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

The “status of the discipline” requires considerations of demographics, economy, and the prominent ways in which the academy has responded effectively to both in recent years.

Preparing graduates to be competitive in the modern global economy continues to be central to the mission of any responsible and relevant higher education institution. Demographic trends and their impact on the economy, particularly here in the U.S., clearly reflect the enormous value of our Department of Hispanic Studies in equipping our students for their future careers. Consequently, the strong demand for and importance of providing all levels of Spanish and Portuguese instruction will persist at colleges and universities nationwide, and the Department of Hispanic Studies, LCWA and the College of Charleston must continue to prepare and respond strategically and in accordance with proven pedagogical approaches.

According to the U.S. Census Bureau’s report issued May 2012, of the 311.5 million residents in the U.S. as of July 2011, over 52 million or 16.69% were Hispanic, or approximately one of every six persons. In the decade of 2000-2010, the Hispanic population in the U.S. increased by 15.5 million, or from 1 in 8 persons to 1 in 6.
After passing African Americans as the largest minority group in the year 2000, the U.S. Latino population continues to grow. The Pew Hispanic Center projects that by 2015 the Hispanic population will account for approximately 29% of all U.S. residents, or nearly 1/3 of the population. Currently, Mexico is the only country of the 21 Spanish-speaking nations in the world with more Hispanic residents than the U.S.

As reflected in the population growth map above on page 1, demographic trends statewide are even more staggering: South Carolina’s Hispanic population almost tripled in the decade of 2000-10, and in August 2005 a University of South Carolina study observed Hispanics in S.C. with an approximate annual purchasing potential of more than $2 billion, 80% of which is spent within the State. The Palmetto State still ranks among the 10 fastest growing states in the nation for Hispanic buying power and population growth. In 2010, approximately 41% of S.C. Hispanics were homeowners.

From 2000-2007, S.C. had the second largest growth rate of Hispanics in the U.S. (45.5%), and the first in the year 2008, according to the U.S. Census Bureau. In 2010 an estimated 232,000 Hispanics resided in the Palmetto State, or 5% of the total S.C. population. In addition, 76% of S.C. Hispanics speak Spanish at home.

U.S. Latinos also continue to retain proudly their Spanish language nationwide. The Pew Hispanic Center’s July 23, 2013 report notes that 68% of Hispanic adults regularly obtain news in Spanish, and overall the number of Spanish news media consumers is growing due to the overall increase in the number of Hispanics in the U.S. The U.S. Census Bureau reports that a record 35 million U.S. Hispanics age 5 and older speak Spanish at home, which is an increase from the previous 25 million in the year 2000, and 10 million in 1980. 82% of Latino adults speak Spanish, and 95% emphasize the importance for their future generations to speak the language. According to Market Segment Research, approximately 60% of U.S. Hispanics speak Spanish all the time, with another 33% speaking Spanish at least 50% of the time. Only 4% of U.S. Hispanics claim never to speak Spanish. Hispanics spend an average of 17.3 hours per week watching Spanish language television, 12 hours listening to Spanish language radio, 1.6 hours reading Spanish language magazines and 1.2 hours reading Spanish language newspapers; compared with 11.6 hours watching English language television, seven hours listening to English radio, 1.7 hours reading English magazines and two hours reading English newspapers.

The Selig Center for Economic Growth at the University of Georgia reports that Hispanic purchasing power in the U.S. was $1.2 trillion in 2012, and by 2015 it is expected to advance to $1.5 trillion while growing faster than the purchasing power of African-Americans, Native Americans and Asians. In the first quarter of 2012, U.S. Latinos accounted for 11% or $2.2 billion of total e-commerce purchases made across the U.S. The Hispanic advertising industry is growing 4X faster than all other sectors of advertising with a current industry of approximately $5 billion. The U.S. Hispanic market currently reflects a larger GDP than the economies of all but 14 countries worldwide.

Across the globe, there are approximately 400 million native speakers and 500 million people who know how to speak Spanish. A native language in 21 countries, Spanish is also the second most natively spoken language in the world (2nd only to Mandarin Chinese), the 3rd most commonly used language on the Internet (behind English and Mandarin), one of the six official
languages of the United Nations and is an official language of the European Union and Mercosur.

Map of the Spanish-speaking world.

Such national and regional demographic trends are clearly reflected in not only the matriculation of students in our basic Spanish language program, but also in the record number of majors and minors: 566 total in the 2012-13 academic year.

National trends also indicate that the demand for Portuguese language instruction is on the rise and due mainly to the extremely important, economic powerhouse to our south: Brazil. The International Monetary Fund, World Bank and CIA World Factbook all cite Brazil as the 6th largest economy in the world behind only the U.S., China, Japan, Germany and France. Students in the U.S. pursuing International Studies, Business, Finances, Economics and Marketing are increasingly recognizing the important advantage that knowledge of Portuguese language and culture afford them for their future careers.

Portuguese is the 7th most natively spoken language in the world, and generally considered the 6th most widely spoken with over 200 million native speakers of Portuguese.
The aforementioned demographic and economic trends are in turn impacting significantly the dynamics of program offerings and overall language enrollment trends at four-year colleges. According to a report published by the Modern Language Association of America in December 2010 (http://www.mla.org/pdf/2009_enrollment_survey.pdf), in the seven-year period between 2002-09, undergraduate enrollment in Spanish increased by 16.8% and in Portuguese by 42.2%.

With regard to other emerging, national program trends, of the numerous worth noting, three will be addressed for the purposes of this specific report:

1) U.S. students studying abroad
2) Community engagement
3) Formation of separate academic schools to house language and culture programs.

On November 12, 2012, the Institute of International Education released its “Open Doors 2012” report, which was supported by a grant from the Bureau of Educational and Cultural Affairs at the U.S. Department of State. Referring to “U.S. Study Abroad Trends,” the report noted that 273,996 U.S. students studied abroad for academic credit during AY 2010-11, which was a 1.3% increase from the previous year. Over the past 20 years, U.S. student participation in study abroad has more than tripled. Among the top fields of study for these same students, “foreign languages” ranked #6 with 5.8% of the total number of U.S. students who study abroad. Of the top 25 leading destinations listed for U.S. study abroad students, 7 countries for Spanish and Portuguese languages were among the top 20: Spain (#3), Costa Rica (#8), Argentina (#10), Mexico (#13), Brazil (#15), Chile (#19) and Ecuador (#20). Clearly the Department of Hispanic Studies at the College of Charleston plays an indispensable role in this trend.

“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. Over the years, increasing
attention has been focused on the critical importance of CE with language learning, and given the demographic trends in the U.S., even many smaller language programs have successfully adjusted their curricula to accommodate this important component. In fact, the CE trend has become so prominent that the highly regarded journal *Hispania* recently dedicated an entire “Special Focus Issue” (June 2013) to “The Scholarship of Community Engagement.” Such a trend, as will be addressed further below in the “Program” section, is indeed reflected in the work of the Department of Hispanic Studies.

