

**2018-2019 Annual Report**  
**Department of Hispanic Studies, College of Charleston**  
By Mark P. Del Mastro, Chair

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

Preparing students for successful careers in today's global economy is one of the primary goals of ALL competitive higher-education institutions. Our international neighbors to the south and demographic trends nationally reinforce the ongoing, critical role that 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.

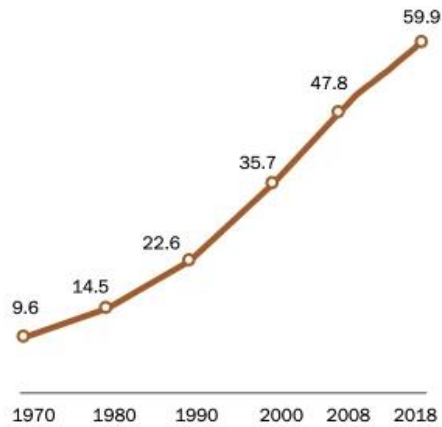
This same article also emphasizes that in the 5-year period between 2010-15 in the U.S., demand for bilingual workers has more than doubled: approximately 240,000 job postings in 2010 were directed toward bilingual workers, and in 2015 that figure had exploded to approximately 630,000. And this demand 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. Similar data is reported in the *Boston Globe's* March 13, 2017 article "Which job seekers are in hot demand? Bilingual workers."

Consequently, foreign language instruction at higher education institutions nationwide continues to be of critical importance, 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.

In its July 8, 2019 report "U.S. Hispanic population reached new high in 2018, but growth has slowed," the Pew Research Center reports that the U.S. Hispanic population reached nearly 60 million in 2018, or slightly over 18% of the total U.S. population. The same article notes that during the decade of 2008-2018, the south region that includes South Carolina reflected a growth of 33% for the Latino population, which was the largest growth of Hispanics in the U.S. compared to the other three regions measured: West (19%), Midwest (24%) and Northeast (25%).

## U.S. Hispanic population reached nearly 60 million in 2018

*In millions*



Note: Population estimates for 1990-2018 are as of July 1 for each year. Hispanics are of any race.  
 Source: Pew Research Center analysis of 1970-1980 estimates based on decennial censuses (see 2008 report "U.S. Population Projections: 2005-2050"), U.S. intercensal population estimates for 1990-1999 and 2000-2009, and U.S. Census Bureau Vintage 2018 estimates for 2010-2018.

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## South region has seen the nation's biggest Latino population growth since 2008

*Latino population growth, 2008-2018, by U.S. region*



Note: Population estimates are as of July 1 for each year. Hispanics are of any race.  
 Source: Pew Research Center analysis of U.S. intercensal population estimates for 2008 and U.S. Census Bureau Vintage 2018 estimates.

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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 Hispanics than the U.S.

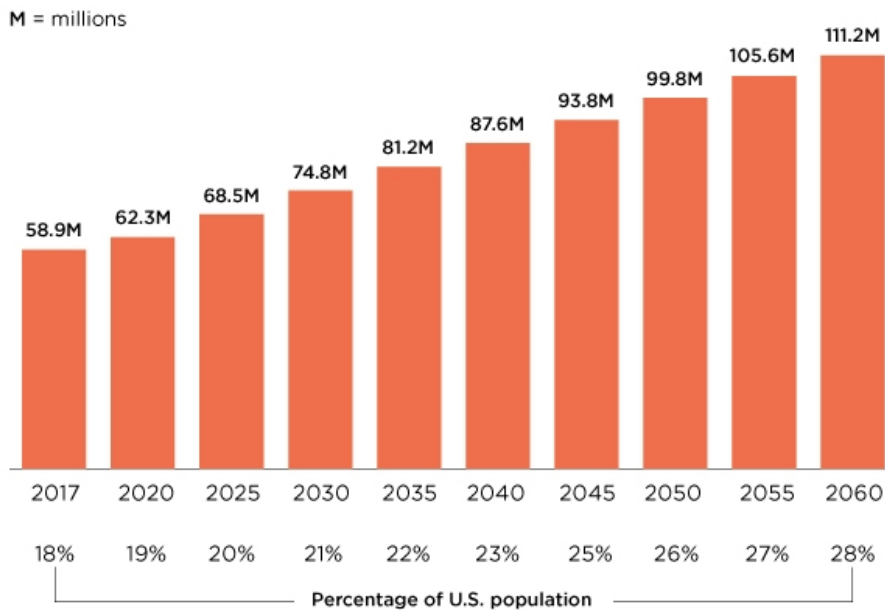
According to the U.S. Census Bureau's October 9, 2018 report, by 2016 the Hispanic population in the U.S. will reach 111.2 million or 28% of the U.S. population.

## Hispanic Population to Reach 111 Million by 2060

OCTOBER 09, 2018

### Hispanic Population to Reach 111 Million by 2060

Projected Hispanic Population 2020 to 2060



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 2018 report "El español: una lengua viva"/"Spanish: a living language," the Spanish government's Cervantes Institute reported 577 million people speaking Spanish across the globe, with approximately 480 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), and the 2nd most widely used language in the world. The same study also reports that nearly 22 million people worldwide study Spanish as a foreign language.

