silvia Rodríguez Sabater; Joseph Weyers; Devon Hanahan) charged with establishing a systematic plan for offering select DE courses. A strategy was subsequently approved by HISP roster faculty that put in place a detailed schedule of DE course offerings through spring 2018 with the understanding that adjustments could be made depending upon various evolving factors.

This inaugural ad hoc committee’s work served as the basis for the new standing Hispanic Studies Distance Education Committee that was put in place in the fall of 2017 and operated for the entire 2017-18 academic year: Daniel Delgado, Lauren Hetrovicz, Fenner Hoel, Berenice Marquina-Castillo, and Silvia Rodríguez Sabater (chair). The committee’s report, which was approved by HISP roster faculty, details the committee’s charges and results:

**Distance Education Committee Report**

December 1, 2017

**Members**: Daniel Delgado, Lauren Hetrovicz, Fenner Hoel, Berenice Marquina-Castillo, and Silvia Rodríguez Sabater (chair).

**I. Background and General Information**

Committee’s charge 1:

Establish a tentative DE course schedule for Summer 2018, Fall 2018 and Spring 2019 terms. This schedule should specify the SPAN courses to be offered as DE, and how many sections. Courses that you believe should NOT be offered online through Spring 2019 should be accompanied with an explanation. Once completed, e-mail the schedule to the Chair Mark Del Mastro, and it will be presented to HISP roster faculty for a vote.

**Bachelor of General Studies**:  

The Bachelor of General Studies (BGS) is a completely online degree that is being proposed this Fall 2018 and will likely be approved. The new degree is essentially a double minor, and Spanish is expected to be an active participant both for the Gen Ed requirement for languages (SPAN 101-202) and the online minor. Classes offered for the BGS can indeed be restricted to just BGS students, and not our general undergrad population.

With the data obtained in the survey sent out to the Department of Hispanic Studies faculty (59%
participation rate) on October 2, 2017, the information about the nature and purpose of the BGS program, and the committee members’ own experience with online teaching, the HISP DE Committee has arrived at the following conclusions for online SPAN courses:

- The Department of Hispanic Studies will need to offer online classes that contribute to the BGS degree (if we want to participate) starting in Fall 2018.
- The committee reached the conclusion that the courses should be the same for BGS and non-BGS students. Classes offered for the BGS can indeed be restricted to just BGS students, but if not restricted, then preference to BGS students should be given for online courses since their degree is fully online.
- The committee agrees that it is critical that the number of DE certified faculty within the department increases in the next semesters given potential our role in the BGS and the overall demand for online courses. Also emphasis should be made to encourage adjunct faculty to do so as well.

II. Proposed Timeline

- Starting Fall 2018 the committee recommends that SPAN 101 be offered online to both BGS and non-BGS students, and the subsequent courses required by the BGS degree will build from there (four semester BGS language track: SPAN 101, 102, 201, and 202). At this time SPAN 190 and SPAN 200 are not recommended to be taught online given the faster and intensive nature of those courses.
- As outlined on the table below, online SPAN courses will be offered every Fall and Spring (SPAN 101, 102, 201, and 202), and in Summer I and Summer II sessions (SPAN 201 and 202). The committee discourages express sessions or Maymester offerings for any course since it would be difficult for students to absorb the material in such a short period of time. (Number of sections for each course included in parentheses. Ex: 1/1 means one BGS and one non-BGS. It could change based on BSG enrollment needs).

<table>
<thead>
<tr>
<th>Fall 2018</th>
<th>Spring 2019</th>
<th>Summer 2019</th>
<th>Fall 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN 101 (1/1)</td>
<td>SPAN 101 (1/1)</td>
<td>SPAN 201 (1/2)</td>
<td>SPAN 101 (1/1)</td>
</tr>
<tr>
<td>SPAN 275 (1)</td>
<td>SPAN 102 (2) (1/1)</td>
<td>SPAN 202 (1/4)</td>
<td>SPAN 102 (1/1)</td>
</tr>
<tr>
<td>SPAN 313 (1)</td>
<td>SPAN 275 (1)</td>
<td>SPAN 313 (1)</td>
<td>SPAN 201 (1/1)</td>
</tr>
<tr>
<td></td>
<td>SPAN 313 (1)</td>
<td></td>
<td>SPAN 202 (1/1)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>SPAN 275 (1/1)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>SPAN 313 (1)</td>
</tr>
</tbody>
</table>

