



Program Review
AY 2015-2021

Spanish

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1. INTRODUCTION AND PROGRAM OVERVIEW

A. What Degrees and Certificates Does Our Program Offer?

The Spanish program offers concentrations leading to a Bachelor of Arts in Spanish & Hispanic Studies or a Bachelor of Arts in Spanish Secondary Education. In addition, we offer a 21-credit minor in Spanish.

B. What is our origin story?

Colorado Mesa University, then a junior college, began offering courses in Spanish in 1948, but the university did not create the Spanish minor until 1995. In 2004, the Board of Trustees approved a Spanish major that included three concentrations: Applied Professional, Literature & Language, and Secondary Teacher Licensure. In 2006 there were five tenured/tenure track faculty; currently, there are four.

In 2011, the Spanish program expanded the minor from 18 credits to 24 and required one literature and one culture course. In 2016, the program revised the minor to include more flexibility for the students by making all courses optional (while maintaining course prerequisites), and we trimmed the minor to 21 credits.

With the change from ‘Degree Distinction’ to ‘Foundation Courses’ in 2010, Spanish stopped serving students from several majors including Art, Graphic Design, Kinesiology, some concentrations in Music, Public Administration/Public Safety, and Elementary Education.

In 2016, the program made substantial changes that are described in detail in Section 2 of this document. Many of these changes stemmed from suggestions from our external reviewer.

C. What did our previous external reviewer recommend? How have we responded?

For the program review conducted in 2014, the external reviewer complemented our program and faculty. He noted that our students praised us for our “passion for the Spanish language and Hispanic culture, [our] willingness to meet with and help students individually, and [our] willingness to help students increase their understanding of the Spanish language and Hispanic culture.” He lauded us for our diversity in training, backgrounds and our ability to provide students with a variety of prospective, approaches and teaching styles.

The reviewer also pointed to several steps we could take to improve the program. Many of these recommendations addressed curriculum offerings. They included combining courses (e.g., FLAS 301, 302 and 303), allowing students to take some courses simultaneously, and removing some course prerequisites. We adopted many of his recommendations, and we will address these changes in detail in Section 2.

The external reviewer also noted that our program supports CMU’s mission statement and aligns nicely with guidelines for foreign language departments that have been proposed by the Modern Language Association as well as the American Council on the Teaching of Foreign Languages. While we are not officially affiliated with either of these two entities, these professional organizations influence our program decisions. The external reviewer encouraged us to make this

connection more visible. For example, he recommended that we place our mission statement on our program's webpage, tie that mission statement into our goals, connect those goals to our student learning outcomes, and connect the SLOs to CMU's mission statement.

Overall, we feel that we have progressed substantially in the past five years and look forward to future progress.

D. What guides our choices? What do we aim to accomplish? How do we contribute to CMU's role, mission, and strategic plan? How do we contribute to the region?

The Spanish program seeks to prepare and graduate students who have a solid foundation and understanding of the Spanish language, culture and artifacts of the Hispanic world. Students will be ready to continue their education or careers in a number of fields, including many that are not directly related to Spanish (i.e., medical, law, political science) as well as those directly related to language (i.e., teaching, translating, interpreting, editing). Students will develop the ability to be a catalyst for change as they become informed citizens.

The Spanish program fits well within both the Institutional Mission Statement and the Statutory Role and Mission of the University:

Institutional Mission Statement

Committed to a personal approach, Colorado Mesa University is a dynamic learning environment that offers abundant opportunities for students and the larger community to grow intellectually, professionally, and personally. By celebrating exceptional teaching, academic excellence, scholarly and creative activities, and by encouraging diversity, critical thinking, and social responsibility, CMU advances the common good of Colorado and beyond.