Finally, it is important to note another extremely important trend that underscores the academy’s recognition of and emphasis on international education and the central role that language studies play in this process: the emergence of designated academic schools, such as the College of Charleston’s own School of Languages, Cultures and World Affairs (LCWA), to house, develop and strengthen akin programs, with languages at the core, for today's global student. A few examples of such schools:

University of Maryland, School of Languages, Literatures & Cultures:  
http://sllc.umd.edu/about

University of Arizona, School of International Languages, Literatures & Cultures:  
http://humanities.arizona.edu/sillc

University of Illinois at Urbana-Champaign, School of Literatures, Cultures & Linguistics:  
http://www.slcl.illinois.edu/ (formed in 2007)

Purdue University, School of Language & Cultures:  
http://www.ela.purdue.edu/slc/main/

Such designated schools, such as the College of Charleston’s LCWA, allow working clusters of programs/departments to focus on specific academic program development and language/culture education while the institution bolsters its own emphasis on international education and prepares our students for the multi-faceted demands of a global economy. The impressive growth and performance on so many levels of the Department and Hispanic Studies since its and the School's formation testify to the effectiveness of such language school designations and language-specific focused departments/programs; and as outlined further ahead, the future of the Department of Hispanic Studies in the current School of Languages, Cultures and World Affairs will continue to grow and prosper as we aim to be *THE* choice of high-achieving, graduating high-school seniors who wish to enroll in the very best undergraduate Hispanic Studies program on the east coast. “Hispanic Studies” at the College of Charleston should be and will be the program that all aforementioned high-school students immediately consider when they seek premier university programs of Spanish and Portuguese.
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) and internships (Spanish 401, offered in the fall) 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--Spanish House/Casa Hispana, Spanish Club, Portuguese Club, 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, language conversation tables, films, cultural festivals, sponsored guest lectures, among other activities, help "establish and promote a vibrant campus-life atmosphere" as specified by the College’s Strategic Plan.

Finally, 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 instilling in our students the perspectives necessary for addressing effectively the many issues they will confront regionally and globally upon graduation. From Portuguese 101 through Spanish 499, language is interwoven with related culture, history, politics, business, economics and society. Our disciplines in the Department of Hispanic Studies have always been the quintessential, fertile ground for cultivating these global, interdisciplinary perspectives, a mission we continue to fulfill as demonstrated in the success of our graduates who not only succeed in graduate studies in the discipline, but who also secure various opportunities both in the U.S. and abroad: See http://spanish.cofc.edu/alumni-corner/index.php for some examples.

Program student learning outcomes are an important indicator of our graduates’ preparation and the effectiveness of our programs. In refining our ongoing assessment of student learning
outcomes in accordance with a more standardized, institutional approach begun in the spring of 2012, the Department of Hispanic Studies has articulated the following program goals:

1) Graduating Spanish majors will speak at the intermediate-high level or higher on the ACTFL (American Council on the Teaching of Foreign Languages) scale (see http://www.actfl.org/files/public/ACTFLProficiencyGuidelines2012_FINAL.pdf);
2) Graduating Spanish majors will write at the advanced low level of the aforementioned ACTFL scale;
3) Students will recognize the main periods, movements, authors and genres of Hispanic literature and interpret the same;
4) Students identify and explain linguistic characteristics of Spanish and demonstrate knowledge and apply the main concepts of phonology, morphology and semantics and syntax.

Related assessment tools were applied systematically at the conclusion of the spring 2013 semester, and the corresponding data was sent as a separate, detailed report in May 2013 to the Associate Dean of the School of Languages, Cultures and World Affairs. The Department of Hispanic Studies will compare these results with subsequent years to gauge the reliability and consistency of the data and determine if certain program adjustments should be made. However, the immediate results of the recent assessments of Spanish-program student learning outcomes were the following:

1) LCWA will continue to explore the possibility of requiring all majors to study abroad in order to assist with meeting oral proficiency goals;
2) Hispanic Studies will continue to discuss and consider the possibility of adjusting certain pre-requisite rules to optimize student preparation, although additional years of assessment data are necessary to make this definitive determination.

III. Narrative Summary and Analysis of Departmental or Program Accomplishments

The Department of Hispanic Studies continued to offer a dynamic program via a large corps of very experienced, diverse and highly qualified faculty members during the 2012-13 academic year: 17 adjunct professors and 26 roster faculty, 43 total, representing 12 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) Seminar and Learning Communities, Honors, Latin American and Caribbean Studies (LACS), Linguistics, 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 2012-13 academic year. Furthermore, this was all done while Hispanic Studies matched History as the department with the lowest instructional costs at the College at $129 per student credit hour; not necessarily a "point of pride," but a reality. The Department of Hispanic Studies and its faculty are ambitious, innovative and we continued to demonstrate initiative and flexibility with our programs and remarkably diverse curriculum while maintaining the ultimate goal of adequately preparing our students for the modern global community.
As noted earlier, the offering of two courses, an internship (Spanish 401, Dr. Weyers) and a service learning class (Spanish 400, Dr. Sarah Owens) during the fall and spring semesters respectively, exemplified the "experiential learning" identified in one of the goals of the College’s Strategic Plan. Both courses engaged students with our local Hispanic community through service to migrant works and various medical, legal, and educational contexts and are excellent examples of our department's conscientious participation in the national "Community Engagement" (CE) trend described previously.

Our department was also active in the First Year Experience (FYE) program by collaborating in FYE Learning Communities in both Portuguese and Spanish courses taught by Professors Hanahan, Moran, Luci Moreira and Jose Moreira; in addition, Dr. Carla Breidenbach taught a First Year Seminar for the FYE in the fall of 2012.

Further reflecting our responsiveness to curricular demands and the academic interests and needs of our Spanish majors and minors, Hispanic Studies offered two special topic courses (Spanish 491) during the 2012-13 academic year: "Sociolinguistics and Pop Culture" taught by Dr. Carla Breidenbach and “Questions in Spanish Linguistics” by Dr. Silvia Rodríguez Sabater. Both courses presented students with unique angles and skill-sets within the discipline that are not normally addressed in depth within the regular Spanish major/minor curriculum.

HISP also continued its generous contributions to other programs:

1) Latin American and Caribbean Studies: LACS 101, Verlinden, Fall 2012; Colomina, Spring 2013;
2) Linguistics Program: LING 125, Breidenbach, Fall 2012, Spring 2013;
3) M.Ed. program: SPAN 603, Rodríguez Sabater, Spring 2013; LALE 601, Rodríguez Sabater, Fall 2012.
4) Students Needing Access Parity (SNAP): Hanahan and Zaubi offered select basic Spanish language courses, Fall 2012, Spring 2013.

In the fall of 2012 the College approved our department’s proposed adoption of Spanish 333 (Topics in Hispanic Cultures) to replace all SPAN 300-level civilization and culture courses. This important curricular change was motivated in part by assessment results that demonstrated that both faculty and students were not optimally managing the vast material presented in the previous 300-level courses in question. The Spanish 333 model now affords faculty to customize the HISP civilization and culture courses not only to vary content, but also to focus on important segments/aspects of Hispanic culture with the goal of better engaging our students with dynamic and important course content, which in turn will also enhance our major and minor programs. The first offering of the new Spanish 333 courses will be in the fall of 2013, and preliminary results are impressive: all the sections offered are filled to capacity, which was not always the case with our previous 300-level civilization and culture courses. Students are already drawn to the "fresh" content of our new 333 classes.

