

Spanish Comprehensive Program Review

General and Overview

1. Describe your program's most significant opportunities and significant challenges. (Narrative)
 - The demographic changes in the Green Bay community and in Northeast Wisconsin have provided the Spanish program with **significant opportunities** to connect and cooperate with different local organizations (from public schools to non-profit agencies) and with the ability to provide targeted assistance to meet community-identified needs. We would like to see the Spanish program playing a central role in the institutional priority to serve and educate an increasingly diverse student population.
 - On the other hand, one of the **greatest challenges** we continue to face is that the study of humanities and/or courses taught in languages other than English are not sufficiently incentivized at UW-Green Bay or are just perceived as restricted to acquiring linguistic competence in a world language, which is a reductive vision of what type of educational experience students get in our program. Additionally, the elimination of all study abroad programs during the pandemic has had an impact on Mod Lang enrollments in general, including the Spanish program.
2. What are some things that would help make your program and its students more successful? (Narrative)
 - We need to continue working closely with the advising office to educate advisors about the nature and goals of our program, which include but also go beyond language acquisition.
 - There should be a consideration for workload reassignments/compensation for faculty involved in developing community partnerships and high impact learning practices for students. As of now, there is no recognition at UW-Green Bay of the amount of work, mentoring and guidance involved in establishing and making these experiences meaningful and successful.
 - There is a need to intensify the connections and educational offerings for the Spanish-speaking community.
 - An area to be considered is the development at UW-Green Bay of credit/non-credit or graduate courses in Spanish for adult learners interested in accessing university programs and degrees.
3. What are some program accomplishments worth highlighting? (Narrative)
 - The successful hiring of two tenured track positions and one full-time lecturer position. The new hires are bringing some needed stability to the program.
 - The successful hiring of a full-time lecturer position who has reinvigorated our introductory/intermediate curricula at the main campus and the locations and is abreast with current second language acquisition pedagogy and the use of technology.

- The hiring of two tenure-track faculty with different areas of expertise and with innovative approaches to teaching and learning who are really helping to move the program to the next level. In addition, both have proven to be productive scholars, whom in a short period of time have established a good record of publications and scholarly presentations.
 - We have made successful curricular changes and different program updates to make our curriculum more relevant to a new student demographic (i.e. Certificate in Translation, Spanish in the Professions etc.).
 - We have lowered the cap in our courses to 20 students coming a little closer to the national recommendations made by professional organizations for optimal caps in courses taught in languages other than English (ACTFL, MLA).
 - We have successfully incorporated in the last few years Linguameeting support in several of our courses, so students interact on a regular basis with native speakers from different parts of the Spanish-speaking world and get exposed to a variety of Spanish dialects (<https://www.linguameeting.com/>).
 - We have developed a number of High Impact practices and faculty/student collaborations.
 - We have very successful alumni. Every semester Spanish graduates (majors/minors) are recognized with Leadership awards, Chancellor Medallions, Modern Languages Awards and other honors/awards for their work. Several of our students attend graduate school (medical school, law school, social work, psychology) or obtain employment related to their major/area of studies.
 - We have expanded our Study Abroad destinations (i.e. Chile) and we maintain professional connections with several universities overseas (i.e. Spain, Mexico).
 - Spanish faculty has participated in CATL training and is successfully teaching courses in different modalities (hybrid, online, virtual classroom) offering an array of learning options to students.
4. Have there been any significant changes that have affected your program? (Narrative)
- The current pandemic has brought new challenges to the Spanish program. For the most part, the Spanish faculty has responded with inventiveness and good spirits to the situation, but the cancellation of face-to-face classes, the suspension of overseas programs, and the lack of cultural events and programming on campus has limited the exposure to multicultural experiences for UWGB students, and this situation has impacted the students' perception of the need to study different languages and/or cultures. Additionally, this situation has created significant obstacles for some our students to fulfill requirements (i.e. language immersion programs for pre-service teachers), which has resulted in fewer students majoring in Spanish.
 - In 2015, and due to budget cuts, we saw the elimination of our popular Scholar in Residency program. Under the auspices of this program, during the Fall semester a prominent intellectual from a Spanish-speaking country took residency at UW-Green Bay and taught two courses. We would like to see this program reinstated or reimaged, as the international scholars not only taught in the Spanish program, but offered courses in the Humanities and other departments and

programs (English, Environmental Sciences) as well, they gave presentations in the community and in public schools, help with campus efforts to internationalize and promote cultural understanding, and became good ambassadors of UW-Green Bay upon return to their home countries. For instance, as a result of our Visiting Scholar program and through the connections made, the exchange program with Universidad Del Desarrollo in Chile was established. ([Scholar in Residence - Spanish - UW-Green Bay \(uwgb.edu\)](#))