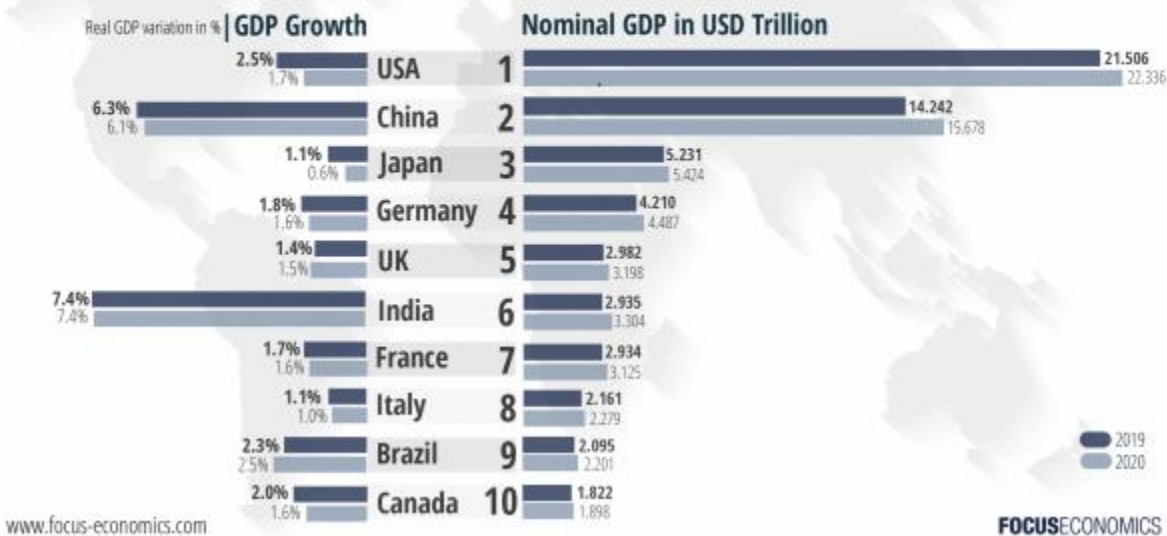


*Map of the Spanish-speaking world.*

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 end of the spring 2019 semester, Spanish continued to be the most popular minor program at the College of Charleston with 343 students followed by Psychology in the 2<sup>nd</sup> spot. In fact, compared to AY 2017-18, the Spanish minor grew by 4%, the Spanish for Business Minor by 15%, the Portuguese & Brazilian Studies minor by 120%, and the Spanish major by an impressive 23%.

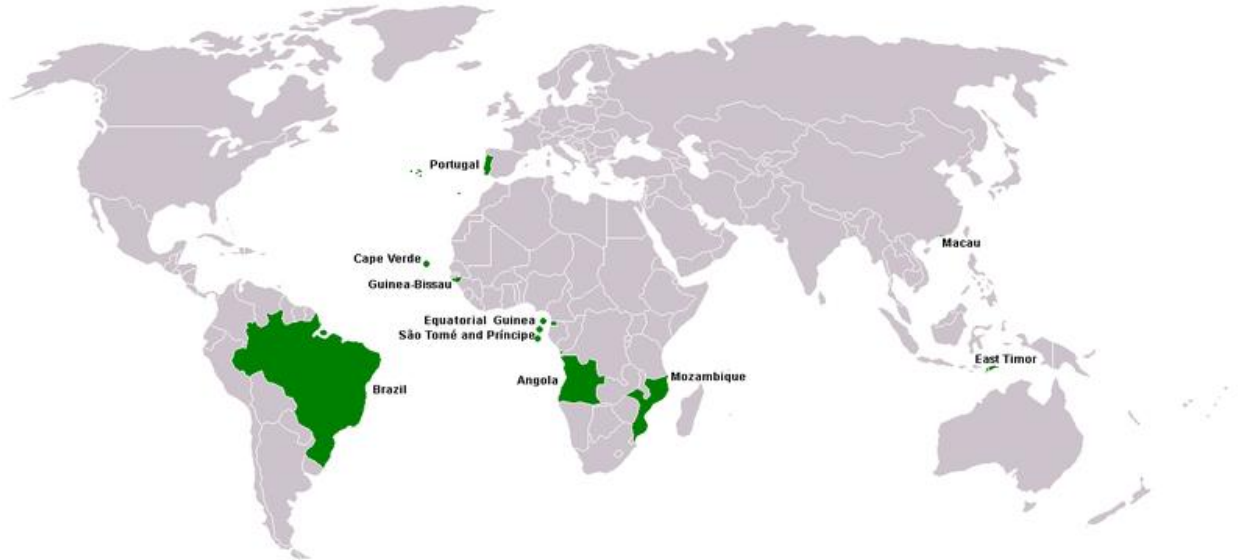
Portuguese language instruction continues to be relevant at CofC due in large part to the importance of Brazil, still the largest country economy to our south. In its November 2018 report, for example, Focus Economics listed Brazil as the 9<sup>th</sup> biggest economy worldwide for both 2019 and 2020. U.S. students who pursue International Studies, Business, Finances, Economics and Marketing recognize the important of bolstering their careers with Portuguese language and culture.