Another important departmental accomplishment was Academic Affairs’ approval of our department’s tenure and promotion guidelines, the first such approval among all departments and programs in the School of Languages, Cultures and World Affairs.
## Enrollment

Statistics for overall HISP student enrollment

### Total Student Enrollment

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### Course Sections Offered

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*Includes Portuguese Literature in Translation

The Association of Departments of Foreign Languages (ADFL) affirms that effective foreign language instruction is only possible in classes with no more than 20 students, with 15 representing the optimal number (see [http://www.adfl.org/resources/resources_guidelines.htm](http://www.adfl.org/resources/resources_guidelines.htm)). ADFL also officially states that "In any case, particularly at the elementary and intermediate levels, class size must be small enough to enable--rather than to inhibit--the kind of effective interaction between teacher and students necessary to developing proficiency in the language." In addition, in May 2006 The American Council for the Teaching of Foreign Languages (ACTFL) published the following as one of its official position statements: "Given the goals of a standards-based language program (i.e., the development of students' communicative competence), there must be opportunity for frequent and meaningful student-to-teacher and student-to-student interaction, monitored practice, and individual feedback during instructional time. This warrants attention to a class size that remains as small as possible."
Despite these important guidelines, over the past several years our department regularly over-enrolled the majority of our language classes, not just the lower (101-202) levels. However, in August 2011, the Chair of Hispanic Studies conducted a nation-wide survey to determine course caps for elementary and intermediate Spanish language courses. The results were insightful: of the 10 colleges and universities in S.C. that provided feedback, the College of Charleston had the highest course cap in the state with 26 students per basic Spanish language class. The lowest was Furman University with 18. The average cap for all S.C. colleges and universities was 20, which meant that the College of Charleston exceeded substantially the statewide average. For the 129 colleges and universities outside of S.C. that responded to the survey, the average cap per class was 23.91 for elementary language classes and 23.07 for intermediate. Again, at the time (fall 2011) the College of Charleston’s cap of 26 exceeded both averages. As a result of this survey and additional justifications, the Dean of LCWA approved the HISP Chair's proposal to lower the cap to 24 for all basic language courses effective fall 2012 semester and to further reduce the cap to 22 effective spring 2014. This is a positive step, although in light of the extremely low SCH expense for courses in Hispanic Studies (see section on "Instructional Costs" below), we do hope to decrease this cap further so that the College of Charleston can eventually boast what the Strategic Plan aims for at this institution: "the Southeast’s leading public liberal arts and sciences university." Furman is doing this with caps of 18 students per basic language course, and we should continue to strive for better.

Because the optimal approach for the upper-level courses (300+) in language programs across the country has been to maintain limits below those found in the basic language courses, HISP has attempted to do so in its own advanced courses. If we use ADFL’s "optimal number" of 15 as the prescribed cap for these courses, however, we find that historically HISP has not succeeded, despite saving the College substantially on "instructional costs" as noted below in the section with the same name. However, during AY 2012-13, the department has taken incremental steps to address this issue with capping our Spanish 275 course at 20 students maximum; our Spanish 313 (Spanish Composition), 314 (Conversation) and 320 (Intro to Study of Hispanic Literature) courses at 15; and 300-level culture and civilization courses at 22. Although many of our other 300-level courses currently capped at 18 are still above ADFL’s recommendation of 15, we are making gradual progress in the spirit of optimizing the educational quality of our students as articulated in the College's Strategic Plan. Beginning in the fall of 2013, we are taking another incremental step by ensuring our 300-level civ and culture classes—capped at 22 during the 2012-13 academic year—will be limited to 20 students per section.

The Department of Hispanic Studies will continue to assess its course enrollment limits while it still strives to meet the important recommendations of ADFL and ACTFL. These invaluable steps are indeed affordable given the current SCH costs noted in "Instructional Costs" further ahead in this report.
Since the spring of 2011, there has been a yearly increase in the number of our majors: an overall growth of 14% over the past two years. In addition, our Spanish minors have grown remarkably and steadily: 184% since the spring of 2008. Such program growth logically demands increased resources to maintain the integrity of the program, yet HISP continues to operate on an infrastructure—both in terms of faculty and financial support—that is based on the 2007-08 AY program. It is remarkable that our department has managed to grow and excel despite the absence of commensurate increases in resources.

There are several factors contributing to this impressive growth in majors and minors that undoubtedly include the following (in no particular order):

- National and regional trends noted in this report’s introduction and the consequential student recognition that Hispanic Studies is an invaluable component for the preparation of ANY career.

- Hispanic Studies faculty members are renowned among students for their consistent communication in our basic language program (101 through 202) of the proven benefits of our discipline.

- Hispanic Studies faculty members are impressively involved in the extra-curricular life of our students via the numerous departmental student organizations and the various projects and events that enhance the academic experiences of our students. This viable, extra-curricular realm is meaningful, enriching and attractive to our students.

- Via our numerous departmental student organizations, faculty advisers are committed to the idea of cultivating student leadership, which means affording students opportunities to initiate, create, organize and direct numerous academic events and projects that will include other students, faculty and members of the community. Such opportunities not only bolster student organizations, but reflect directly on our department’s programs and the interest of HISP faculty in our students and their success.
• As accurately speculated in last year’s annual report, the growth of the Spanish minor has convincingly impacted our department’s number of majors as some minors have converted to the major. This phenomenon reflects the critical role that Hispanic Studies has in supporting the international education goals of the College of Charleston’s strategic plan, and our department takes this responsibility very seriously despite not receiving the desperately needed support to respond to our program growth.

**Departmental Workload Productivity**

Over the past 15-20 years, the College of Charleston’s standards for tenure and promotion have become increasingly more rigorous, especially in the realm of scholarship. At the same time, however, high expectations for excellent teaching and significant service activity continue. And although the College has attempted to complement increased expectations for scholarship with a 3-3 course load for tenured and tenure-track faculty (those expected to maintain research agendas), in the Department of Hispanic Studies our workload productivity continues to be adversely impacted by the heavy reliance on adjunct faculty. The question is repeatedly asked why tenured and tenure-track HISP faculty generally do not teach basic language courses, suggesting 1) that these same professors prefer to teach only upper-level classes and 2) the College considers important the instruction of lower-level courses by tenured and tenure-track roster faculty. However, the stagnant number of roster faculty lines in our department effectively complicates the assignment of tenured and tenure-track faculty to basic language courses during the normal academic year. With a combined total of nearly 600 Spanish majors and minors (an all-time record), each semester we must offer an adequate number of upper-level courses to satisfy the demands of our program requirements for students. This coupled with the fact that nearly 40% of our faculty members are adjunct professors—the majority cannot teach the 300+ courses—our tenured and tenure-track faculty have no other option but to teach upper-level courses almost exclusively, and despite the desire by many of us to also teach basic language courses. In addition, and because of the aforementioned, remarkable program growth and related needs, several of our tenured and tenure-track faculty shoulder three course preparations per semester. And because these three preparations are for upper-level courses—which require significantly more time than the basic language classes—HISP tenured and tenure-track faculty are extremely taxed for time, especially when factoring in demands for research and service. Furthermore, along with our increased number of majors are more advisees, an additional workload that only roster faculty can assume.