5. Where do you want your program to be 5 to 7 years from now? (Narrative)
 - 5-7 years from now we would like to see all of the tenure-track faculty of the Spanish program tenured.
 - We would like to be running a successful on-line Master program in Spanish.
 - We would like to establish more collaborations with other programs across campus to offer UWGB students more paths towards acquiring Spanish skills or reaching bilingualism/biculturalism.

Demand

All data in this area is provided with the materials. (Graduates, majors, minors, etc.) This space is for any commentary you would like to apply to that material. (Narrative)

Internal

1. Program goals (Mission, vision, learning outcomes; present as narrative/lists)
 - All aspects of the Spanish Program promote the acquisition of practical and marketable communication skills in the target language, the development of critical thinking, the ability to closely analyze complex texts and ideas, the acquisition of knowledge of and sensitivity to a broad spectrum of world and ethnic cultures, exposure to values and socio-cultural issues, as well as the development of a sense of responsibility for community and engaged citizenry. In that regard, the Spanish Program **vision** is consistent with UWGB Core/Select **Mission** and the Guiding Principles.
 - The Spanish **curriculum** at UWGB integrates a variety of disciplinary and interdisciplinary approaches, it contributes to an internationalization of the university's curriculum and increments an awareness regarding intercultural issues. As such, in addition to providing courses designed to develop knowledge of the historiography and cultural traditions of Spain and Latin America, the Spanish program offers an array of courses that provide students with an understanding of the experience of Latinx communities in the US. In general, the language acquisition courses help students improve communication skills in their first and second languages, while courses with cultural and literature components challenge students to think critically and expose them to ethnic and cross-cultural differences.
 - **Learning outcomes** for Spanish can be found in the program's web page (<https://www.uwgb.edu/spanish/program/learning-outcomes/>). The Learning Outcomes are established using proficiency benchmarks developed by The American Council of

Foreign Language Teachers (ACTFL) <https://www.actfl.org/resources/actfl-proficiency-guidelines-2012/spanish>.

Students graduating with a Spanish major are expected to:

- Speak standard Spanish at advanced-low level as defined by ACTFL
- Read non-technical prose at advanced level as defined by ACTFL
- Comprehend clearly articulated conversations on everyday topics in standard Spanish at the ACTFL advanced level.
- Write about non-technical topics at the intermediate-high/advanced ACTFL level.
- Demonstrate an advanced knowledge of Spanish/Latin American cultures.
- Have read great works of Spanish/Latin American literature and have a sense of their place in literary history.
- Research literary and cultural topics and report findings.
- Obtain skills to help them qualify for professional work in various areas such as teaching, translating and interpreting, positions in business appropriate to students in the languages or be prepared to attend graduate school.
- Reflect on the social values of the culture(s) they are studying and be able to draw reasoned comparisons to their own culture on topics important to the culture(s) being studied.

Students graduating with a Spanish minor are expected to:

- Speak standard Spanish at the ACTFL intermediate-high level.
- Read non-technical prose at the ACTFL intermediate level.
- Comprehend clearly articulated conversations on everyday topics in standard Spanish at the ACTFL intermediate level.
- Write about non-technical topics at the intermediate/intermediate-high ACTFL.
- Demonstrate an advanced knowledge of Spanish/Latin American cultures.
- Have read great works of Spanish/Latin American literature and have a sense of their place in literary history.
- Research literary and cultural topics and report findings.
- Reflect on the social values of the culture(s) they are studying and be able to draw reasoned comparisons to their own culture on topics important to the culture(s) being studied

2. Curriculum development (Lists, brief narrative if appropriate)

In the past few years (and since the last comprehensive program review), the Spanish program has undergone curricular revisions. A brief list of these changes includes:

- **Change of program name** from “Spanish” to “Spanish and Latin American Studies” to emphasize the cultural studies nature of the program, which is not restricted to solely the acquisition of fluency in the language as the title of “Spanish” might suggest.
- **New courses** have been added to the major and minor:
 - Spanish for Heritage speakers
 - Spanish in the US
 - Spanish in the Professions
 - Translation and interpretation
 - Several upper-level seminars have been taught under SPAN 465 Special Topics:
 - Sports in Latin America
 - Gender issues in the Spanish-speaking world
 - Jorge Luis Borges’ prose.
 - Narrativas de la Frontera