# TOP 10 The World's Biggest Economies for 2019 and 2020



In its February 2018 report, the World Economic Forum listed Portuguese as the 7<sup>th</sup> most widely spoken language with 219 million native speakers. Furthermore, the World Economic Forum's Power Language Index lists what it considers the 10 most useful languages in terms of competitiveness, with Spanish ranked #4 and Portuguese at #9:

	Language	Score	Native (MM)	Geography	Communication	Media	Diplomacy
1	English	0,89	446	1	1	1	1
2	Mandarin	0,44	960	6	2	3	6
3	French	0,34	80	2	5	5	1
4	Spanish	0,33	470	3	3	7	3
5	Arabic	0,27	295	4	6	18	4
6	Russian	0,24	150	5	10	9	5
7	German	0,19	92,5	8	7	4	8
8	Japanese	0,13	125	27	22	6	7
9	Portuguese	0,12	215	7	13	12	9
10	Hindi	0,12	310	14	8	2	10



*Map of the Portuguese-speaking world.*

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:

Table 1  
Fall Language Enrollments and Percentage Change in United States Institutions of Higher Education (Languages in Descending Order of 2016 Totals)

	2006	2009	% Change, 2006–09	2013	% Change, 2009–13	2016	% Change, 2013–16
Spanish	822,148	861,015	4.7	789,888	-8.3	712,240	-9.8
French	206,019	215,244	4.5	197,679	-8.2	175,667	-11.1
American Sign Language	79,744	92,068	15.5	109,567	19.0	107,060	-2.3
German	94,146	95,613	1.6	86,782	-9.2	80,594	-7.1
Japanese	65,410	72,357	10.6	66,771	-7.7	68,810	3.1
Italian	78,176	80,322	2.7	70,982	-11.6	56,743	-20.1
Chinese	51,382	59,876	16.5	61,084	2.0	53,069	-13.1
Arabic <sup>1</sup>	24,010	35,228	46.7	33,526	-4.8	31,554	-5.9
Latin	32,164	32,446	0.9	27,209	-16.1	24,866	-8.6
Russian	24,784	26,740	7.9	21,979	-17.8	20,353	-7.4
Korean	7,146	8,449	18.2	12,256	45.1	13,936	13.7
Greek, Ancient <sup>2</sup>	22,842	21,515	-5.8	16,961	-21.2	13,264	-21.8
Portuguese	10,310	11,273	9.3	12,407	10.1	9,827	-20.8
Hebrew, Biblical <sup>3</sup>	14,137	13,764	-2.6	12,596	-8.5	9,587	-23.9
Hebrew, Modern	9,620	8,307	-13.6	6,698	-19.4	5,521	-17.6
Other Languages	33,800	39,349	16.4	34,746	-11.7	34,830	0.2
Total	1,575,838	1,673,566	6.2	1,561,131	-6.7	1,417,921	-9.2

Number of institutions reporting in 2016: 2,547

1. Includes enrollments reported under "Arabic," "Arabic, Algerian," "Arabic, Classical," "Arabic, Egyptian," "Arabic, Gulf," "Arabic, Iraqi," "Arabic, Levantine," "Arabic, Modern Standard," "Arabic, Moroccan," "Arabic, Qur'anic," "Arabic, Sudanese," and "Arabic, Syrian."
2. Includes enrollments reported under "Greek, Ancient," "Greek, Biblical," "Greek, Koine," "Greek, New Testament," and "Greek, Old Testament"; excludes enrollments reported under "Greek," "Greek and Hebrew," and "Greek and Latin."
3. Includes enrollments reported under "Hebrew, Biblical," "Hebrew, Classical," and "Hebrew, Rabbinic"; excludes enrollments reported under "Hebrew" and "Hebrew, Biblical and Modern."

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

In its 2018 "Open Doors" report, the [Institute of International Education](#) noted that 332,727 U.S. students studied abroad for academic credit during AY 2016-17, which was a 2.3% 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 language were included: Spain (#3), Costa Rica (#9), Mexico (#12), Cuba (#15) Ecuador (#18), Peru (#21), Argentina (#23), and Chile (#25). 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 broadened its collaboration with our study abroad partner, the University of Santiago Chile, in South America, and it took several steps with bolstering student recruitment for its CofC-sponsored study abroad programs in Argentina, Chile and Spain.

### **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 ahead.

## **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 *Casa Hispana*, 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, the HISP Career Seminar Series, the HispaCasts podcast 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 2018-19 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 2018-19 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: \$174 per student credit hour (SCH) according to the latest Delaware Cost Data (AY 2017-18) provided by CofC's Office of Institutional Research, Planning, and Information Management, which is \$39 below the LCWA school-wide weighted average of \$213 per student credit hour and below the weighted average of every other school at the college. Furthermore, Hispanic Studies' instructional costs in AY 2017-18 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 Physical Education, History, Interdisciplinary, Urban Studies, and Women's and Gender Studies have lower SCH expenses than Hispanic Studies, making our program the 5<sup>th</sup> most economical program on campus (in 2018 we were the 7<sup>th</sup>), and also less expensive than any program in the School of the Arts, Business and Economics, and Sciences & Mathematics. 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 preparing well our students for the modern global community.

As noted previously, the offering of a service learning class--Spanish 400, Professor Mary Ann Blitt--during the spring 2019 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. Further

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 numerous faculty members.

In the 4th 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 2018**

- SPAN 202 FYE Spanish Panorama: Culture, Language & Geography of Spain
- SPAN 202 FYE Global Perspectives: Geography and Cultures of Spain
- SPAN 202 FYE Global Perspectives: Barcelona
- SPAN 333 Contemporary Spanish American Cinema
- SPAN 366 *El cuento fantástico y de ciencia ficción hispanoamericano*
- SPAN 367 Hispanic Lyric Poetry: Emergence and Evolution (from the 10<sup>th</sup> to the 17<sup>th</sup> centuries)
- SPAN 490 *Federico García Lorca y la visión trágica*
- SPAN 491 An overview to generative syntax of Spanish
- SPAN 495 The Emerging Woman in the Spanish-Speaking World: 1818-2018
- SPAN 614 Lope to Lorca: Spanish Theater from Empire to Civil War
- FYSE 125 Human Rights in Latin America
- FYSE 125 Greening Cinematic Narratives
- FYSE 120 Working Lives