- SPAN 275 and 313 are already being taught online and approved last year. For Spanish 314 and beyond the committee recommends that they be offered online starting in Spring 2020, as they will be needed then by the BGS students to complete the Spanish minor. Nevertheless, these classes could be offered before Spring 2020 if a professor decides to offer them for non-BGS students.
III. Faculty

- The committee has made recommendations for courses that it believes are most adaptable to online learning. However, we believe that if a professor is motivated to teach other courses then they should be evaluated on a case-by-case basis. All of these courses need to be “built” and staffed by professors who have taken the DE certification course at the College. We encourage all faculty in our department to take this course so that they can participate in these courses.

- The following faculty are either DE certified or undergoing training:

  1. Silvia Rodriguez Sabater (Fall 2013)
  2. Joseph Weyers (Fall 2015)
  3. Sarah Owens (Summer 2016)
  4. Emily Beck (Fall 2016)
  5. Devon Hanahan (Fall 2016)
  6. Antonio Pérez-Núñez (Fall 2016)
  7. Daniel Delgado (Spring 2017)
  8. Berenice Marquina Castillo (Spring 2017)
  9. Marianne Verlinden (Summer 2017)
 10. Lauren Hetrovicz (Fall 2017)

IV. Technology tools and DE readiness course

Committee’s charge 2:

Draft a narrative that explains exactly what resources are necessary for our department to participate FULLY with the Bachelor of General Studies (BGS) completely online degree that is being proposed this fall and will likely be approved. The resources needed are in the following areas: Proctoring capabilities, Synchronous tools, and Distance Education Readiness course.

V. Resources

After several consultations and communications with Zach Hartje (Deputy CIO in IT), Doug Ferguson (Coordinator of Distance Education), Jessica Smith (Instructional Technologist and Coordinator of the DE Readiness course), Laura Plotts (Instructional Technologist for the School of Languages, Cultures, and World Affairs), Mark Del Mastro (Chair of Hispanic Studies), and HISP faculty teaching online/hybrid courses in Spring 2018 the following plan is proposed:

- Proctoring capabilities:
  - HISP needs a proctoring application for exams and other activities such a Proctor U (https://www.proctoru.com/)
  - Berenice Marquina-Castillo will pilot the proctoring application Proctor U for 2 exams for 24 students in SPAN 101 online course to determine its usefulness for future use. Students have to pay the proctoring fee.
  - Other faculty members teaching online/hybrid courses will use other types of assessments, which do not require Proctor U.
  - After Spring 2018, the Committee will assess its effectiveness.
• Synchronous capabilities:
  o For Spanish language courses and particularly for the SPAN 101-202 sequence, there is a need to incorporate synchronous activities for instructor-student interaction, pair, and small group interpersonal activities such as Zoom (www.zoom.com) or Virtual Classroom (free version included in the new OAKS update coming up on December 19, 2017).
  o Daniel Delgado (2 sections of SPAN 202), Berenice Marquina-Castillo (1 section of SPAN 101), Silvia Rodriguez Sabater (1 section of LALE 601), and Joseph Weyers (1 section of SPAN 682) have received Zoom licenses and will also have access to the free Virtual classroom on OAKS (see Appendix on p.8) to pilot both applications in Spring 2018 to determine its usefulness for future use. Note: OAKS is getting an upgrade on December 19, 2017 with a new interface called Daylight, which will make OAKS more accessible for mobile devices and will include Virtual classroom for everyone.
  o After Spring 2018, the Committee will assess its effectiveness.
  o Other synchronous applications recommended for interpersonal communication are Talkabroad (https://talkabroad.com), Boomalang (www.boomalang.co) or En vivo (www.linguameeting.com) where students sign up for a certain number of conversations to communicate with trained native speakers.