As mentioned in the annual reports from 2011 and 2012, the only feasible way to increase opportunities for tenured and tenure-track HISP faculty to teach basic language courses, and thereby alleviate course preparations, is to replace several of our adjunct positions with permanent lines, preferably tenure-track. Doing so would not only address the upper-level course burden on faculty and assist HISP with the urgent demands of impressively growing programs, but it would also address other problems explained further below in "Instructional Costs."

As alluded to previously, another consequence of our heavy reliance on adjuncts is the additional service responsibilities—advising of majors, departmental and college-wide committee assignments, community service, etc.—that all our roster faculty members are expected to shoulder each semester. A very large, active and progressive department such as HISP logically
generates greater service needs and opportunities than smaller departments and programs, yet only 60% of our faculty can be expected to participate since adjunct professors are contracted exclusively to teach classes. Hence greater workload, albeit inadvertently, for our roster faculty.

Another ongoing challenge relates to our successful Portuguese language program that, as indicated by the statistics in the previous "Enrollment" section, is successful in large part because of the dedication of Dr. Luci Moreira, Associate Professor, and Mr. Jose Moreira, Adjunct Professor. However, and as mentioned in last year’s annual report, one permanent faculty member can not build and sustain a program, despite his/her efforts. Portuguese continues to find itself at an important juncture within the overall mission of international education at the College, especially in light of Brazil’s strong economic presence in this hemisphere. As previously noted, Portuguese language and its cultures will continue to be of great interest and importance for years to come, especially in a business/economic context. Therefore assisting our current faculty members’ efforts to develop further our Portuguese program is an important next step that would be assisted with a joint departmental appointment: HISP/Business, for example, or HISP/Political Science. Such an appointment would also alleviate some of the workload for Dr. Moreira.

**Instructional Costs**

For FY 2010-11, the most recently available Delaware Cost Data shows that for "Hispanic Studies" the expense of $175 per student-credit-hour was the average for our peer institutions. At the College of Charleston for that same year, the per-student-credit-hour cost for Hispanic Studies was $129, or $46 less than our peers. In fact, of all the departments at the College of Charleston, Hispanic Studies is tied with History for the lowest per student-credit-hour instructional cost. In FY 2009-10, Hispanic Studies was the sole department at the College of Charleston with the lowest per SCH expenditure at $122. Not only does Hispanic Studies offer the most economical program at the College of Charleston, but our department’s inordinately low per-SCH expenses coupled with our ongoing, tremendous program growth and unsustainable roster faculty workload strongly justify additional resource investment for our exceptional program, namely in the form of additional roster faculty lines as mentioned previously, but also in terms of adequate smart classroom availability.

Although we collaborate in the M.Ed. program (approximately one graduate course per semester), HISP does not yet sponsor its own graduate degree, thereby 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 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 has been very conscientious in monitoring student enrollment and adjusting schedules accordingly to ensure classes are near enrollment capacities. This includes merging and cancelling courses that are grossly under-enrolled, which was indeed done diligently in AY 2012-13 as in prior years. Such efforts have clearly had a positive impact on the cost-effectiveness of our programs, but it unfortunately has not been rewarded with commensurate resource support.

Another factor contributing to the low SCH price in Hispanic Studies, and as noted previously, is our over-reliance on adjunct faculty who constituted approximately 40% of our department’s professors in 2012-13, but 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 house the largest program (majors and minors combined) in the school.

There are numerous problems with over-reliance on adjunct faculty, and it has nothing to do with the 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 and no benefits, many adjunct professors are constantly searching for alternate job opportunities that provide greater security. In the past three years, for example, 11 adjunct faculty members (the majority of our adjunct corps) departed the College for other opportunities. During that same three-year period, three of the departing adjunct professors submitted their resignations less than one month prior to the beginning of the new semester in question, thereby prompting expedited searches that understandably generated a very shallow pool of candidates. Such workforce instability reinforces inconsistency with the quality of instruction and the overall basic language program and creates hidden costs related to the extra training and mentoring that must be administered for all new hires. And given the growth of our program, this employment model hampers greatly the College's overall strategic plan.

**Student Accomplishments**

Spanish minor Allison Crowell’s short story "El roble de la vida" was published in the 23rd issue of *El Cid*, the national student journal of The Citadel’s Tau Iota Chapter of the National Collegiate Hispanic Honor Society: [http://www3.citadel.edu/mlng/El%20Cid_Summer_2013.pdf](http://www3.citadel.edu/mlng/El%20Cid_Summer_2013.pdf).

Spanish major Jocelyn Moratzka was named ""LCWA Outstanding Student of the Year"" on March 27, 2013 at The ExCEL Awards Ceremony.

Ellis Lincoln, Spanish major, was accepted to teach in Charlotte, N.C. as a member of [Teach for America's](http://www3.citadel.edu/mlng/El%20Cid_Summer_2013.pdf) 2013 corps.

Julie King and Jocelyn Moratzka, Spanish majors, and Eric Britton, Spanish minor have been awarded "Into the Fields Internships" with SAF (Student Action with Farmworkers) from June 3-August 11, 2013.

Stephanie Ferrell, Spanish major (May 2013), was accepted to [New York University's Steinhardt School of Culture, Education, and Human Development](http://www3.citadel.edu/mlng/El%20Cid_Summer_2013.pdf) to pursue her M.A. in Speech Language Pathology in Communicative Disorders.

Julie King--Spanish Major, Sigma Delta Pi Chapter President and Spanish House RA-was accepted to [American University's Graduate Certificate in Spanish Translation program](http://www3.citadel.edu/mlng/El%20Cid_Summer_2013.pdf).

Jocelyn Moratzka, Spanish major, attended the Kentucky Foreign Language Conference at the University of Kentucky in April 2013. In her capacity of the College of Charleston's student president of our national award-winning chapter of the National Collegiate Hispanic Honor
Society, she participated in a round-table discussion in the national "Sigma Delta Pi Informative Session" while engaging with other student officers from across the country.

Julie King, Justin Lyons and Jocelyn Moratzka—student officers of CofC’s chapter of the National Collegiate Hispanic Honor Society—were recognized with the national “Honor Chapter” award for their efforts leading the department’s student organization.

Faculty Diversity

In many respects, the Hispanic Studies faculty in 2012-13 continued to exemplify diversity as it does every year: 25 females and 18 males, and 12 different countries of origin. Our department has enjoyed much success in recruiting and hiring a diverse faculty.

Faculty Research and Professional Development Activity

Books

Benjamin R. Fraser

Scholarly

(2013). Disability Studies and Spanish Culture: Films, Novels, the Comic and the Public Exhibition, (Liverpool University Press), xxvii & 192 pp..