### **Spring 2019**

- SPAN 333 *La justicia social y el cine hispano*
- SPAN 366 Friends with Benefits
- SPAN 367 Bad Women: Gender and Identity in 20<sup>th</sup> and 21<sup>st</sup> Century Spain
- SPAN 390 Sustainability and Environmental Health in Spanish-speaking World
- SPAN 491 *Bilingüismo en el mundo hispano*
- SPAN 491 Exploring Spanish and Second Language Learning
- SPAN 492 Chicano/a-Latino/a Literature and Culture: Identity and Alterity
- SPAN 493 Early Modern Theater and Visual Culture in Madrid
- SPAN 495 Female Identity in the Spanish-Speaking World: A Tale of Two Centuries (1817-2017)
- FYSE 125 Travel Narratives: Journey around the Hispanic World

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, Avendaño, García, Verlinden (fall 2018, 2 sections; spring 2019, 2 sections); LACS 200, Carrillo and García (fall 2018, 1 section; spring 2019, 1 section); LACS 495, Colomina (spring 2019, 1 section)
2. Linguistics: LING 101, Ramírez Martínez (fall 2018, 1 section); LING 125, Martínez-Gibson and Viñas-de-Puig (fall 2018, 1 section; spring 2019, 1 section); LING 290, Martínez-Gibson (spring 2019, 1 section)
3. M.Ed. program: LALE 603, Pérez-Núñez (Fall 2018, 1 section) and LALE 601, Rodríguez Sabater (Spring 2019, 1 section).
4. The Honors College: HONS 131/132, Gómez (Spring 2019).
5. Students Needing Access Parity (SNAP): Zaubi offered select basic Spanish language courses in Fall 2018 and Spring 2019 respectively.

## Enrollment\*

### Total Undergraduate Student Enrollment

Program	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019
Portuguese	72	85	70	45	56	28	45	32	34	50
Spanish	2920	2775	2741	2445	2914	2761	2840	2747	3021	2750

### Course Sections Offered

Program	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019
Portuguese (lower)	7	8	8	8	6	6	4	7	4	6
Portuguese (upper)	1	1	2	0	1	0	2	0	1	1
Spanish (lower)	133	122	131	124	136	128	131	128	135	124
Spanish (upper)	37	44	43	37	37	37	32	35	35	41

*\*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  
Numbers of Majors and Minors**

<b>Spring Semester (year)</b>	<b>Spanish Majors</b>	<b>Spanish Minors</b>	<b>Business Language in Spanish Minor</b>	<b>Portuguese &amp; Brazilian Studies Minor</b>
<b>2008</b>	<b>133</b>	<b>150</b>		
<b>2009</b>	<b>144</b>	<b>225</b>		
<b>2010</b>	<b>127</b>	<b>220</b>		
<b>2011</b>	<b>123</b>	<b>315</b>		
<b>2012</b>	<b>134</b>	<b>368</b>		
<b>2013</b>	<b>140</b>	<b>426</b>	<b>4</b>	
<b>2014</b>	<b>117</b>	<b>399</b>	<b>8</b>	
<b>2015</b>	<b>110</b>	<b>370</b>	<b>14</b>	
<b>2016</b>	<b>104</b>	<b>325</b>	<b>20</b>	
<b>2017</b>	<b>106</b>	<b>301</b>	<b>25</b>	
<b>2018</b>	<b>95</b>	<b>312</b>	<b>32</b>	<b>4</b>
<b>2019</b>	<b>114</b>	<b>324</b>	<b>39</b>	<b>11</b>

From spring 2011 through 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 increased slightly, dropped by 10.4% by the end of spring 2018, but then rebounded by 20% by the end of spring 2019.

In contrast, since its inception in AY 2012-13, the Business Language in Spanish minor has enjoyed yearly increases with a record 39 minors at the conclusion of this past spring 2019 term. The traditional Spanish minor has also enjoyed steady growth since AY 2016-17 with 324 total minors at the conclusion of the spring 2019 semester. Again, and as previously mentioned, the Spanish minor continues to be the largest minor program at the College of Charleston.

The relatively new Portuguese and Brazilian Studies Minor, launched in fall 2017, also enjoyed a surge with 150% growth of declared minors by the end of the spring 2019 term.

## **Distance Education**

The Department of Hispanic Studies has expanded substantially its development of online courses and respective offerings in the past three years.

In AY 2016-17, the Department of Hispanic Studies formed an ad hoc Distance Education Committee that became a permanent standing committee in 2018-19. The initial committee charge in AY 2016-17 was to establish a systematic plan for offering select DE courses through spring 2018 with the understanding that adjustments could be made depending upon various evolving factors.

In AY 2018-19, the HISP DE Committee was converted into a standing committee and included Silvia Rodríguez Sabater (chair), Daniel Delgado, Antonio Pérez-Núñez, Mara Ramírez Martínez and Allison Zaubi, completed numerous tasks:

- 1) Via a GoogleForms poll of HISP Faculty, determine problems and solutions for teaching online courses and generate a "[Best Practices](#)" document (subsequently approved December 2, 2018)
- 2) Re-assess the department's schedule of online course offerings, and revise in accordance with the College's "[Distance Education Strategic Plan](#)" as issued by the Academic Affairs Division and the Provost's memo dated December 12, 2017 to Academic Council where McGee notes "...it is now essential to pursue a complementary strategy of intentional course development and scheduling for high-demand distance courses for undergraduates." On October 11, 2018, the Provost also emphasized the goal "to increase our DE sections for 2020-2021 to 6% of our total number of fall and spring lecture sections."
- 3) Related to #2, consider strategically the offering of online courses to complement our semester study abroad programs in Argentina, Chile and Spain with the goal of increasing study abroad participation in those programs via a broader availability of course offerings.
- 4) Create a departmental, peer-evaluation of online course form. See below:

**Department of Hispanic Studies**  
**College of Charleston**  
**Peer Evaluation of Online Courses**

Course:

Instructor:

Reviewer:

Review Date:

Rating Key: **YES:** Observed in the course

**NO:** Not observed in the course

**N/A:** Not applicable

**See Comments:**

Strengths, improvements or other comments

	<b>Criteria</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>	<b>See Comments</b>
	<b>A. Overview and Orientation</b>				
1.	Is there an introduction that tells students how the course will work, how to navigate the course, and how to get started with the course?				
2.	Is there a self-introduction by the instructor?				
3.	Does the course syllabus include the following:				
	• Instructor contact information				
	• Office/consultation hours availability				
	• Expectations for student success and participation				
	• Student learning outcomes				
	• Course goals are aligned to learning objectives				
	• A list of required materials				
	• Grading policy				
	• The SNAP policy				
	• The Honor Code				
	• Late work policy				



	<ul style="list-style-type: none"> <li>• Online attendance policy</li> </ul>				
	<ul style="list-style-type: none"> <li>• Technical support on campus</li> </ul>				
	<b>B. Content, Organization, and Navigation</b>				
1.	Is the course well organized and easy to navigate?				
2.	Is there a course schedule that shows activities and due dates?				
3.	Are there clear instructions describing what learners need to do for each module?				
4.	Are content and activities organized logically (e.g. by topic, module, week, or type)?				
5.	Do modules have a course learning outcome or a description attached to it?				
6.	Is the content delivered in more than one way to address different learning styles? (e.g. textbook, handouts, video lectures, power points, etc.)				
7.	Are there clear instructions for every activity and/or assignment?				
8.	Do the activities encourage the application of real-world skills? (e.g. build a portfolio, create an online presentation, have a conversation with a native speaker, etc).				
9.	Are links accurate and up-to-date?				
10.	Are there any other sites students need to navigate (e.g. <i>Talkabroad</i> , <i>Supersite</i> , etc) and are the instructions clear?				
11.	Is there a list of all tech requirements to successfully navigate the course?				
	<b>C. Assessment and Feedback</b>				
1.	Do modules include at least one assessment that allows students to track their own learning progress (e.g. written reflections, early feedback surveys, etc.)?				
2.	Does the course include different types of assessments (e.g. speaking, listening, reading, writing, and/or interpretive, interpersonal, and presentational)?				
3.	Are rubrics provided to define assessment criteria?				
4.	Does the gradebook reflect the grading expectations in the syllabus?				
5.	Is the gradebook accessible to students?				
6.	Does the instructor provide feedback to students in				

	a variety of ways (e.g. email, audio, video)? in a timely manner?				
7.	Does the instructor provide feedback in a timely manner?				
8.	Are there anti-plagiarism mechanisms in the course?				
<b>D. Communication, Interaction, and Participation</b>					
1.	Does the course include ways to communicate class news, reminders and answer questions?				
2.	Is instructor email response time clearly indicated?				
3.	Are students' participation expectations clearly stated?				
4.	Does the course contain activities intended to build a sense of class community?				
5.	Do modules provide opportunities for student/instructor interaction?				
6.	Do modules provide opportunities for oral and written student/student interpersonal interaction? (e.g. pair work, group activities in the discussion board, Virtual Classroom, <i>Voicethread</i> , Google Hangouts, Zoom, etc).				
7.	Are there opportunities to interact with native or proficient speakers of the language? (e.g. <i>Talkabroad</i> , <i>Boomalang</i> , <i>En vivo</i> , Zoom, etc).				
8.	Are social and netiquette expectations for online discussions and other forms of communication clearly stated?				
<b>E. Accessibility and Usability</b>					
1.	Are there a variety of instructional materials and assignments used in the course, reflecting Universal Design for Learning Principles (i.e. present information and content in different ways, differentiate the ways that students can express what they know, and stimulate interest and motivation for learning)?				
2.	Do video/audio files have the possibility to be captioned?				
3.	Are all documents (e.g. PDF, Word, ppt) ADA compliant and accessible via screen readers? (This includes tables and graphs).				

COMMENTS:

**1. Strengths:**

**2. Suggestions for Improvement:**

**3. Additional Comments/Observations:**

**4. Instructor's Comments:**

Instructor: \_\_\_\_\_ Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

The following materials were consulted in the creation of this evaluation form:

Center for Online Teaching Excellence at the State University of New York (n.d.). OSCQR Course Design Review.

Coulter Faculty Center eLearning Faculty Fellows at Western Carolina University (2007). Online Course Assessment Tool (OCAT) and Peer Assessment Process.

Innovative Learning Institute Teaching and Learning Service (2018). Online Course Quality Checklist.

Palomar College (2012). Online Course Best Practices Checklist.

Peer Review for Online and Blended Courses (2015). Quality Online Learning and Teaching Rubric.

Penn State University (n.d.). Peer Review Guide for Online Teaching.

SRS 1/2019

*--end of peer evaluation form--*

The results of this committee's work have greatly facilitated the department's conscientious efforts to expand its online course offerings while striking a very difficult balance between maintaining the traditional integrity of our face-to-face classes in an online environment while cooperating with the institution's charge to meet specific distance-education goals college-wide. However, despite this challenge, the Department of Hispanic Studies has made impressive progress with distance education curriculum:

- 1) In summer 2016, Hispanic Studies did not offer any courses online, but just 3 years later in 2019, 62% of HISP summer courses were offered online.
- 2) In fall 2016 semester, Hispanic Studies did not offer any courses online, but during the spring 2019 semester 10 courses were taught fully or partially online to include PORT

101, SPAN 101, SPAN 102, SPAN 275, SPAN 313, SPAN 316, SPAN 400 and SPAN 495.