• DE Readiness Course:
  o This course is currently eight weeks long and is mostly geared toward the teaching of asynchronous online courses.
  o The committee recommends that its length be reduced to seven weeks to encourage more faculty members to take it and be able to teach online.
  o The committee recommends on-demand workshops on synchronous teaching and tools for interpersonal communication. These workshops are to be coordinated with Laura Plotts (Instructional Technologist) and Jessica Smith (Coordinator of the DE Readiness course).
  o Daniel Delgado, Berenice Marquina-Castillo, and Silvia Rodriguez Sabater attended one of these workshops on the use of Zoom on November 30, 2017.

• Faculty undergoing training in Spring 2018 (as of November 15, 2017):
  1. Nadia Avendaño
  2. Marisol Castro-Calzada
  3. Mark Del Mastro
  4. Stephanie Forgash
  5. Michael Gomez
  6. John Fenner Hoell
  7. Elizabeth Martinez-Gibson
  8. Luci Moreira
  9. Marta Ramirez Martinez
  10. Allison Zaubi
VI. Current technology tools used by faculty in Hispanic Studies

The Committee asked faculty in Hispanic Studies for feedback on online tools used and their purpose and effectiveness on a survey distributed on October 10, 2017 (41% participation rate).

<table>
<thead>
<tr>
<th>TOOL</th>
<th>DESCRIPTION AND PURPOSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>OAKS</td>
<td>All OAKS tutorials</td>
</tr>
<tr>
<td>OAKS Content</td>
<td>The Content tool is used to display and organize your course materials such as Notes, ppt files, practice worksheets, assignments</td>
</tr>
<tr>
<td>OAKS Attendance</td>
<td>The Attendance Tool allows instructors to create an attendance register, to take class attendance, and to assign grades based on attendance. In addition, students can monitor their column of the attendance register</td>
</tr>
<tr>
<td>OAKS Classlist</td>
<td>The Classlist allows instructors to check online status, user progress in the course, email users in your course or the entire class, check enrollment statistics, and enroll content assistant and librarian roles</td>
</tr>
<tr>
<td>OAKS Discussion Boards</td>
<td>The Discussions tool is a collaboration area to post, read, and reply to threads on different topics, share thoughts about course materials, ask questions, share files, or work with your peers on assignments and homework. For interpersonal communication, interpretive, and presentational modes</td>
</tr>
<tr>
<td>OAKS Grades</td>
<td>Use the Grades tool to give grades on assignments and tests. See your individual grades and comments, as well as class averages and feedback</td>
</tr>
<tr>
<td>OAKS News</td>
<td>The News tool enables you to create news items that help communicate course updates, changes, and new information to your users quickly and effectively</td>
</tr>
<tr>
<td>OAKS Dropbox</td>
<td>The Dropbox provides a convenient way for students to electronically submit individual and group assignments. Instructors can provide feedback, assign grades, and return submissions with track changes all from a single location</td>
</tr>
<tr>
<td>OAKS Checklist</td>
<td>A checklist is a way to highlight important or required assignments, readings, or other items to complete</td>
</tr>
<tr>
<td>OAKS Quizzes</td>
<td>The Quizzes tool enables you to create and manage points-measured assessments</td>
</tr>
<tr>
<td>VoiceThread</td>
<td>Asynchronous online Lectures, Powerpoint, and video capabilities. For interpersonal, Interpretive, and Presentational modes</td>
</tr>
</tbody>
</table>