Further curricular revisions and new course developments are also in order as our program is reimagined for a new generation of college students with a different set of wants and needs from previous generations. We envision the introduction of additional new Spanish classes that will broaden our appeal across campus, increase our collaborations with other programs and serve the needs of the local community. Some of the new courses that we are currently discussing to develop are focused on **Spanish for specific professional purposes** (i.e. Spanish for Health Care professionals). The current health crisis has made evident a great need for professionals with cross-cultural communication and proficiency preparation in Spanish in different professional contexts. Thus, the Spanish faculty is exploring the creation of new courses with the hope of attracting and preparing more students from the professional programs, especially those in nursing.

- A **Certificate in Translation Studies** was added in 2018 to the program academic offerings. We are currently working on creating a graduate version of this certificate.
- The Spanish program is currently working on the development of a **Master** program.
- New **high impact practices** have been developed in several of our courses (i.e.: translation practice, teaching and tutoring experiences, the creation of a Podcast in Spanish, among many others). In some cases, these experiences are an integral part of our courses and are directly connected with the curriculum, so that students can address simultaneously content and practice, and get opportunities to establish connections between theory and ideas and real-life applications.

3. Connections to other programs (Lists, brief narrative if appropriate)

The Spanish program reaches across disciplines and collaborates closely with the following academic programs:

- **Education**. Professor Ortiz has taught *EDU 311 Teaching Methods in Foreign Language* several times, and she has team-taught *EDU 446/646 Bilingual Trends in Education*. In addition, she is the designated “proctor” for Spanish Language Testing International (LTI) examinations for students seeking Teaching Certification in Spanish. She works closely with the Education Department in the advising of future Spanish teachers on issues regarding DPI certification and on ESL/Bilingual certification. A member of the Spanish faculty also teaches *HUM STUD 160, 319 and 320*, which courses that count towards the ESL/Bilingual Certification.
- **Business**. The Spanish program offers several classes for the International Business minor. As such, the advisor of the Spanish program maintains active communication with the advisor of the International Business minor, Kay Voss.
- **Environmental Sciences**. The Spanish program collaborates with the Environmental Sciences program and contributes courses to the International Environmental Studies minor.
- **Global Studies** Prof. Ortiz is a member of the Executive Committee of Global Studies and is an active member of the program, collaborates in the design of “Global Studies” roundtable discussions and has given several lectures.
- **College Credit in High School**. The Spanish program offers multiple sections of SPAN 202 in different high schools. Ortiz serves as the faculty liaison for the cooperating teachers, answers questions, mentors and observes classes. In

addition, every summer she coordinates with Prof. David Coury, Meagan Strehlow (CCIHs Executive Director) and Crystal Williams (CCIHs Program Specialist) a Professional Development Workshop for the CCIHS language teachers.

The Spanish faculty have also strong working collaborations with Student Affairs and Campus Climate divisions:

- **MESA**- The Spanish faculty works very closely with MESA in several student welcoming activities, advising, and programming. Faculty of the Spanish program are members of the campus group EDGE. In addition, they have served in several search and screen panels to assist with their expertise.
 - **International Education Office**- Due to the learning outcomes and objectives of our program, Spanish faculty work closely with the Office of International Education advising students who want to study abroad in Spanish-speaking countries, assist the Registrar in the transferring courses/credits from overseas, maintain contact with overseas partners, and offer regularly faculty-led programs abroad (Argentina, Spain).
 - **Advising**- Spanish faculty has regularly participated in FOCUS, campus Preview Days, Major Fair and different programs directed to incoming freshmen or prospective students.
 - **Testing Services (Registrar)**- The Spanish faculty works closely with Pam Gilson in the administration of “Challenge Exams,” the establishment of AP and IB equivalencies for Spanish courses, placement test scores, credit for prior learning etc.
 - **Cultural Events** – The Spanish faculty collaborates with Megan Dufrane-Groose, the Signature and Cultural Events Coordinator, in several initiatives on campus aimed at diversifying cultural programs. For instance, the Spanish faculty collaborated in bringing the LA Band “Las Cafeteras” to the UW-Green Bay campus or with the annual promotion of the “Panadanza” Latin dance group, among others.
4. Number of courses offered (Overall number provided in materials. Chairs: short commentary if appropriate. Provide a sub-grouping of various modalities by percentage. For example, what percentage of your program is available online, hybrid, etc.?)