- 3) At the beginning of summer 2016, only two faculty members in the Department of Hispanic Studies were DE-certified. However, by the end of summer 2019, 32 of its 45 teaching faculty, or 71%, had DE-certification.

**Curricular Assessment Activities**

Despite earning an “exemplary” rating from the School of Languages, Cultures and World Affairs in 2017 for Hispanic Studies’ major assessment results and 2018 plan, there were ongoing departmental concerns with respect to the uniform execution of the process and the consistent quality of the assessment results. Consequently, an “assessment” moratorium was approved for the fall 2019 semester so that an ad hoc HISP Assessment Committee could examine and adjust the HISP program assessment plan and present recommended adjustments to HISP roster faculty for discussion and approval. Chaired by Joseph Weyers with the collaboration of Carmen Grace and Marianne Verlinden, the committee drafted a revised program assessment plan that was eventually approved and officially adopted by the department on November 1, 2018 as follows:

**DEPARTMENT OF HISPANIC STUDIES  
ASSESSMENT OF THE SPANISH MAJOR**

**INTRODUCTION:** Our assessment of the SPAN major is based on the four skills areas in which SPAN majors should show improvement over time: speaking, writing, understanding the Spanish language, and analyzing Hispanic texts. Our expectations of SPAN majors introduce each assessment plan.

1. We expect our SPAN majors to speak Spanish at a professional level.

FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT
<p><b>SLO 1: Oral Proficiency.</b> Spanish majors will speak at the Intermediate Mid (IM) level on the American Council of the Teaching of Foreign Languages (ACTFL) Oral Proficiency scale upon completion of SPAN 314 (or 350).</p>	<p><b>SLO 5: Oral Proficiency.</b> Spanish majors will speak at the Intermediate High (IH) level on the American Council of the Teaching of Foreign Languages (ACTFL) Oral Proficiency scale in the final semester of their Spanish major.</p>
ASSESSMENT METHOD	ASSESSMENT METHOD
<p>Declared Spanish majors in one section of SPAN</p>	<p>All Spanish majors take an official OPIc in their final</p>

314 (or 350) per semester, to be designated on a rotating basis by the Chair or Associate Chair, will take an official OPIc in Spanish at the conclusion of the course.			semester of study as a requirement for the BA.		
<b>ASSESSMENT RUBRIC</b>			<b>ASSESSMENT RUBRIC</b>		
<b>Does not meet expectations:</b>	<b>Meets expectations:</b>	<b>Exceeds expectations:</b>	<b>Does not meet expectations:</b>	<b>Meets expectations:</b>	<b>Exceeds expectations:</b>
Students rate below the IM level on an official OPIc.	Students rate at the IM level on an official OPIc.	Students rate above the IM level on an official OPIc.	Students rate below the IH level on an official OPIc.	Students rate at the IH level on an official OPIc.	Students rate above the IH level on an official OPIc.
Reference: <a href="https://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012">https://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012</a>					

2. We expect our SPAN majors to express themselves clearly and professionally in written Spanish.

<b>FORMATIVE ASSESSMENT</b>	<b>SUMMATIVE ASSESSMENT</b>
<b>SLO2: Writing Proficiency.</b> Spanish majors will write at the Intermediate High (IH) level according to the ACTFL Writing Proficiency Test (WPT) Guidelines upon completion of SPAN 313 (or 350).	<b>SLO 6: Writing Proficiency.</b> Spanish majors will write at the Advanced Low (AL) level according to the ACTFL Writing Proficiency Test (WPT) Guidelines upon completion of SPAN 495.
<b>ASSESSMENT METHOD</b>	<b>ASSESSMENT METHOD</b>
Declared Spanish majors in one section of SPAN 313 (or 350) per semester, to be designated on a rotating basis by the Chair or Associate Chair, will write a one page (minimum) final composition on a topic related to the course theme. The final composition will require the student to describe	All Spanish majors are required to take SPAN 495 Senior Capstone, which has a significant writing requirement. The final writing assignment of the semester will be evaluated for this part of the assessment. The Chair or Associate Chair will designate one section per semester to be evaluated. The assessment is based on the quality

and narrate, using specific examples.			of the writing sample. The task will vary widely given the changing topics in SPAN 495. The topic covered will include the students' application of the course work to their appreciation of Hispanic cultures and people.		
<b>ASSESSMENT RUBRIC</b>			<b>ASSESSMENT RUBRIC</b>		
<b>Does not meet expectations:</b>	<b>Meets expectations:</b>	<b>Exceeds expectations:</b>	<b>Does not meet expectations:</b>	<b>Meets expectations:</b>	<b>Exceeds expectations:</b>
Students write at a level below IH according to ACTFL's WPT Proficiency Guidelines.  Most important, the student scores less than 85% on the assignment, based on the instructor's criteria for grading it.	Students write at the IH level according to ACTFL's WPT Proficiency Guidelines.  Most important, the student scores 85-90% on the assignment, based on the instructor's criteria for grading it.	Students write at a level beyond IH according to ACTFL's WPT Proficiency Guidelines.  Most important, the student scores above 90% on the assignment, based on the instructor's criteria for grading it.	Students write at a level below AL according to ACTFL's WPT Proficiency Guidelines.  Most important, the student scores less than 85% on the assignment, based on the instructor's criteria for grading it.	Students write at the AL level according to ACTFL's WPT Proficiency Guidelines.  Most important, the student scores 85-90% on the assignment, based on the instructor's criteria for grading it.	Students write at a level beyond AL according to ACTFL's WPT Proficiency Guidelines.  Most important, the student scores above 90% on the assignment, based on the instructor's criteria for grading it.
Reference: <a href="https://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012/english/writing">https://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012/english/writing</a>					