Statutory Role and Mission

The role and mission of the institution was reenacted in 2010 by the Colorado General Assembly (Colorado Revised Statutes 23-53-101) and amended in 2011 when Mesa State College was renamed Colorado Mesa University:

There is hereby established a university at Grand Junction, to be known as Colorado Mesa University, which shall be a general baccalaureate and graduate institution with selective admission standards. Colorado Mesa University shall offer liberal arts and sciences, professional, and technical degree programs and a limited number of graduate programs. Colorado Mesa University shall also maintain a community college role and mission, including career and technical education programs. Colorado Mesa University shall receive resident credit for two-year course offerings in its commission-approved service area. Colorado Mesa University shall also serve as a regional education provider.

The Spanish program, by nature, foment creativity, encourages diversity, and fosters critical thinking, and our curriculum focuses heavily on social responsibility. The faculty members provide a personal touch in our classes, whether in a large introductory course or a capstone course designed for a particular student. We are committed to providing a variety of teaching styles that help our students thrive. The program exemplifies a liberal arts education, an

education that requires students to have breadth as well as depth and understand our world through multiple and various methodologies and ways of knowing.

CMU strives to become a Hispanic Serving Institution, and as such, we need to emphasize the role of our program in serving this specific population. Our faculty's expertise in the culture, language, and histories of the Hispanic community will aid in attracting and retaining these students.

In connection with the institution's mission statement, the Spanish program's mission is to provide a standards-based curriculum leading to bilingual and bicultural education that, when completed, will provide students with the foundation to create and develop their own future in multiple life scenarios such as Spanish teachers, bilingual managers, administrators, interpreters, or continue with graduate work. The program seeks to develop enlightened citizens with the capacity for original and unique thought.

In order to make our mission attainable, we have delineated several goals. As a Spanish program we will:

- Provide a rigorous curriculum across all subjects: culture, language, literature and history.
- Provide appropriate assessment tools to accurately measure the progress within the program.
- Cultivate a learning environment that promotes inquiry, critical thinking, problem-solving, teamwork and communication.
- Prepare students to engage in applied learning by addressing combined work with other disciplines and interacting with the community and region.
- Develop respect, integrity and academic freedom.
- Integrate multimedia technology across the curriculum to enhance the learning environment.
- Seek opportunities for optimal immersion in Spanish by promoting study abroad.

By producing linguistically well-prepared and culturally insightful graduates, we are training skilled professionals who can occupy specialized positions in commercial, government, law enforcement, healthcare, and social sectors of the community. Likewise, we are preparing capable teachers who are able to teach Spanish as a second language as well as share community experiences with native speakers of Spanish.

E. How does the program's curriculum support other majors/minors and general education requirements?

As is characteristic of a liberal arts education, the Spanish program also complements several degree programs. The Spanish program's curriculum is vital to most BA programs as well as other non-BA programs where a foreign language is required for completion of these programs, either as a Foundation Courses or other category. These programs include Anthropology, Art History, Studio Art, Criminal Justice, Dance, English, History, Mass Communication, Mechanical Engineering (CU), Political Science, Psychology, Social Work, Sociology, Teacher Education and Theater Arts.

Likewise, a major or minor in Spanish enhances many if not all majors at the University. Many students minor in Spanish or double major in Spanish and other programs (i.e. Business, Criminal Justice, Biology, Education, English and Sociology).

In 2020 the Spanish program collaborated with the Business department to create the International Studies Minor. This interdepartmental minor includes 12 credits in Spanish and 12 in business. Plans to create such endeavors with other programs are in the works.

F. Does our location give us a comparative advantage?

As the higher education regional provider in western Colorado, the Spanish program at Colorado Mesa University is essential for this community. With the growing population of Spanish speakers in the region, the program provides an essential service to those who wish to serve these residents. The community likewise provides great resources for our students, whether native or second language learners of Spanish. Currently, 21% of the population of the area is Hispanic, and CMU is striving to become a Hispanic Serving Institution, implying that more than 25% of the campus population will also identify with this ethnicity. This makes our program essential to address the needs of over one-quarter of our student body.

G. Does our program have any unique characteristics?

Our curricular adjustments have helped us respond to the needs of the community, attract students of varied interests to our program, and provide the needed flexibility for these students. Our faculty also provide a unique mix of talents, with specialists in linguistics, literature, teaching methodologies, culture and translation/interpreting. The faculty members are active in their fields of research, and include a professional journalist and interpreter.