Unfortunately, the numerical data provided in the institutional materials for the Spanish program is not accurate. As a sample, we detail below the number of Spanish courses offered during the 2020-2021 academic year in all the UWGB campuses. In terms of **teaching modalities**, the current pandemic has brought many changes and, like many other programs, we have moved from offering courses either face to face or fully online towards incorporating a greater variety of teaching modalities in the delivery of our curriculum. The changes to education brought up by the pandemic will most likely continue having an effect moving forward and, very likely, students will demand more modalities of course delivery in the future. Fortunately, after this year, we feel trained and ready to offer our curriculum in different teaching modalities.

2020-2021

Fall 2020

53 Spanish courses were offered. Courses ranged from 101 intro to Spanish to upper-level division courses. Of these, 16 courses were offered in the main campus and locations, 33 sections of SPAN 202 were offered in cooperating high schools (CCIHS), 4 courses were individualized instruction such as Honors in the major, Independent studies (lower division and upper division) and Internships. Of the 16 regular courses offered in the main campus and locations, 4 were taught in a hybrid format (25%), 6 were taught using virtual classroom (37,5%) and 6 online (37,5%).

Spring 2021

21 regular Spanish courses will be offered in Spring 21, ranging from 102 intro to Spanish II to upper-level division courses. 12 courses will be offered in the main campus and locations, and 5 in cooperating high schools (CCIHS). In addition, we will offer 4 individualized instruction courses: Honors in the major, Independent studies (lower division and upper division) and Internships. Of the 12 regular courses in the main campus and locations, 2 will be taught in a hybrid format (12,2 %), 9 via virtual classroom (75%) and 1 online (8,33%).

Summer 2021

7 courses will be offered. All on line (100%).

Of all the Spanish courses offered at the UWGB (main campus/locations) on 2020-2021, 17,1% were hybrid, 42,8% were virtual classroom, and 40% were online.

- Additional instruction: The institutional data provided does not include information on study abroad courses led by Spanish faculty (ie Argentina, Spain) nor the number of study abroad opportunities coordinated with the involvement of Spanish faculty (i.e. Chile, Mexico, Spain).

5. Diversity of students, faculty, and curriculum (Overall number provided in materials. Chairs: short commentary if appropriate; provide examples from curriculum if appropriate.)

The Spanish **faculty** is diverse in background, gender, ethnicity, and academic interests. The program continues to attract a significant number of Heritage Learners students. Due to the nature of our student-centered focus program, this trend has implied curricular changes and the creation of new courses and high impact experiences to meet the students' interests and needs. For instance, some of the new recently created courses are: Spanish for Heritage Learners, Spanish in the US and Narrativas de la Frontera, among others. Some of our high impact practices also include addressing the educational needs and interests of the Latinx student population in our program. As such we are working

with different local non-profit organizations providing translation and interpretation services done by our students, we have connected with local schools and bilingual programs, and have launched a Podcast in Spanish, among some of the initiatives undertaken.

In terms of our students, the **student population** in our program is also diverse. Of the 53 majors listed in the institutional data, two students self-identified as African-American, 16 self-identified as Hispanic, two self-identified as multi-non-Hispanic, one as American Indian, and 32 students self-identified as white. According to these figures, 60% of our majors self-identified as Caucasian and 40% students self-identified with underrepresented ethnic/racial categories. According to UWGB Factbook (<https://www.uwgb.edu/UWGBCMS/media/ise/files/FactBook-Fall-2019.pdf>), in 2019 15% of UWGB student population self-identified with an underrepresented ethnic/racial category. Taking into consideration this information, one can conclude that the Spanish program is doing well in attracting, retaining and graduating underrepresented students. As a program, we continue to attract more female than male students, which is a general trend at UWGB and in language programs nationally. As a point of interest, we will like to high light that, according to the data provided, 15% of our majors are 25 years or older. We have seen more adult learners in our program, and this is an aspect that we welcome. In fact, through our weekly *Tertulias* (conversation tables) we have successfully implemented social activities to better integrate adult learners with the traditional student population.