Google tools

<table>
<thead>
<tr>
<th>Google Drive</th>
<th>Google Drive encompasses Google Docs, Sheets and Slides, an office suite that permits collaborative editing of documents, spreadsheets, presentations, drawings, forms, and more</th>
</tr>
</thead>
<tbody>
<tr>
<td>Google Docs</td>
<td>Google Docs is a free Web-based application in which documents and spreadsheets can</td>
</tr>
<tr>
<td>Service</td>
<td>Description</td>
</tr>
<tr>
<td>------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Google Sheets</td>
<td>Google Spreadsheets is a Web-based application that allows users to create, update and modify spreadsheets and share the data live online. The Ajax-based program is compatible with Microsoft Excel and CSV (comma-separated values) files.</td>
</tr>
<tr>
<td>Google Slides</td>
<td>Google Slides is an online presentations app that allows you to show off your work in a visual way. Similar to PowerPoint.</td>
</tr>
<tr>
<td>Google Calendar</td>
<td>Google Calendar is a time-management and scheduling calendar service developed by Google.</td>
</tr>
<tr>
<td>Google + Google Plus</td>
<td>Google+ is a social network from Google. Some of its tools and features come from existing services and platforms, such as the Picasa photo storing and sharing platform. Some of the features are similar to other popular social networks and micro-blogging platforms.</td>
</tr>
<tr>
<td>Google Groups</td>
<td>Google Groups is a service from Google that provides discussion groups for people sharing common interests. Interpersonal communication.</td>
</tr>
<tr>
<td>Google Meet (Hangouts)</td>
<td>Google Meet is a new video conferencing application designed for HD video meetings. Can video chat, phone call, and instant message with a group on Google. It supports high-def video meetings with up to 30 participants. Interpersonal, presentational modes. Online office hours, interviews, meeting/virtual classroom.</td>
</tr>
</tbody>
</table>

### Interpersonal communication and more

<table>
<thead>
<tr>
<th>Service</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>VHLcentral</td>
<td>Extra practice, tutorials, flashcards, etc. Design your virtual classroom. Interpersonal, Interpretive, and Presentational modes.</td>
</tr>
<tr>
<td>zoom.us</td>
<td>Similar to Skype but with more options. Interpersonal Presentational Online office hours, interviews, meeting/virtual classroom, and recording capabilities.</td>
</tr>
<tr>
<td>Skype</td>
<td>Interpersonal communication Online office hours, interviews</td>
</tr>
<tr>
<td>Virtual Classroom (D2L)</td>
<td>See appendix for synchronous capabilities</td>
</tr>
<tr>
<td>Instagram</td>
<td>Social media. Interpersonal, Interpretive, Presentational modes. Online projects.</td>
</tr>
<tr>
<td>YouTube</td>
<td>Social media. Interpretive and Presentational modes.</td>
</tr>
<tr>
<td>Vimeo</td>
<td>Social media. Interpretive Presentational</td>
</tr>
<tr>
<td><strong>Flipgrid</strong></td>
<td>Video discussion board. Asynchronous</td>
</tr>
<tr>
<td>----------------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td>Blackboard Collaborate</td>
<td>Online Lectures. Synchronous, Powerpoint, and Whiteboard capabilities</td>
</tr>
<tr>
<td><strong>Conversation practice and assessment</strong></td>
<td></td>
</tr>
<tr>
<td><strong>TalkAbroad</strong></td>
<td>Students speak with native speakers. Interpersonal communication.</td>
</tr>
<tr>
<td><strong>Boomalang</strong></td>
<td>Similar to Talkabroad but allows for shorter appointments (15 minutes). Interpersonal communication.</td>
</tr>
<tr>
<td><strong>Online proctoring</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Respondus / LockDown Browser</strong></td>
<td>LockDown Browser is a custom browser that locks down the testing environment within a learning management system</td>
</tr>
<tr>
<td><strong>Proctor U</strong></td>
<td>Online proctoring</td>
</tr>
<tr>
<td><strong>Study tools</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Quizlet</strong></td>
<td>Flash cards</td>
</tr>
<tr>
<td><strong>Spanishdict</strong></td>
<td>Extra practice</td>
</tr>
<tr>
<td><strong>Jeopardy Rocks</strong></td>
<td>Jeopardy games</td>
</tr>
<tr>
<td><strong>Playfactile</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Comix</strong></td>
<td>Practice vocabulary &amp; grammar</td>
</tr>
<tr>
<td><strong>kahoot.it</strong></td>
<td>Quizzes, games</td>
</tr>
<tr>
<td><strong>Jeopardylabs</strong></td>
<td>Quizzes, games</td>
</tr>
<tr>
<td><strong>Culture and Reference</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Netflix</strong></td>
<td>Video</td>
</tr>
<tr>
<td><strong>Amazon Video/ Music</strong></td>
<td>Music and Video to enhance cultural readings</td>
</tr>
<tr>
<td><strong>Pandora</strong></td>
<td>Music to enhance cultural readings</td>
</tr>
<tr>
<td><strong>Spotify</strong></td>
<td>Music to enhance cultural readings</td>
</tr>
<tr>
<td><strong>ethnologue</strong></td>
<td>Website to explore the languages of the world</td>
</tr>
<tr>
<td><strong>Wordreference</strong></td>
<td>Online dictionary</td>
</tr>
<tr>
<td><strong>Google Maps/Google Earth</strong></td>
<td>Enhance culture</td>
</tr>
<tr>
<td><strong>wals</strong></td>
<td>World Atlas of Language Structures database of structural (phonological, grammatical,</td>
</tr>
<tr>
<td>Video editing and resources</td>
<td>Description</td>
</tr>
<tr>
<td>----------------------------</td>
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</tr>
<tr>
<td><strong>Screencastify</strong></td>
<td>Allows computer screen recording. Saves videos to Google Drive</td>
</tr>
<tr>
<td><strong>Flickr</strong></td>
<td>Free images, archive</td>
</tr>
<tr>
<td><strong>Pixabay</strong></td>
<td>Free images</td>
</tr>
<tr>
<td><strong>Kaltura</strong></td>
<td>To create voiced-over .ppt with grammar explanations</td>
</tr>
<tr>
<td><strong>Edpuzzule</strong></td>
<td>Editing tool for YouTube Videos with quizzing capabilities</td>
</tr>
</tbody>
</table>
This committee’s work was complemented by more regularized offerings of DE courses within the department as well as an impressive rise in the number of HISP faculty members who became DE certified, which will allow the department greater DE-scheduling flexibility in the future.
HISP Distance Education Course Offerings (summer 2017-summer 2018)