Luci L. Moreira

Textbook

Sarah E. Owens


Articles in Refereed Journals

**Antonio Aiello**


**Nadia Avendaño**


**Robert D. Cameron**


**Benjamin R. Fraser**


Michael A. Gomez


Sarah E. Owens


Joseph R. Weyers


Other Articles, Chapters in Books, Publications of a Special Nature, including Book Reviews

Mark P. Del Mastro


Herbert O. Espinoza


Benjamin R. Fraser


Carmen M. Grace

“El púlpito del siglo XVI: una respuesta ascético-barroca contra la injusticia social”. Crítica Hispánica.

Luci L. Moreira

Encyclopedia Entries

"Mario de Andrade." In Monica Rector and Fred M. Clark, *Dictionary of Literary Biography, Vol. 307*.


**Sarah E. Owens**


**Other Editorial/Review Activities**

**Emily S. Beck**

Invited Manuscript Reviewer or Referee, "Renaissance Quarterly." (September 2011 - present).

Invited Manuscript Reviewer or Referee, "Bulletin of Spanish Studies." (November 2010 - present).

**Mark P. Del Mastro**

Editorial Board Member, "Juan de la Cuesta Monographs," Juan de la Cuesta Monographs. (March 2009 - present).

Benjamin R. Fraser
Associate Editor, "Hispania." (February 2013 - present).
Editorial Board Member, "Urbanities book series with Intellect publishers." (January 2013 - present).
Editor, "Arizona Journal of Hispanic Cultural Studies." (January 2012 - present).

Michael A. Gomez
Editor, "Decimonónica: Revista de producción hispánica decimonónica, Editor, Spanish Lit & Culture." (August 2011 - present).

Sarah E. Owens

Silvia Rodríguez Sabater
Andrew M. Sobiesuo


Joseph R. Weyers


Papers and Posters Presented at Conferences

Invited Lectures/Readings

Mark P. Del Mastro

"Moving America Forward Strategically: Embracing Diversity through Attitudes," keynote address at the U.S. Customs and Border Protection commemoration of National Hispanic Heritage Month, Charleston, (September 2012)

Carmen Grace

Guest Speaker, Sigma Delta Pi Lecture Series: “El púlpito en su función social: control ideológico y espiritual en la España barroca.” College of Charleston. (November 2012).

Luci L. Moreira


Other

Hilary A. Barnes


"Laboratory Approaches to Romance Phonology," Colegio de Mexico, Mexico City, Mexico. (October 2012).
Emily S. Beck


Robert D. Cameron

Southeastern Conference on Linguistics, "Why it's time for the U.S. undergraduate to learn voseo." (April 2013).

Lola D. Colomina-Garrigos

Honors College Faculty Lecture Series, "'A Transatlantic Approach: Contestatory Fictions of Market-Oriented Practices from Argentina and Spain'." Honors College- College of Charleston, College of Charleston. (March 2013).

54th International Congress of Americanists, "'Contestatory Discourses to the Logics of Capitalism and to Globalised Cultural Production from the Southern Cone'." University of Vienna, Vienna, Austria. (July 2012).

54th International Congress of Americanists, "'Practicas de resistencia discursiva y editorial en la produccion critico-literaria y artistica de Nelly Richard y Diamela Eltit'." University of Vienna, Austria, Vienna, Austria. (July 2012).

Mark P. Del Mastro


Sigma Delta Pi “Best Practices” Session, Organizer and Chair, 95th Annual AATSP (American Association of Teachers of Spanish and Portuguese) Conference, San Antonio, TX (July 2013).

Michael A. Gomez

Carmen M. Grace
The 66TH KFLC 2013, ""El estilo barroco en la predicación y su impacto ideológico y discursivo en la España del siglo XVII,” University of Kentucky, Lexington, Kentucky. (April 2013).

Elizabeth A. Martínez-Gibson

Luci L. Moreira

Brazilian Studies Association, "Representações socio-culturais e de identidade em “Cerimônia do Chá.”" (September 2012).

Sarah E. Owens


Roundtable Session on “Female Convent Writing and its Interdisciplinary Potential: The Case of Sister Margaret of the Mother of God and Her Diary (1635-1637).” Grupo de estudios sobre la mujer en España y las Américas (GEMELA), Biannual Conference. Portland State Univ./Univ. of Portland. September, 13-15, 2012.


Silvia Rodríguez Sabater


Spanish Linguistics in North Carolina (SLINKI), "Cultural information in introductory L2 Spanish college textbooks: what are learners exposed to?,” University of North Carolina-Greensboro, Greensboro, NC. (January 2013).

Félix S. Vásquez


Conferences and Workshops Attended/Panels Chaired/Other Professional Activity

Carmen Grace


Devon W. Hanahan


Elizabeth A. Martínez-Gibson


Silvia Rodríguez Sabater


Attended Workshop, "Distance and online education," College of Charleston, Charleston, SC. (April 17, 2013).


Attended Workshop, "Faculty Technology Institute," Teaching, Learning and Technology, College of Charleston, Charleston, SC. (March 4, 2013 - March 8, 2013).


Attended Tutorial, "iPad orientation and training," Teaching, Learning and Technology, College of Charleston, Charleston, SC. (February 18, 2013).

Attended Seminar, "Enhancing instructor presence in the online language classroom," Wiley Faculty Network, Webinar. (December 5, 2012).


Attended Seminar, "Real time online collaboration tools for developing Spanish proficiency," Wiley Faculty Network, Webinar. (October 31, 2012).


Convocation, "Conversations with the Faculty," College of Charleston, Charleston, SC. (August 18, 2012 - September 18, 2012).


Marianne J. Verlinden


Attended Seminar, "Teatro actual cubano visto a través de Carlos Díaz, Carlos Celldrán, and Nelda Castillo, by Roberto Gacio," Hispanic Studies and LACS, Charleston, SC. (September 4, 2012).


Service

Department

Emily S. Beck

Member of the Textbook Selection Committee, Committee Member. (January 2013 - December 2013).

Karen E. Berg


HispaNews, Committee Member, Member. (September 2012 - May 2013). As a member of the HispaNews

Carla M. Breidenbach

Study Abroad, Approve Study Abroad credits, Member. (August 2007 - Present).
Robert D. Cameron

Basic Spanish Language Program Steering Committee, Committee Member. (October 2012 - April 2014).

Basic Spanish Language Program, Basic Language Coordinator. (July 2011 - present).

Student Awards Committee, Committee Member. (August 2012 - April 2013).

Search Committee for tenure-track position in Linguistics, Committee Member. (August 2012 - December 2012).

Search Committee for tenure-track position in Peninsular Studies, Committee Member. (August 2012 - December 2012).

Lola D. Colomina-Garrigos

Library co-liason. (May 2010 - May 2013).

Mark P. Del Mastro

Chair, Hispanic Studies Department (July 2010-present)

Interim Chair, German & Slavic Studies (July 2013-present)

Global Scholars Mentor (2010-present)

Basic Spanish Language Program Steering Committee, Chair. (spring 2013-present)

Website Maintainer, Other. (July 2010 - present).

Faculty Adviser, Hispanic Latino Club (summer 2012-May 2013)

Sigma Delta Pi, National Collegiate Hispanic Honor Society, Student Org Advisor (Professional Org), Other. (August 2011 - present).