As illustrated in several parts of this document, **our curriculum** is also diverse in terms of course content and coverage, which include European history and culture (Spain), to Latin American and Latinx histories and cultures. Several of our upper level courses are thematically focused and their content deals with migration, sociolinguistics, language and cultural identity, gender issues and transnational topics, among many other topics.

6. Gen Ed, FYS/GPS, CCIHS (Lists)

• **Gen Ed**

The Spanish program offers a number of courses that meet General Education outcomes. Several of our courses fulfill the “Global Culture” component of General Education. Last year, and following a petition from the locations, we requested Gen Ed designation for 102 language courses, in addition to the already existing ones. We also offer several Writing Emphasis classes (SPAN 225, SPAN 329, SPAN 355). We have a number of courses that fulfill the Ethnic Category, but that are not yet listed in this Gen Ed category (SPAN 357 Cultura Latina and HUM STUD Latinx Culture)

• **First Year Seminar/GPS**

The Spanish program contributes every Fall one or two First Year Seminars (SPAN 198). Professor Ortiz has also taught in the GPS program.

- **CCIHS Number of sections**

Our reach to the high schools is strong and getting stronger. Below is a list of the SPAN 202 sections offered since 2015. This year we have incorporated a new course, SPAN 222 Special Topics (variable content) that is offered for the first time in two schools.

2015-16	20
2016-17	34
2017-18	18
2018-19	22
2019-20	29
2020-21	33 (fall only)

7. Program support and staffing (Chairs: History, trends, and future needs. Depending on program, could be connected to accreditation.)

The Spanish program currently has two tenured faculty, two tenure-track faculty and one full-time lecturer. With five people, we cover all the course offerings of Spanish courses at UWGB (main campus and the locations). In addition, the Spanish faculty teaches periodically for Humanities (Intro to Film, Latinx Culture, Language and identity, Language and Society, Second Language Assessment) and for Education (Methods of Foreign Language Teaching, Trends in Bilingual Education). When the Master program gets implemented, we will need more support in the form of additional faculty and consideration for course reassignments for coordinating the graduate program.

8. Cost per credit hour (TBD)

External

1. Outreach: student/faculty partnerships, collaborations, participation with organizations or individually (Lists)
 - Student/faculty partnerships (examples of recent initiatives):
 - **Peer mentors** for First Year Seminars (Prof. Ortiz)
 - Before the pandemic, visiting **school programs** in the Green Bay area and speaking to bilingual children about the importance of first language and culture preservation and about furthering their education (Prof. Jiménez Chacón & Prof. Ortiz with student Alejandra Vargas).
 - **Video story-telling** as material for teachers of the GBPS (Prof. Jiménez Chacón with students from his course SPAN 465 Español para Hablantes de Herencia)
 - **Iluminamos920-** Student-led Spanish-speaking podcast connecting the community and the university around issues affecting the local Latinx population (Prof. Jiménez Chacón and students).

- **Digital-media specialist** for Spanish program- Instagram, Facebook and Twitter account administrators. (Prof Ortiz and student McKenzie Rasmussen).
- **Translations/interpretation services** for local non-profit organizations: Habitat for Humanity, UW-Green Bay Registrar's Office, Literacy Green Bay, Legal Action for Wisconsin, Dentistry from the Heart program etc. (Prof. Jiménez Chacón and Prof. Cristina Ortiz have supervised and continue proofreading and supervising students' translations for these organizations).
- **Archival research** (Prof. Ortiz in collaboration with Deb Anderson). UWGB archive collection include manuscripts from the Colonial period in New Spain as well as a recent donation of letters written by John Cookson, who fought in the Spanish Civil War as a member of the Lincoln Brigade. Class visits to the archives to analyze these texts and/or conduct research have resulted in **independent studies**, one **Honors Thesis** and different class projects involving faculty/academic staff/student research collaborations.
- Community connections:
 - **Green Bay Public Schools.** (Professor Cristina Ortiz was appointed to the GBPS bilingual education task force. Spanish faculty makes visits to schools as speakers and keep connections with local bilingual programs).
 - **Untitledtown Book and Author Festival** (Professor Cristina Ortiz was a member of the Board, and Profs Ortiz and Fernández Meardi have chaired panel discussions in different editions of this festival).
 - **“La Escuelita” -Casa Alba.** The Spanish program maintains continuous collaboration with Casa Alba and Spanish students intern assisting the bilingual head start program La Escuelita.
 - **21st Century YMCA** after school program. Prior to the pandemic, the Spanish collaborated with the YMCA in their 21st Century after school program offered in elementary schools with a large Spanish-speaking population (Dotty, Eisenhower and Nicolet). Spanish students assisted student with homework and helped with afterschool enrichment activities.