2017

*Summer I*
SPAN 201, 2 sections
SPAN 275, 1 section

*Summer II*
SPAN 202, 4 sections
SPAN 313, 1 section

*Fall*
SPAN 202, 2 sections
SPAN 313, 1 section
SPAN 350 (hybrid), 1 section

2018

*Spring*
SPAN 101, 1 section
SPAN 202, 2 sections

*Summer I*
SPAN 201, 1 section
SPAN 202, 2 sections
SPAN 275, 1 section

*Summer II*
SPAN 201, 1 section
SPAN 202, 3 sections
SPAN 313, 1 section

Distance Education: Certified HISP Faculty (26 total)

- Silvia Rodriguez Sabater (Fall 2013)
- Joseph Weyers (Fall 2015)
- Sarah Owens (Summer 2016)
- Emily Beck (Fall 2016)
- Devon Hanahan (Fall 2016)
- Antonio Pérez-Núñez (Fall 2016)
- Daniel Delgado (Spring 2017)
- Lauren Hetrovicz (Fall 2017)
- Berenice Marquina Castillo (Spring 2017)
- Marianne Verlinden (Summer 2017)
- Nadia Avendano (Spring 2018)
- Marisol Castro (Spring 2018)
- Mark P. Del Mastro (Spring 2018)
- Stephanie Forgash (Spring 2018)
○ Michael Gómez (Spring 2018)
○ Fenner Hoell (Spring 2018)
○ Elizabeth Martínez-Gibson (Spring 2018)
○ Luci Moreira (Spring 2018)
○ Marta Ramírez Martínez (Spring 2018)
○ Allison Zaubi (Spring 2018)
○ Mary Ann Blitt (Summer 2018)
○ Raúl Carrillo Arciniega (Summer 2018)
○ Emily Dahl (Summer 2018)
○ Soledad Francis (Summer 2018)
○ Claudia Moran (Summer 2018)
○ Gustavo Urdaneta Velásquez (Summer 2018)

In the spring 2018 semester alone, the department doubled its number of DE-certified faculty, and by the end of the summer of 2018, approximately 58% of HISP faculty will be DE certified. The goal is for 80% of HISP faculty to attain DE-certification by the end of AY 2018-19.