Michael A. Gomez

Study Abroad Advisor. (September 2006 - Present).
Hispanic Studies: Departmental Search Committee, Chair, Committee Chair. (September 2012 - March 2013).

**Carmen M. Grace**

*Hispanews*, Committee Member, Member. (August 2012 - May 2013).

Sigma Delta Pi, National Collegiate Hispanic Honor Society, College Representative, Member. (August 2011 - May 2013).
Co-adviser for College chapter, Nu Zeta

**Devon W. Hanahan**

Basic Spanish Language Program Committee, Committee Member, Member. (August 2012 - July 2013).

Awards Committee, Committee Chair, Member. (August 2011 - July 2013).

Textbook Revision committee, Committee Member, Member. (January 2013 - May 2013).

**Claudia M. Moran**

Spanish House, Committee Chair. (August 2007 - Present).

**Luci L. Moreira**

Spanish students, Advisor, Other. (March 2004 - December 2012).

**Silvia Rodríguez Sabater**


**Félix S. Vásquez**

Study Abroad Advisor, Student Placement, Member. (August 2012 - May 2013).
Marianne J. Verlinden
SPAN 101-201 Textbook Adoption Committee, Committee Member, Member. (March 2013 - April 2013).

Center for International Education, Study Abroad Advisor for Affiliate Programs, Other. (August 2011 - April 2013).

Departmental Awards Committee, Committee Member. (August 2003 - April 2013).

Joseph R. Weyers
Basic Language Steering Committee, Committee Member. (October 2012 - May 2013).

Carl A. Wise
Spanish Club, Student Org Advisor (Non-Professional Org). (August 2012 - May 2013).

College

Nadia D. Avendaño
Latin American & Caribbean studies steering Committee, Committee Member, Member. (September 2003 - present).

Emily S. Beck
Safe Zone Ally, Office of Multicultural Student Programs and Services, Faculty Ally. (February 2012 - present).

Global Scholars Program, Faculty Advisor. (September 2009 - present).

Faculty Educational Technology Committee, Committee Member. (August 2012 - present).

Karen E. Berg
Gen Ed Committee, Committee Member. (September 2012 - August 2013).
Carla M. Breidenbach
Linguistics Club, Student Org Advisor (Non-Professional Org). (March 2008 - Present).

Phi Iota Alpha, Student Org Advisor (Non-Professional Org), Other. (February 2011 - August 2013).

OPPIAC for Office of Institutional Diversity, Committee Member, Member. (August 2010 - August 2013).

Advise Admissions Office on Latino Student Recruitment, Other. (December 2010 - December 2012).

Lola D. Colomina-Garrigos
Faculty Committee on Academic Standards, Committee Member, Member. (August 2012 - July 2013).

Devon W. Hanahan
Compensation Committee, Committee Chair, Member. (August 2012 - July 2013).

Compensation Committee, Committee Member, Member. (August 2010 - July 2012).

Elizabeth A. Martínez-Gibson
Faculty Senate, Faculty Senate Service, Other Officer. (August 2010 - May 2013). Senator At-Large

Interdisciplinary Linguistics Minor Program, Director, Other. (August 2000 - May 2013).

Study Abroad Director, Trujillo, Spain. (Summer 2013).
Luci L. Moreira
Office of Multicultural Student Programs and Services, Mentor, Other. (August 2011 - December 2013).

Advisor / Portuguese Club, Student Org Advisor (Non-Professional Org), Other. (October 2000 - December 2012).

First Year Experience Committee, Chair of the Committee. (August 2011 - August 2012).

Sarah Owens
Faculty Senate, Faculty Secretary (May 2010 - July 2013).
Executive Board Member of Women’s and Gender Studies (WGS) (2011-July 2013).
Faculty Affiliation Committee for WGS, Chair (2011-July 2013).

Silvia Rodríguez Sabater
Spanish House, Committee Member, Member. (August 2011 - June 2014).

Faculty Senate, Departmental Senator. (August 2011 - May 2014).

Sigma Delta Pi Spanish Honor Society, Committee Member, Member. (February 2011 - May 2014).

Nominations and Elections, Committee Member, Member. (August 2012 - May 2013).

Honors advising, Advisor. (September 2001 - May 2013).

Interdisciplinary Linguistics Committee, Committee Member. (August 2001 - May 2013).

Search Committee for Asst. to the Graduate Dean position, Committee Member, Board Member. (March 2012 - April 2013).

Tenure and Promotion Review: German, Tenure and Promotion Panel Outside Reviewer. (September 2012 - October 2012).

Convocation 2012: Conversations with the Faculty. (August 2012).

**Félix S. Vásquez**

Student Affairs and Athletics Committee, Committee Member, Member. (August 2012 - May 2013).

**Marianne J. Verlinden**

Public Health Faculty Steering Committee, Committee Member. (January 2013 - April 2013).

Faculty Senate, School of LCWA Representative At Large. (August 2010 - April 2013).

CofC Center for Civic Engagement, Advisor, Other. (November 2012 - March 2013).

**Joseph R. Weyers**

Department of Classics, Tenure and Promotion Panel Outside Reviewer, Member. Academic Planning, Committee Member. (August 2012 - May 2013).

**Community**

**Emily S. Beck**

Lowcountry Phi Beta Kappa Association, Member. (August 2011 - December 2015).

Senior Thesis Project at the Academic Magnet High School (North Charleston, SC), Academic Mentor. (February 2012 - December 2012).
Culinary Lesson and Dinner at the Casa Hispana, Faculty Mentor, Chef, Participant. (October 2012).

**Carla M. Breidenbach**

BLOOM, Other. (April 2008 - Present).


Guardian Ad Litem for South Carolina, Other. (January 2011 - January 2013).

**Mark P. Del Mastro**

S.C. Spanish Teacher of the Year Program, Founding Director, Other. (October 2004 - present).

**Elizabeth A. Martínez-Gibson**

HOPE Organization on Immigration Issues in SC, Committee Member, Board Member, Secretary. (October 2007 - Present).

Linguistics Discussion Series, Conference Program Organizer. (March 2007 - Present).

Medical University of South Carolina, Volunteer Interpreter. (January 2006 - Present).

**Luci L. Moreira**

Brazilian Consulate, Other. (November 2012).

**Silvia Rodríguez Sabater**

Global Scholars, Advisor. (March 2010 - June 2014).
M.Ed. in Languages Advisor and Steering Committee, Member. (August 2001 - June 2013).

MUSC CARES Physical Therapy Clinic, Volunteer Medical Interpreter. (March 2012 - April 2013).

Profession

Mark P. Del Mastro

Sigma Delta Pi, Executive Director, Other. (September 1997 - present).

Order of Don Quijote Selection Committee, Committee Chair, Member. (September 2010 - present).

ACHS Standards and Definitions Committee, Member. (September 2009 - present).

ACHS Nominations Committee, Member. (Spring 2013 - present).

Mario Vargas Llosa Award Committee, Committee Chair, Member. (January 2011 - present).

Elizabeth A. Martínez-Gibson


American Pragmatics Association, Conference Session Chair. (September 2012).