2. Contributions to regional infrastructure (Lists)

- Profs. Ortiz, Fernández Meardi, and Jiménez Chacón are members of the **Center for Latin American and Caribbean Studies** housed at UW-Milwaukee.
- Our weekly Spanish **Tertulia** is now conducted via Zoom due to the current pandemic. With the use of this digital platform we have been able to incorporate community members, high school students, and UW-Green Bay students (main and locations) to our weekly sessions. We are averaging 25-30 people in several of the meetings.
- **Annual Professional Development Conference** Every month of August, Prof. David N. Coury (HUS-German), Cristina Ortiz (HUS-Spanish),

Megan Strehlow (Executive Director of College Credit in High School) and Crystal Williams (Program Specialist) ran a one-day workshop for CCIHS world language teachers.

3. Scholarly activity of faculty (Lists that are not all-inclusive; maybe seek to highlight the different areas/types of activity)

- **Anne Barkow, MA (Lecturer).** Trained as a Spanish and TESL instructor, Anne Barkow teaches all of the Spanish introductory and intermediate courses in the main campus and locations. She has also taught Spanish Composition and Conversation courses and upper-level division courses in TESL. Since she was hired, Anne has received excellent student evaluations and every semester her students recognized her as a very dedicated teacher who goes above and beyond what is expected to make their learning experience memorable.
- **Hernán Fernández Meardi (Associate Professor).** Professor Fernandez Meardi area of specialization is contemporary Latin American literature. In addition to the courses he regularly offers for the Spanish program on Spanish language, Latin American culture and literature, he teaches *Intro to the Humanities* and *Intro to Film* for the Humanities program. He is preparing a book length manuscript entitled *La identidad nacional en América Latina, conflictos entre Hegemonía y subalternidad* (Latin American National Identity, conflicts between Hegemony and subalternity) and has been invited to be the guest editor of a special issue of the Journal *Humanities* (ISSN 2076-0787) to appear in December of 2021. In 2019, he presented “Jorge Luis Borges: Why literature?” at UW-Green Bay in commemoration of the author’s 120th birthday.
- **Mario Jiménez Chacón (Assistant Professor).** Professor Jiménez Chacón offers courses in the Spanish program and Humanities. Since his hiring he has developed new courses around issues related to the Latinx population in the US. His research focuses on the aesthetics, spirituality, ethics, and politics of migration and border culture in the Latin American and Latinx context. His fields of interest include postcolonial studies, cultural anthropology, performance studies, border studies, indigenous studies, transnational literatures and cultures, and Latinx studies, among others. His most recent publications include: “Traslado mítico-histórico y traslado lingüístico en Señales que precederán al fin del mundo.” *Ciberletras: Revista de crítica literaria y de cultura*. Issue 42 (August 2019) and the forthcoming chapter: “Historia, fronteras e identidad en Ahora me rindo y eso es todo de Álvaro Enrigue” to be included in *Transculturación y trans-identidades en la literatura contemporánea mexicana*. Herlinda Flores Badillo (editora). Vernon Press. (Forthcoming 2021).
- **Cristina Ortiz Ceberio (Professor)** teaches interdisciplinary courses on contemporary culture, on Spanish language and on literatures written in Spanish, as well as on pedagogy. Her most recent publication includes the monograph *Ellas Cuentan: Representaciones artísticas de la violencia en el País Vasco desde la perspectiva de género* (Madrid: Dykinson, 2020), co-authored with Prof. María Pilar Rodríguez from the University of Deusto, soon to appear in English as *Affective landscapes: Representations*

of terrorism and violence by Basque female authors (Peter Lang Verlag, 2021). She is the author of numerous articles on literature and cinema from the Spanish-speaking world from the optics of genre. She is a member of the North America Academy of the Spanish Language. She has obtained multiple honors and awards.

- **Maria Yakushkina (Assistant Professor)**. Her areas of expertise include sociolinguistics, transnationalism, heritage- and second language acquisition and teaching, language and gender, and sociopragmatics. Her current research focuses on the interconnection between transnationalism, language use, and identity among 1.5- and second generation of migrants, heritage speakers of Spanish in the US. Her most recent publication is Yakushkina, M. (2020). A quantitative approach to heritage language use and symbolic transnationalism. Evidence from the Cuban-American population in Miami. *International Multilingual Research Journal*. DOI: 10.1080/19313152.2020.1852513.