To assist all faculty in the department who might have the opportunity to teach a Bachelor’s Essay (6-credit hour SPAN 499, HISP 499 or LING 499 during an Honors College student’s senior year), and to outline expectations for Bachelor’s Essay students, an ad hoc committee was formed to draft a “guidelines” document in the fall of 2017. Professors Nadia Avenadaño, Félix Vásquez and Ricard Viñas-de-Puig (committee chair), composed a 4-page document which was ultimately approved by HISP roster faculty on November 17, 2017. Click here for the official departmental guidelines.

Also in fall 2017, another ad hoc committee—Mark Del Mastro, committee chair; Emily Beck and Vicki Garrett—was formed to update/revise all the LTSP course descriptions. The following changes were approved by HISP roster faculty at its February 27, 2018 meeting:

1) Eliminate the seldom-offered LTSP 150, 254, 256 and 450: 4 courses total.

2) For the remaining LTSP 250, 252 and 350, revise the titles and descriptions to reflect a more contemporary curriculum that is also represented by our current SPAN major and minor courses. The following are the newly named courses and accompanying descriptions:

**LTSP 250 Society, History and Culture in Spanish Literature (3)**
Study of selected works in (English) translation that represent various social, historical and cultural dimensions of Spain.
Course Frequency: Yearly
Counts for Gen Ed Humanities Credit.

**LTSP 252 Society, History and Culture in Spanish American Literature (3)**
Study of selected works in (English) translation that represent various social, historical and cultural dimensions of Spanish America.
Course Frequency: Yearly
Counts for Gen Ed Humanities Credit.

**LTSP 350 Special Topics (3)**
Study of selected works in (English) translation of the Spanish-speaking world.
Course Frequency: Occasional

These changes will be submitted in fall 2018 for college-wide approval, and then implemented officially in AY 2019-20.

On a macro level, the department initiated discussions related to possibly forming a new interdisciplinary B.S. in Language and Global Health. After numerous discussions that included faculty, department chairs, school deans and the provost, an an inter-school—LCWA and EHHP—committee was charged with researching this possibility in the spring of 2018. However, the committee’s work was delayed due to other program adjustments in Public Health, but the hope is to resume related discussions in spring 2019.

**Curricular Assessment Activities**
As a result of the department’s ongoing program assessment and with an eye on improving students’ proficiency in the target language, in AY 2017-18 the use of only one textbook for SPAN 101, 102, 190, 200, 201 and 202 was implemented. Previously, a different book was traditionally used for SPAN 202. Adopting one textbook is intended to improve the ratio of class time to material and thereby provide faculty with more opportunities to follow the beneficial task-based teaching model for language instruction. The department plans to assess the results of this modification, but the impact will likely not be detected until the conclusion of AY 2019-20 at the earliest.

Following an “exemplary” rating from the School of Languages, Cultures and World Affairs in 2017 for Hispanic Studies’ major assessment plan, the department continued re-evaluating its assessment approach in numerous areas during AY 2017-18. For example, in SPAN 381, roster faculty of Spanish Linguistics adopted a revised assessment plan that promises to generate more uniform and useful results regardless of the assigned instructors. Also, for students in SPAN 314, in spring 2018 the oral proficiency interview of the American Council of the Teaching of Foreign Languages was administered as a formative assessment for oral skills. Furthermore, the department determined a more accurate assessment of efficacy of the basic Spanish language curriculum by administering the same instrument at both the 102 and 202 levels; the resulting new policy will begin in December 2018. Finally, the department analyzed trends from the data gathered from Gen Ed artifacts over the past several years, and subsequently tailored the Spanish curriculum to improve students’ writing skills in the target language.

**Study Abroad**
The department oversees four different CofC-sponsored study abroad programs: fall semester in Santiago, Chile at the Universidad de Santiago, Chile (USACH); summer session and spring semester in Trujillo, Spain; spring semester in Buenos Aires, Argentina. All programs
materialized with strong participation except for the spring 2018 semester in Argentina, which was cancelled due to insufficient enrollment.