To enrich our students' academic experience, we have also invited to campus many specialists in various fields, from world renowned authors to a revered sociolinguist. These scholars have used their skills to teach workshops in several of our classes, as well as present their research and writings in presentations to much of our student body.

Similarly, we host numerous cultural events geared toward our students and the community. These include our semiannual Spanish Language Night, where students showcase their talents in the Spanish language. We have also hosted events that highlight different aspects of the Hispanic culture, including *Día de las Letras*, *Día de los Muertos*, *Las Posadas/La Navidad en el mundo hispano*, and *Hispanic Food Night*. Other events have focused on recruitment, such as our Major/Minor Open House. And club specific recruitments have also been carried out, such as bringing in Spanish speaking Pediatricians, Physical Therapists and Emergency Room Doctors to talk to the GEMS club.

Our reach into the community is also well established, from work with the Latino Chamber of Commerce, to pro bono interpreting in the community and academic setting. And taking our students out of the community to the world through study abroad program is something to celebrate.

All of these factors help us to showcase the strengths of our program.

2. CURRICULUM

A. How do we promote breadth and depth?

The Spanish and Hispanic Studies program at CMU exposes students to a variety of skill sets as well as assists students in developing expertise in their field of choice. The curriculum meets students' needs at the introductory level and advances students through the challenging stages of intermediate skills. Then, students of various levels of proficiency, from native to intermediate, continue to advance their linguistic skills as we teach them the literatures, histories, and cultures of the Spanish-speaking world. Students gain specific linguistic understanding and specialized literary analysis abilities at the advanced level, where we target professional skills such as translating and interpreting.

Beginning at the first-year level (FLAS 111 and 112), we encourage students to develop their written and oral skills in Spanish, as well as apply this knowledge of the structure of the Spanish language—including syntax, phonetics/phonology, and morphology—in speech and writing. In addition, students gain insight into the history and culture of the Spanish-speaking world, not only in the classroom but also in numerous extra-curricular activities and presentations offered throughout the year.

As students move on to the intermediate-level courses, they continue to firm up their grasp of grammatical and communicative skills. FLAS 211 completes the basic language program, and FLAS 213 “Spanish Conversation and Grammar” and FLAS 300 “Spanish Composition and Grammar” serve as bridge courses between our introductory and major courses. Here, students hone their skills in writing, oral production, listening comprehension, and cultural competency. In FLAS 304 “Advanced Oral Production and Composition”, students focus on research skills and further develop the writing of academic length compositions. In this course students also present their research orally through public presentations. Upon completing these courses, students will typically have attained the Intermediate-High to Advanced-Low ACTFL skill levels in reading, writing, speaking, and listening.

The core classes for all the concentrations provide students with a deeper understanding of the language, culture, history and literature of the Spanish-speaking world. In Advanced Spanish Grammar and Spanish English Contrasts (FLAS 305) the students gain an in-depth understanding of the structure of the Spanish language. Students are then provided content knowledge of the history and culture of Spain and Latin America (FLAS 311/312) and are exposed to the literatures of Spanish-speaking authors in our Introduction to the Hispanic Literatures I and II (FLAS 323/324). In FLAS 341 “Introduction to Hispanic Linguistics” students gain more specific and detailed understanding of the structure of the Spanish language, including word formation, grammatical analysis and language acquisition. In Applied Phonetics and Phonology (FLAS 441) students hone in on understanding and improving pronunciation errors as well as develop recognition of pronunciation variation in the Hispanic world.