As per the feedback of our students on exit interviews and testimonials, both solicited and unsolicited, the instructors in our program are our major strength. Spanish professors are dedicated teachers and advisors who closely guide their students in their academic development, they are actively involved in the community, both vis-a-vis their own service and research endeavors, and also through active partnership-building with community agencies and constituents. This translates into an enriched learning experience for the students at UW-Green Bay Spanish program, many of whom have the opportunity to learn from guest speakers, participate in community-based learning, pursue internships, or develop areas of study that further strengthens the campus-community connection.

In sum, the Spanish program at UW-Green Bay is formed by accomplished scholars and recognized experts in their fields, with specializations that have garnered them significant national and international recognition.

Student Success

1. High-impact practices and individualized-learning opportunities (Some data provided; lists and/or brief narrative)
- The Spanish faculty uses innovative teaching, including (but not limited) to the integration of technology (hybrid courses, hybrid flex, online) as well as engaged learning opportunities, which have led to the development of a number of **High Impact Practices**. In addition to the regular curriculum, students in the Spanish program have the opportunity to experience different applications of their knowledge through community engagement initiatives from the initial years of their major/minor studies. Several High Impact Practices are an integral part of regular courses and are considered part of the holistic learning process offered to students in the Spanish program. In addition, the integration of some of these high impact practices into regular courses has ensured an equitable access to these experiences to all the students in the program. Community agencies contact the Spanish program with an identified need and faculty work with

students in assisting the organizations by creating **Independent Studies, Internships** or encouraging **volunteer work**, depending of the need.

- **21st century YMCA** after school program (Spanish students volunteer as bilingual assistants) (2018-until the pandemic started)
 - **Bilingualism is a gift program/El bilingüismo es un regalo** (visits to local bilingual programs in public schools)
 - **Story-telling videos** for GBPS (Fall 2020)
 - **UWGB-Yucatan language and cultural exchange** (Fall 2020)
 - **Podcast “Illuminamos920”** (Fall 2020-ongoing)
 - **Translations** for different local non-profit agencies (ie Habitat for Humanity, UWGB Admissions Office, Literacy Green Bay) (on going)
 - Spanish program Media and Digital Internship (on going)
 - **Peer-mentors** for First Year Seminar (on going)
 - Collaborations with **“La Escuelita”** (Casa Alba) (on going)
 - **Voces de la Frontera**. Several Spanish students and alumni are very involved in the local chapter of this grass-roots organization. At least one Spanish faculty and some students served as volunteers with the local chapter of Voces de la Frontera in their “Get Out the Vote” efforts during the last presidential campaign (Spring 2020).
 - **Brown County Health and Human Services Department**. During the initial months of the pandemic, and due to the outbreak affecting Spanish-speaking workers in meat processing plants, Spanish professors and students served as contact tracers (Spring 2020).
 - **Taco-dinner Fundraiser** to buy supplies for a school in India coordinated through the Mauthe Center. (Fall 2018, GPS students)
2. Retention (TBD. Note: if program-level data is not provided, maybe list some things your program does that you believe aid in retention.)
- **Advising**. Probably one of the key elements in retaining students is to offer excellent and **personalized advising**. In the Spanish program students receive information connected to their individual needs, professional aspirations, interests and future plans. We encourage students to think about their education in a holistic way. In addition to fulfilling course requirements, we encourage students to take advantage of the opportunities for involvement on campus and in the community, as well as for studying abroad. During the time of the pandemic, and in collaboration with the Registrar’s office, personal calls have been made to Spanish students to assist them in registering for classes and to answer any questions related to their graduation plans. In addition, Spanish faculty has participated in all the CAHSS initiatives to reach out to prospective students in both summer and during the academic year. We consider our **advising role very important** as we perceive that there are misconceptions about the “practicality” of majoring in one of the Modern Languages programs. In addition, it is also important for us to connect with the Latinx students, as we consider that they see

in the Spanish faculty mentors, role models, and important allies to assist them in successfully navigating their college years.