3. We expect our SPAN majors to understand structural and social aspects of the Spanish language.

<b>FORMATIVE ASSESSMENT</b>	<b>SUMMATIVE ASSESSMENT</b>
<b>SLO 3: Linguistic understanding.</b> Students will demonstrate understanding of Spanish phonetics,	<b>SLO 7: Linguistic application.</b> Students will demonstrate understanding of how language

phonology, morphology, and syntax by the conclusion of SPAN 381.			varies synchronically or diachronically, and apply that understanding to the specific study they undertake in a 400 level Spanish linguistics course.		
<b>ASSESSMENT METHOD</b>			<b>ASSESSMENT METHOD</b>		
<p>All students in one section of SPAN 381 per semester, to be designated on a rotating basis by the Chair or Associate Chair, will write an essay on the final exam that addresses their understanding of the primary systems of the Spanish language. The question – <u>which may be adjusted by each instructor to fit their method of teaching the course</u> – is as follows:</p> <p style="text-align: center;"><i>Why is it important that a Spanish major understand the fundamental of phonetics, phonology, morphology, and syntax? Explain how exposure to this field of study has enhanced your knowledge of the Spanish language. Use at least 2 examples for each of the linguistic systems you reference.</i></p>			<p>All students in one section of SPAN 4XX (linguistics) per semester, to be designated on a rotating basis by the Chair or Associate Chair, will write an essay on the final exam, or as a homework assignment, that address the students’ understanding of language variation. The question – <u>which will vary according to the nature of the course in which it is used</u> – will include a version of the following:</p> <p style="text-align: center;"><i>Based on what you studied in SPAN 4XX, how does the course material demonstrate how Spanish varies diachronically or synchronically? Draw on your understanding of phonetics/phonology/morphology/syntax (as applicable) to answer. Provide at least 5 examples to make your point clear.</i></p>		
<b>ASSESSMENT RUBRIC</b>			<b>ASSESSMENT RUBRIC</b>		
<b>Does not meet expectations:</b>	<b>Meets expectations:</b>	<b>Exceeds expectations:</b>	<b>Does not meet expectations:</b>	<b>Meets expectations:</b>	<b>Exceeds expectations:</b>
The student vaguely identifies and explains the concepts. They show some misunderstanding and/or do not use accurate examples, or any at all.	The student provides a general identification and explanation of the concepts.	The student very effectively identifies and explains the concepts in depth. They use more than the minimum number of examples, or demonstrate keen understanding	The student vaguely identifies and explains the concepts. They show some misunderstanding and/or do not use accurate examples, or any at all.	The student provides a general identification and explanation of the concepts.	The student very effectively identifies and explains the concepts in depth. They use more than the minimum number of examples, or demonstrate keen under-
Most important,	Most important, the student		Most important,	Most important, the student	

the student scores less than 85% on the assignment, based on the instructors' criteria for grading it.	scores 85-90% on the assignment, based on the instructors' criteria for grading it.	of the concepts.  The student scores above 90% on the assignment, based on the instructors' criteria for grading it.	the student scores less than 85% on the assignment, based on the instructors' criteria for grading it.	scores 85-90% on the assignment, based on the instructors' criteria for grading it.	standing of the concepts.  Most important, the student scores above 90% on the assignment, based on the instructors' criteria for grading it.
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4. We expect our SPAN majors to have developed reading skills and to demonstrate critical thinking skills in the analysis of Spanish language texts.

<b>FORMATIVE ASSESSMENT</b>	<b>SUMMATIVE ASSESSMENT</b>
<b>SLO 4: Textual understanding.</b> Students will demonstrate knowledge of textual analysis by analyzing specific texts from their 300 level Hispanic literature and cultural studies course.	<b>SLO 8: Textual application.</b> Students will demonstrate the ability to apply tools of textual analysis to interpret texts that are associated with the specific study they undertake in a 400 level Hispanic literature and cultural studies course.
<b>ASSESSMENT METHOD</b>	<b>ASSESSMENT METHOD</b>
All students in one section of SPAN 366 or 367 per semester, to be designated on a rotating basis by the Chair or Associate Chair, will write an essay (which could form part of the final exam or be assigned as homework) in which they analyze the work of an author, production from a given period of time, or a specific textual genre that they studied in class. The essay should consist of several paragraphs. <u>The task is dependent on the topic studied and the professor's pedagogic objectives and will therefore vary.</u> Students are expected to apply the tools of analysis they have	All students in one section of SPAN 4XX (literature and cultural studies) per semester, to be designated on a rotating basis by the Chair or Associate Chair, will write a final paper for which they analyze one or several texts/authors/periods. <u>The task is dependent on the topic studied and the professor's pedagogic objectives and will therefore vary.</u> The final paper will require that students apply the tools of textual analysis they have learned to the analysis of the text(s)/author(s)/period(s) at hand. Students are expected to use ample examples, cite adequate