Luci L. Moreira


Middlebury College, Director of Portuguese Summer School at Middlebury College. (September 2007 - September 2013).

AATSP, National President of the Phi Lambda Beta, Portuguese Honor Society. (September 1998 - December 2012).
AATSP - American Association of Teachers of Spanish and Portuguese, National President - Portuguese Honor Society, President/Elect/Past. (August 1998 - December 2012).

National President of the Portuguese Honor Society Phi Lambda Beta

**Sarah E. Owens**

Executive Committee Member, Society for the Study of Early Modern Women. 2010-Present.

**Silvia Rodríguez Sabater**

Peer classroom observation: SPAN. (April 2013).

Peer classroom observations: GRMN and SPAN. (September 2012).

**Honors, Awards and Certifications**

**Elizabeth Martínez-Gibson**

Certified, National Board of Certification for Medical Interpreters in Spanish (May 2013).

**Silvia Rodríguez Sabater**

Nominee for Multicultural ExCEL Award "Teacher of the Year", College of Charleston Multicultural Student Programs and Services, Teaching. (April 2013).

**Sarah E. Owens**


**Andrew M. Sobiesuo**

Travel Grant, School of Languages, Cultures and World Affairs, $1,900.00. (2012).

Fulbright International Education Administrators Seminar to the United Kingdom (2013)
Marianne J. Verlinden


Carl A. Wise

Folger Library Fellowship, Folger Library, Washington, DC, Research, $5,000.00. (April 2013).

LCWA Research and Development Grant, College of Charleston, Research, $1,500.00. (March 2013).

Consulting

Karen E. Berg


Robert D. Cameron


Joseph R. Weyers


Oral Proficiency Interview (OPI) testing in Spanish; second rating in Spanish. Oral Proficiency Interview-Computer (OPIc) rater in Spanish and English.
V. Funding

Grants and Contracts

College Funds

Carla M. Breidenbach

"Faculty Research and Development Grant," Sponsored by Faculty R&D, College of Charleston, awarded $1,000.00. (January 2011 - December 2012).

Robert D. Cameron

"LCWA Faculty Research Grant," Sponsored by School of Languages, Cultures and World Affairs, College of Charleston, awarded $1,329.00. (June 2013).

Elizabeth A. Martínez-Gibson


"LCWA Research and Development Grant," College of Charleston, awarded $1,500.00. (June 2013 - July 2013).

Silvia Rodríguez Sabater


The broad scope of faculty productivity in the realms of research, professional development and service is impressive and reflects our professors’ tireless dedication, which is one of our department’s numerous strengths. Because the annual report guidelines request that a related "weakness" be identified, there continues to be just one: despite the many service responsibilities that Hispanic Studies roster faculty must fulfill each semester, increased demands for research and professional development for ALL roster faculty in recent years has complicated the ability to complete those service tasks. Unfortunately, the option that we are repeatedly presented is not feasible: undertake less service. Much important and necessary college business can only be accomplished through collective and sustained engagement with service, and therefore if faculty members simply "disengage" as has been suggested for the benefit of scholarly activity, then the necessary business will either not get done or fall on the shoulders of a few. In the Department of Hispanic Studies where 40% of our faculty members are adjuncts who are not expected or required to do service, we simply do not have enough roster faculty to collaborate efficiently. The weakness, therefore and for other reasons already explained previously, is the lack of human resources to fulfill the regular and necessary service obligations that we face yearly.
Outreach Activities

As previously noted, our department’s service learning and internship classes connect students with the larger Charleston Hispanic community, and these experiential learning courses continue to be huge points of pride for our department and the College.

Our Spanish Club also reaches out to the larger Hispanic community through its regular participation with such activities as volunteering for the Latin American Festival at Wannamaker County Park.

Our national award-winning Nu Zeta Chapter of the National Collegiate Hispanic Honor Society co-sponsors with The Citadel an annual statewide S.C. Spanish Teacher of the Year program (www.scspanishteacheroftheyear.org) that recognizes each November the three most outstanding teachers of Spanish from public and private K-12 schools across the Palmetto State.

Several faculty members serve the Hispanic community through various interpreting activities within both legal and medical (MUSC) contexts.
The Linguistics Committee met at the beginning of fall 2012 to discuss yearly business (curricula issues, book orders and courses) and activities (Linguistics Discussion Series, World Cultures Fair and speakers).

In August, we welcomed Dr. Hilary Barnes as our newest member in Linguistics within the Department of Hispanic Studies. Dr. Barnes has her doctorate degree from Penn State University and taught at Fayetteville State University before joining the faculty at the College of Charleston.

A number of new books were ordered this past year upon the request of the faculty.

Current Enrollments
Presently, there are thirty-one declared Linguistics minors. This is a 16% increase from last year. The students in the Minor have majors in Anthropology, Computer Science, English, German, Psychology and Spanish.

Curricular Issues
As Director of the Linguistics Minor Program, Dr. Elizabeth Martínez-Gibson reviewed and/or approved numerous Linguistics courses from other universities or for study abroad transfer credits. In addition, she fielded questions and met with incoming freshmen who were interested in Linguistics as a major. Since currently there is no major, Dr. Elizabeth Martínez-Gibson advised them to consider those majors that include courses within the Linguistics Minor.

The capstone course, LING 125: An Introduction to Language and Linguistics, was taught in fall 2012 and spring 2013. A total of 48 students completed the course over the year. There were 31 students enrolled in fall 2012 and 17 in spring 2013. Due to faculty teaching duties in their respective departments, we have only been able to offer one section per semester.

There were two courses added to the curriculum this year: COMM 215: Communication, Identity and Community and CSCI 470: Principles of Artificial Intelligence. In addition, Dr. Carol Toris and Dr. Elizabeth Martínez-Gibson worked on the new General Education forms to add LING 125: Introduction to Language and Linguistics as a course to fulfill a Social Science requirement.

In fall 2012, Dr. Garrett Mitchener expressed an interest in teaching a course in Phonetics and Phonology. He indicated that he would start to prepare a future course.

In 2012-2013, faculty directed one Bachelor’s Essay for the Honors College, one tutorial for five students and four Independent Studies. Dr. Christine Finan worked with Honors College student Lloyd Walters throughout the year on his Bachelor’s Essay (ANTH 499): “Globalization of the English Language.” In addition, she directed an Independent Study (ANTH 399): “Conversational Analysis of College Students' Everyday Conversations” for Aleisha Walker. Dr.
Hilary Barnes directed an Independent Study (LING 498): “Language Contact: Spanish around the world” for Jocelyn Moratzka. Dr. Silvia Rodríguez Sabater directed an Independent Study (SPAN 498): “Second Language Acquisition.” Dr. Trish Ward taught a tutorial (ENGL 399) on Old English to five students, four of whom were Linguistics minors: Flannery Winchester, Bridgett Elstad, Arianna Santos, and Alysia Xirinachs. Dr. Martínez-Gibson directed an Independent Study (SPAN 498): “La lengua española a través de la historia/The Spanish Language throughout History.”

In fall 2013, Dr. Hilary Barnes will teach the introduction course LING 125.