- **Alumni panel.** Every fall we invite Spanish alumni to talk to the current students about their professions. This Fall, our invited alumni were a medical student, a local bilingual teacher, a MESA advisor, and an artist/teacher. Current students were able to ask questions and have a student to student conversation with alumni and faculty about professional careers and options. We believe that this type of initiative provide visibility to the professional success that a UW-Green Bay education grants to students and it helps with retention efforts.
- **Extra-curricular events** and high impact practice opportunities are an important tool to individualized students' academic experiences and make someone's education at UW-Green Bay more meaningful. Thus, the faculty/student cooperation also assists with retention efforts.
- **Sense of community.** We maintain an active Facebook page, and Instagram and Twitter accounts where we highlight students' accomplishments, share news and publicize events, internships etc. Our digital media as well as our weekly conversation table, *Tertulia*, give Spanish students a sense of community and of belonging, an aspect that has been especially important during the pandemic.

Mission Relevant

1. Relevance to mission (Narrative or lists as appropriate)

The Spanish program offers a clearly articulated curriculum that provides students with two major tracks (General studies and Spanish Teaching Certification), a minor, and a Certificate in Translation Studies. The learning outcomes of the program are clear and consistent with guidelines established by the American Council of Foreign Language Teachers (ACTFL) and are publicized in the web page of the program. Learning outcomes are assessed regularly and changes and modifications are implemented according to assessment results. Students in the program develop advance communicative abilities in Spanish contextualized in a **cultural studies curriculum**. At UW-Green Bay Spanish program, language acquisition is inextricable connected with content learning and the development of critical thinking skills and cultural awareness. Our curriculum promotes a civically-engaged education and provides critical thinking skills through the study of historical and current events, cultural texts, media, and linguistic aspects. The curriculum includes a variety of courses which focus on the study of the cultures and historiographies of the Spanish-speaking countries and the Hispanic/Latinx populations of the United States. In all of our courses (from beginners to the most advanced), language learning is always contextualized to provide the students with the ability to recognize and understand the intrinsic relation between languages and cultures. In addition, we have integrated service learning components across the curriculum to connect our teaching with issues that affect the local Spanish-speaking community in order to offer our students an awareness of local social realities as well as opportunities to apply their cultural and linguistic knowledge and skills for the betterment of the surrounding community. In sum, all aspects of the Spanish Program promote the acquisition of practical and marketable communication skills in the target language, the development of critical

thought, the ability to closely analyze complex texts and ideas, the acquisition of knowledge of and sensitivity to a broad spectrum of ethnic cultures, and exposure to values and socio-cultural issues as well as the development of a sense of responsibility for community and of engaged citizenry. In that regard, the Spanish Program **vision** is consistent with UWGB Select/Core **Mission** and the Guiding Principles. As detailed in this document, the Spanish program operates in accordance with the Select Mission of UW-Green Bay and it contributes to the university's "deep commitment to diversity, inclusion, social justice, civic engagement, and educational opportunity at all levels." The Spanish program promotes "community-based partnerships, collaborative faculty scholarship and innovation" through "cross-discipline collaboration and cultural enrichment." Moreover, the Spanish faculty are excellent teachers and nationally and internationally recognized scholars committed to use their knowledge to serve the needs of an increasingly diverse student population and the community of Green Bay.

2. Cultural enrichment (Narrative or lists as appropriate)

The Spanish program offers courses in literature, film studies, history, art, phonetics, philology, linguistics, cultural and ethnic studies, and international/global studies. The program contributes significantly to the **internationalization of the campus culture**. It provides travel courses, lectures and cultural events, service to high schools, and organizes internships and partnership programs. Its cultural studies curriculum includes the study of social issues, value conflicts, and problem resolutions, impacting **different countries and continents**. Students are introduced in their study of events and texts to regional and **global issues** including colonialism, racism, majority/minority relations and other issues. The curriculum challenges students to think critically through the study and discussion of **ethnic and cross-cultural issues**, and through their training in close textual analysis. The program improves communication skills in the student's first and second languages; introduces students to a great **diversity of thought and global experience**, and sensitizes them to the notion of cultural relativity. The faculty regularly participates in local, national, and international conferences, publish in premier venues in the field, and engage in ongoing studies of critical areas of their disciplines to expand their knowledge as well as the curriculum. Faculty regularly participate in **campus diversity initiatives** such as cultural awareness programming, personal and cultural support and advocacy for students of differing cultural origins, alumni involvement, and university committees aimed at developing campus diversity.

3. Access (Does the program have any agreements with other institutions? For example, a transfer agreement with a technical college.)