developed to the texts they studied.			sources, and show critical thinking skills in their final paper.		
<b>ASSESSMENT RUBRIC</b>			<b>ASSESSMENT RUBRIC</b>		
<b>Does not meet expectations:</b>	<b>Meets expectations:</b>	<b>Exceeds expectations:</b>	<b>Does not meet expectations:</b>	<b>Meets expectations:</b>	<b>Exceeds expectations:</b>
The student vaguely identifies and explains the concepts. They show some misunderstanding and/or do not use accurate examples, or any at all.  Most important, the student scores less than 85% on the assignment, based on the instructors' criteria for grading it.	The student provides a general identification and explanation of the concepts.  Most important, the student scores 85-90% on the assignment, based on the instructors' criteria for grading it.	The student very effectively identifies and explains the concepts in depth. They use more than the minimum number of examples, or demonstrate keen understanding of the concepts.  Most important, the student scores above 90% on the assignment, based on the instructors' criteria for grading it.	The student vaguely identifies and explains the concepts. They show some misunderstanding and/or do not use accurate examples, or any at all.  Most important, the student scores less than 85% on the assignment, based on the instructors' criteria for grading it.	The student provides a general identification and explanation of the concepts.  Most important, the student scores 85-90% on the assignment, based on the instructors' criteria for grading it.	The student very effectively identifies and explains the concepts in depth. They use more than the minimum number of examples, or demonstrate keen understanding of the concepts.  Most important, the student scores above 90% on the assignment, based on the instructors' criteria for grading it.

The newly modified program assessment plan was instituted spring 2019.

## **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. Because of revised recruitment techniques implemented by the Department of Hispanic Studies beginning in 2018, all the programs materialized with strong student participation. This success was in part due to the conscientious efforts of several faculty members in Hispanic Studies who not only actively recruited students for these study abroad programs, but also worked with the department chair and dean of LCWA to strengthen ties with partner institutions in Chile, Argentina and Spain. Such steps included a remote lecture (Chile) in fall 2019, remote curricular collaboration between professors at CofC and abroad (Chile), increased cyber meetings with on-site coordinators (Argentina and Chile), and on-site visits to Argentina, Chile and Spain.

## **Other Departmental Accomplishments**

The HISP Advisory Board, founded in December 2017, continued to be very active and engaged in AY 2018-19 with regular meetings and strategic planning as related to development/fund raising. The board's work resulted in contributions totaling \$14,375.00 that were earmarked for an inaugural, needs-based, study abroad scholarship for CofC's spring semester program in Trujillo, Spain. The first award will be granted to a student for the spring 2020 program and selected by a committee that includes faculty from Hispanic Studies and one member of the HISP Advisory Board.

In AY 2018-19, the department continued its monthly 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 AY 2018-19, 10 faculty were featured in the "Faculty Focus" blog, and 9 students in the "Student Focus" blog.

In January 2019, the department launched its inaugural "HispaCasts" podcast series. In collaboration with Dr. Mike Overholt from the Teaching and Learning Team, this new program highlights students, alumni, faculty and programs for informational purposes. A total of 8 episodes were produced through June 2019 and archived at the following open-access webpage: <http://spanish.cofc.edu/hispacasts/index.php>.

In the third year of its existence, the department's own international, peer-reviewed journal, *Hispanic Studies Review* (HSR), published two issues: one in fall 2018 and one in spring 2019. This represents a total of six 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 established an international 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 2019, four of the journal's editorial team members hosted their 3<sup>rd</sup> annual panel hosted by HSR and dedicated to journal publishing at the 72<sup>st</sup> Annual Kentucky Foreign Language Conference in April 2019.

Additional program and student accomplishments may be found in the 2019 issue of the department's annual newsletter (see <http://spanish.cofc.edu/about/hispanews.php>) and in the department's newsblog (see <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 and with little variation, approximately 45% are adjunct members whose contractual obligations are exclusively tied to teaching duties. Consequently, the other 55% of the Hispanic Studies 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 because of the responsibilities of adjunct faculty; hence greater workload, albeit inadvertently, for our roster faculty.

### **Instructional Costs**

As previously noted, the Department of Hispanic Studies continues to generate some of the **lowest** instructional costs at the College: \$174 per student credit hour according to the latest Delaware Cost Data available (AY 2017-18), which is \$39 below the LCWA school-wide weighted average of \$213 per student credit hour and below the weighted average of every other school at the college.

Although the department continues to support the M.Ed. program (approximately one graduate course per semester), Hispanic Studies does not yet sponsor our own graduate degree, and therefore we are able to focus our curricular energies almost exclusively on our quality 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 2018-19 as many years prior. 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 previously mentioned, is that 45% of our department's professors in 2018-19 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 LCWA.

As noted repeatedly in prior annual reports, there are many challenges with over-reliance on adjunct faculty, despite the fine 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. This coupled with the continually revolving door of adjunct faculty in Hispanic Studies—we average 2-3 new adjunct hires yearly—the costs for all parties involved to include students, chairs and coordinators, and the institution, become immeasurable.

### **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 2018-19 academic year with numerous refereed publications, conference presentations, guest lectures, 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 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 2019 issue of the department's annual newsletter (see <http://spanish.cofc.edu/about/hispanews.php>) and in the department's news blog that is conscientiously maintained (see <http://blogs.cofc.edu/spanishnews/>).

### **Future Goals**

Select departmental objectives for AY 2019-20:

- 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) Hire a tenure-track faculty member to replace one retiring in May 2020.
- 5) Expand the work of the HISP Advisory Board to include fostering relationships with alumni and assisting with fund-raising efforts of the LCWA Dean and Development Officer.
- 6) Continue to explore ways with the LCWA Dean's Office to balance faculty workloads to address issues outlined in this report.