This core serves students well as they choose from a menu system of additional 400-level courses of interest in their desired fields. Majors select one course in Hispanic Studies (FLAS 424 or 446), one in Applied Studies (FLAS 431, 433, 434 or 435) and any two 400-level courses, for a total of 42 credits. In FLAS 424 “Advanced Hispanic Literature”, students study in greater

depth a particular topic or genre, such as the literature of Mexico. In FLAS 446 “Spanish Language Variation” students dive into the field of sociolinguistics. In these classes, students develop a greater understanding for the cultural and linguistic variations in the Spanish-speaking world, as well as a greater appreciation for literature as a manifestation of history, linguistics, and culture. Spanish for Medical & Social Services (FLAS 431) provides for acquisition of advanced lexicon as well as linguistic and cross-cultural skills used in health care and social services. FLAS 433 “Spanish for the Professions” explores linguistic and cultural aspects of professional practices. Finally, in Introduction to Translation (FLAS 434) and Introduction to Interpreting (FLAS 435) students are presented with the fundamentals of these two fields, in order to prepare students to move into Masters-level classes, as well as training and certification programs for professional translators and/or interpreters.

Students complete “Spanish Senior Practicum” (FLAS 498), an individualized project that they carry out with one of our faculty members. The course is designed in such a way as to give Spanish majors practical experience in their field(s) of study. Due to this characteristic, the development of each practicum implies a degree of flexibility, thus meeting an individual student’s needs and desired outcomes or goals. However, in order to provide a consistent means of evaluating the experience, students must meet certain standards, including an oral defense and written report of their project.

The Spanish program and the University offer various venues for students to participate in study abroad endeavors. Students can participate in our program-led trips that last approximately five weeks and have taken place in Spain and Costa Rica. For those who desire a longer exchange experience, the University offers connections to consortium programs (i.e., ISEP and NSE), where students are able to study during a semester or even an academic year in some 50 countries. All these programs provide students with an unparalleled experience where they experience the cultures, histories and peoples of the Spanish-speaking world.

To pursue the Secondary Teacher Licensure track, students complete the above requirements for a Hispanic Studies degree as well as enroll in the Teacher Education Department, where they take “What it Means to be an Educator” (EDUC 115), “Teaching as a Profession” (EDUC 215), “Pedagogy and Assessment: Secondary K-12” (EDU 342), “Teaching to Diversity” (EDUC343), “Integrating Literacy Across the Curriculum” (EDUC 442), “Classroom Management” (EDUC 475), “Content Methodology Practicum” (EDUC 497), “Methods of Teaching Secondary Spanish” (EDUC 497E), and “Teaching Internship and Colloquium” (EDUC 499G), for a total of an additional 29 semester hours.

B. How do we remain current?

The Spanish and Hispanic Studies program at CMU regularly responds to trends in second language acquisition (SLA) as well as the field of Hispanic Studies. The program has made several changes to help maintain currency and to better meet students’ needs.

For several years we discussed the need to revise the Spanish program. Prior to 2017 we had a three-track system where students could choose between three options: Spanish for the Professions, Language & Literature, and Secondary Licensure. While this system was innovative and timely, as noted by the external review in 2015, the three-track system proved to impede

many students from completing all of the required courses prior to graduation. In order to resolve this challenge, in the past we offered course substitutions or provided independent study courses. In addition to this challenge, based on assessment data we likewise witnessed that many of our students continued to have gaps in their understanding in various areas, including writing skills and oral production. In order to address these issues, we made a number of changes to the program in 2016 and 2017. At that time, we also made a number of cosmetic changes to address course names. These modifications will be detailed in the following paragraphs.

Prior to 2017, students took a grammar review course (FLAS 212), a class focusing specifically on conversation (FLAS 303) and another dealing exclusively with writing skills (FLAS 302). In order to provide a greater focus on oral production skills earlier, we replaced FLAS 212 with FLAS 213. The grammar from FLAS 212 was split into two courses, with half of the grammar being taught in FLAS 213 and the other half in another new course, FLAS 300. This second course, in addition to the grammar review, also includes a focus on writing skills. Students now also take another addition to the program in FLAS 304, where they receive a continued focus on writing and presentational skills.

We also relocated the content from FLAS 301, an intensive grammar course, to later in the program, renumbered it as FLAS 305, and incorporated an element of contrastive grammar (between Spanish and English).