Of special note is the initiative between the USACH and the College of Charleston in AY 2017-18 to broaden their collaboration, particularly via distance projects. A College of Charleston task-force comprising Lola Colomina, Mark Del Mastro, Timothy Johnson, Elizabeth Martínez-Gibson, and Silvia Rodríguez Sabater have coordinated a remote presentation by a USACH faculty member that is scheduled for November 2018. The presentation will be delivered and recorded via Zoom and will be open to a broad university audience. Local interpreters will be provided to translate the talk into English. The recording will be stored in a shared CofC-USAH archive for future educational purposes and will represent the first lecture in what is intended to be a series of subsequent remote talks. To maximize audience engagement and interest, the presentation will be limited to 25 minutes maximum (this does not include the extra time needed for interpreting), and will include visuals to enhance and complement the talk.

Other Departmental Accomplishments

During the summer of 2017, Del Mastro formed and chaired an ad hoc HISP Advisory Board Committee that included Emily Beck, Mike Gómez, Devon Hanahan and Carl Wise, which was charged with drafting by-laws for a future departmental advisory board. After repeated consultations with Dr. Timothy Johnson, Interim Dean of the School of Languages, Cultures and World Affairs, the committee finalized a by-laws document that was approved unanimously by HISP roster faculty on August 29, 2018. Advisory Board members were selected following consultations with HISP roster faculty, and on December 7, 2017, the inaugural Board meeting was held. In spring 2018, Advisory Board officers were confirmed, and in March the first HISP Advisory Board Executive Committee meeting was held; on April 26 the second general Board meeting of the academic year took place, membership of standing committees were confirmed, and preliminary plans established for future development activities for the department.

Tied into the HISP Advisory Board’s development objectives, while reinforcing with students the career benefits of language study, the department launched its inaugural HISP Career Seminar Series that highlights accomplished graduates whose careers have benefitted from their undergraduate language studies. In the spring of 2018, the department hosted two separate lectures. On February 22, 2018, the Chair of the HISP Advisory Board, Louis Richard Doelling, addressed the campus community with his talk “Language Studies: Critical Skills in Modern Industry.” Mr. Doelling is General Counsel for MDK Hospitality, LLC, and is a 2009 graduate of The Citadel where he earned his B.A. in Spanish. The second lecture took place on April 12, 2018, and featured Meredith Ritz Shay, a 2011 graduate of the College of Charleston who double majored in International Business and Spanish. Her talk was entitled “Manager Advantage: Understanding Hispanics in the Workplace.” Both lectures were attended by faculty and students alike and provided invaluable perspectives on the career advantages of language study and cultural proficiency.

In spring 2018, the department launched two news blogs: “Faculty Focus” and “Student Focus.” Both serve to highlight monthly the impressive profiles of Hispanic Studies faculty and students during the academic year, while assisting with broader departmental recruitment and development efforts.
In the second year of its existence, the department’s own international, peer-reviewed journal, *Hispanic Studies Review* (HSR), published two issues: one in fall 2017 and one in spring 2018. This represents a total of four issues since the journal’s inception in fall 2016, and thanks to the hard work of HISP faculty Raúl Carrillo-Arciniega, Editor; Edward Chauca, Susan Divine, Carl Wise, Associate Editors; Daniel Delgado Díaz, Art Editor and Webmaster; Carmen Grace, Copy Editor. The journal has already gained a fine reputation by drawing submissions from some of the elite researchers in the field, which is also a significant validation of the publication’s quality. In the spring of 2018, three of the editors hosted their 2nd annual panel hosted by HSR and dedicated to journal publishing at the 71st Annual Kentucky Foreign Language Conference in April 2018.

Additional program and student accomplishments may be found in the 2017 issue of the department’s annual newsletter (see [http://spanish.cofc.edu/about/hispanews.php](http://spanish.cofc.edu/about/hispanews.php)) and in the department’s newsblog (see [http://blogs.cofc.edu/spanishnews/](http://blogs.cofc.edu/spanishnews/)).

**Departmental Workload Productivity**

One of the persistent and perennial challenges regarding faculty workload in Hispanic Studies relates to distribution of labor as dictated by the ranks of departmental faculty: yearly, approximately 45% are adjunct members whose contractual obligations are exclusively tied to teaching duties. This means that the other 55% of our department’s faculty must shoulder the majority of service duties such as the advising of majors, departmental and college-wide committee assignments, community service, etc. A very large, active and progressive department such as HISP logically generates greater service needs and opportunities than smaller departments and programs, yet only approximately half of our department’s faculty can be expected to participate in light of the responsibilities of adjunct faculty; hence greater workload, albeit inadvertently, for our roster faculty.