**Activities**

In October 2012, Dr. Carol Toris presented a talk on “Evasive responses: Cues that Distinguish the Reluctant Speaker” for the Annual Linguistics Discussion Series.

On March 12, 2013, Dr. Connie C. Eble from the University of North Carolina-Chapel Hill gave a talk on “College Slang in the Age of Social Media.” This event was sponsored by the School of LCWA, the Departments of Anthropology and Sociology, Classics, English, Hispanic Studies, and Mathematics. Dr. Trish Ward was instrumental in bringing Dr. Eble to campus. The lecture was well attended by students and faculty of different disciplines.

On March 28, 2013, the Interdisciplinary Linguistics Program was involved in two events: the World Cultures Fair and Dr. Susan D. Blum’s talk on “Half Someone Else’s: Paradoxes of Truth and Ownership in Academic Writing.”

Several faculty presented papers at conferences this year:


Under the direction of Dr. Carol Toris, two students presented at different conferences:


Dr. Elizabeth Martínez-Gibson is stepping down as Director of the Interdisciplinary Linguistics Minor Program after initiating the program in 2000 and directing for the last thirteen years. Dr. Carol Toris has graciously accepted to direct the program in fall 2013.

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Conclusion

As mentioned, HISP’s main, ongoing urgency is instructional support via additional tenure-track faculty lines. Given our low SCH-costs, adding three more tenure-track lines to our department should not only be financially feasible, but it would help reduce class preparations for tenured and tenure-track faculty to afford more research time, increase opportunities to teach basic language courses, and alleviate overall workloads as previously described.

Moving forward, some of our department’s primary goals for AY 2013-14 are the following:

1) Continue to raise national visibility of the Department of Hispanic Studies via publicity and collaborative efforts with the LCWA Dean’s Office
2) Continue to build relationships with alumni, continue fund-raising efforts in coordination with the LCWA Dean and Development Officer
3) Continue to increase overall number of Spanish majors
4) Continue to increase undergraduate student participation in academic conferences
5) Successfully hire two roster faculty members
6) Continue to explore the possibility of a study abroad requirement for Spanish majors.
7) Re-assess our Spanish curriculum offerings.
8) Secure additional roster faculty lines for HISP for numerous reasons already explained in this report.
**Addendum**

Assessment Report, Spring 2013

<table>
<thead>
<tr>
<th>College of Charleston Assessment Template</th>
<th>Date form Completed: 5/16/13</th>
</tr>
</thead>
</table>

Please copy completed form into Compliance Assist. Thank You.

**Program Name and Type**  
Spanish Major, Undergraduate.

**Contact information for Program Assessment Coordinator:**  
Mark Del Mastro  
Email: delmastromp@cofc.edu  
Phone: 953-6748  
Office address: 123 JC Long  
Administrative Unit director (deans, vice presidents, etc.) receiving assessment updates: Dean David Cohen

**Does this program follow specialized accreditation standards (e.g., NCATE, AACSB)?**  
,Yes) X (No)

**Program/Department Mission Statement:**  
The Department of Hispanic Studies offers 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.

**Unit or School Mission:**  
The School of Languages, Cultures and World Affairs prepares students to become knowledgeable, engaged citizens in an increasingly interconnected global society.

<table>
<thead>
<tr>
<th>Program Goal or Student Learning Outcome</th>
<th>Assessment Method and Performance Expected</th>
<th>Assessment Results</th>
<th>Use of Results</th>
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</thead>
</table>
| 1. Graduating Spanish Majors speak at the Intermediate-High level or higher on the ACTFL scale.  
Graduating Spanish majors take the Official OPI test, administered by ACTFL, during their senior year. Their test will be rated by the official raters through LTI, Language Testing International. They are rated at the Intermediate-High level or above. They handle |  
How will the outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment? Attach Rubric.  
In AY 2012-13, 28/36 or 78% of graduating students took the OPI test. The target level of performance is “intermediate-high.” 18/28 or 64% performed at or above the target level, which means that 36% did NOT meet or exceed the |  
What does the data show?  
The Associate Dean of LCWA and Chair of Hispanic Studies reviewed the findings, and although they found the results to reflect well on the program's effectiveness with oral/aural proficiency, we are 26 percentage points |

**Assessment Plan (first two columns)**  
**Assessment Report (all four columns)**
| Students recognize the main periods, movements, authors and genres of Hispanic Literature, and interpret literature. | Students answer a final exam question in a 400-level literature class. They demonstrate knowledge of literary and cultural texts that represent defining works in the target cultures. They identify themes, authors, historical style, and text types in a variety of media that the cultures deem important in | Of the 16 students, only 5 or 31% met or exceeded the standard. | The professor of the Spanish 452 course, who is also the department chair, reviewed these results that were quite puzzling since 1) students were given a comprehensive study guide prior to the final exam; 2) only one student did not pass the class. Many of the deficiencies in |
understanding the traditions of the cultures. They cite key cultural perspectives and provide support through descriptions of products and practices found in the cultural texts.

90% of our Spanish majors meet the expectations.

Student answers were due not to an apparent lack of understanding of the content, but rather the failure to read the various components of the question more carefully. It was clear that the majority of the 11 students who did not meet or exceed the standard were quite knowledgeable in their cultural perspectives, but they overlooked critical elements of the question that resulted in incomplete responses. In the future, it might be worthwhile to have students only focus on this essay question, as opposed to answering three total, while re-structuring the question a bit differently to emphasize the critical components that must be addressed in student answers. This will be addressed in the next assessment.

| 3. Students write at the advanced low ACTFL level of writing. | Students answer final exam essay question in a 400-level literature class. They write at the Advanced-Low level on the ACTFL scale. They write narratives, descriptions and summaries of a factual nature in major time frames with some control of aspect; they combine sentences in texts of paragraph | Of the 16 students, 14 or 88% met or exceeded the standard, which is virtually tantamount to the 90% goal. | The professor of the Spanish 452 course, who is also the department chair, reviewed the findings, and he concluded that the two students who did not meet the goal probably should not have advanced as they did in the upper-language courses to qualify for entry in a |
| 4. Students identify and explain linguistic characteristics of Spanish, as well as demonstrate knowledge and apply the main concepts of phonology, morphology, semantics and syntax. | Students completed a final project in Spanish 381, Introduction to Spanish Linguistics. They identify phonemes and allophones of Spanish. They understand the rules of the sound system of Spanish. They identify morphemes in Spanish and describe how they are put together to form words. They recognize the | Of the 23 students, 22 or 96% met or exceeded the standard. | The professor of SPAN 381 (Spring 2013) and Chair of the Department of Hispanic Studies reviewed the findings. Findings are considered very positive and a normal representation of Spanish major students. Findings |
meaning of new words by using morphological clues. They describe syntactic patterns of Spanish, such as formation of simple and compound sentences (coordinate and subordinate sentences), questions, and passive transformations.

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indicate that the teaching methodology, learning objectives, and assessments are effective. This is a substantial improvement over last year's results for this class where 41% of students did not meet expectations. The conclusion is that the adjusted signature assignment for this latest assessment rendered an improved mechanism for measuring more accurately student learning outcomes.