**Instructional Costs**

As previously mentioned, the Department of Hispanic Studies continues to generate some of the lowest instructional costs at the College: $173 per student credit hour according to the latest Delaware Cost Data available (AY 2016-17), which is the lowest among all departments and programs in the School of Languages, Cultures and World Affairs, and well below the college-wide average of $239.

Although we collaborate in the M.Ed. program (approximately one graduate course per semester), HISP does not yet sponsor its own graduate degree, and therefore we are able to focus our curricular energies almost exclusively on our undergraduate programs. Such focus is commendable and a very attractive feature for our undergraduates, but it requires our ongoing efforts to ensure that per-section-limits do not surpass pedagogically beneficial levels as noted previously in "Enrollment." However, and despite our low SCH costs, HISP continues to maximize enrollment capacities in all classes as is feasible. This includes conscientiously merging and cancelling courses that are unacceptably under-enrolled, which was indeed done diligently in AY 2017-18 as in prior years. Such efforts have clearly had a positive impact on the cost-effectiveness of our programs.
Another factor contributing to the low SCH price in Hispanic Studies, and as noted previously, is that 44% of our department’s professors in 2017-18 were adjunct faculty members who taught over 50% of our department’s classes. No other department in the School of Languages, Cultures and World Affairs relies on adjunct faculty to the level of Hispanic Studies, yet we maintain some of the largest programs in the school as well as contribute generously and consistently to others within and outside the school.

As noted in prior annual reports, there are numerous challenges with over-reliance on adjunct faculty, despite the generally excellent quality of instruction and qualifications of the adjunct faculty currently employed by our department. First, the very nature of adjunct faculty employment poses great instability for any academic program. With contracts limited to a single semester, many adjunct colleagues seek alternate job opportunities that provide greater security. Such workforce instability reinforces inconsistency with both the quality of instruction and the overall basic language program, and it creates hidden costs related to the extra training and mentoring that must be administered for all new hires. A July 25, 2014 report by PBS’s Joseph Fruscione addressed some of the many problems higher education has created with this trend that he terms “adjunctivitis”: [http://www.pbs.org/newshour/making-sense/when-a-college-contracts-adjunctivitis-its-the-students-who-lose/](http://www.pbs.org/newshour/making-sense/when-a-college-contracts-adjunctivitis-its-the-students-who-lose/).

**Faculty Research, Professional Development and Service**

Faculty in the Department of Hispanic Studies continued to be very active with their research and professional development in the 2017-18 academic year with numerous refereed publications, conference presentations, editorial board service and membership, invited reviews for institutionally-external promotion and tenure cases; national/international council, board and committee membership with professional organizations, etc. As done for past annual reports per the suggestion of Academic Affairs and to avoid reporting redundancies, details are not included with this document as they are already available in other institutional venues, particularly FAS. However, many details of our faculty’s impressive activities and accomplishments may also be found in the 2018 issue of the department’s annual newsletter (see [http://spanish.cofc.edu/about/hispanews.php](http://spanish.cofc.edu/about/hispanews.php)) and in the department’s news blog that is conscientiously maintained (see [http://blogs.cofc.edu/spanishnews/](http://blogs.cofc.edu/spanishnews/)).

**Future Goals**

Select departmental objectives for AY 2018-19:

1) Continue to raise national visibility of the Department of Hispanic Studies regionally and nationally via publicity and collaborative efforts with the LCWA Dean's Office.
2) Continue to grow our new Portuguese and Brazilian Studies Minor.
3) Continue to recruit Spanish majors and new students of Portuguese to counter national and local trends.
4) Sustain and expand the development work begun in spring 2018 by the inaugural HISP Advisory Board. This includes building relationships with alumni and assisting with fund-raising efforts of the LCWA Dean and Development Officer.
5) Continue to explore ways with the LCWA Dean’s Office to balance faculty workloads to address issues outlined in this report.