Instead of having the survey literature classes cover continents (Spain vs. Latin America), as was the case prior to 2017, we decided to present the literature in time frames. We based this decision on suggestions from our external reviewer as well as from what our faculty felt was an unnecessary bifurcation in the former manner of presentation. We therefore added FLAS 323, which covers Hispanic literature from origins to 18th century, and FLAS 324, which proceeds from 19th century to contemporary literature, regardless of the author's country of origin.

As suggested by the external reviewer in 2015, we combined our three specialized literature courses (each respectively dealing with the genres of drama & film, poetry, and prose) into one course: FLAS 424. We implemented this change to address the previous flexibility issue that our students faced as well as to resolve the issue of under-enrolled courses. In the past, students had to wait for one of these specialized courses to appear in the rotation, which made it difficult for students to take all three courses by their scheduled graduation date. This hurdle required a variety of course substitutions and independent studies. Under FLAS 424, students are now able to take this course when it is offered based on student demand, and because content changes for each offering, are able to repeat the course as many times as they would like for credit.

In order to address the interest of the Spanish faculty and to increase understanding of the variation in the Spanish language, we added FLAS 446 as a course offering. The Spanish faculty believe that an understanding of language variation can help students in all specialized areas of our program, be it linguistics, literature, translation, or interpreting.

As is typical in SLA environments, many of our students deal with pronunciation issues. FLAS 441 addresses pronunciation as a component of the course, and by making it obligatory beginning in 2017, we address this issue in all students. The change also helps students gain an appreciation for the various Spanish dialects and provides an understanding of linguistic inquiry.

We addressed additional cosmetic changes. FLAS 341, previously called “Spanish and the Nature of Language” was changed to “Introduction to Hispanic Linguistics,” to help students understand the content and purpose of the course. Similarly, we changed FLAS 434 and FLAS 435 from “Translation” and “Interpreting” to “Introduction to Translation” and “Introduction to Interpreting”, respectively. This latter change helps students understand that these were only launching pads in their understanding of these two fields and that additional courses were necessary to master these skills. Finally, we changed FLAS 433 from “Business Spanish” to “Spanish for the Professions” to better reflect the content of the course.

All of these changes have helped to make our program current, while also addressing our students’ needs and interests. Professors continue to update these courses using the most current findings in their fields.

C. Where do we deliver our courses? What formats do we offer?

While we deliver the majority of our courses in the traditional classroom setting, we also offer a select number of courses (FLAS 111 and 112) as purely online offerings. We have also offered FLAS 111 and FLAS 112 as modular courses, allowing students to have a more immersed experience and permitting them to complete these two courses in one semester. We similarly offer these courses over J-term and summer.

While the nature of second language acquisition obligates us to retain some rigidity in the sequencing of the courses—for example, students aren’t generally prepared for the topics of advanced composition in 304 without first taking our 300—we have increased the flexibility in what courses students can take at the same time. For example, FLAS 213 and 300 can be taken concurrently, as can FLAS 304 and 305, something that was unavailable to the students previously. We have thus increased the speed with which students advance through the program.

We have provided Spanish evening classes as a way to serve those students whose work schedule may not allow them to take traditional day classes. In addition, with the increased numbers of students in Criminal Justice and the CMU Police Academy, we are currently developing a specialized FLAS 211 “Spanish for Criminal Justice.”

Finally, since the summer of 1999, CMU has provided its students a month-long summer study abroad program that has permitted them to travel to Spain, Cuba and Costa Rica and complete six credit hours of Spanish at all levels.

During the COVID pandemic we have offered all of our classes in a variety of delivery formats. We offer many courses, namely FLAS 211, 304, 311, 312, 323, 324, and 435 as synchronous online offerings. We offer others such as FLAS 305, 341 and 441 as hybrid courses.

We are encouraged by the flexibility that we have been able to offer our students while maintaining a rigorous content and program.

3. ANALYSIS OF STUDENT DEMAND

A. How many majors and minors does the Spanish program serve?

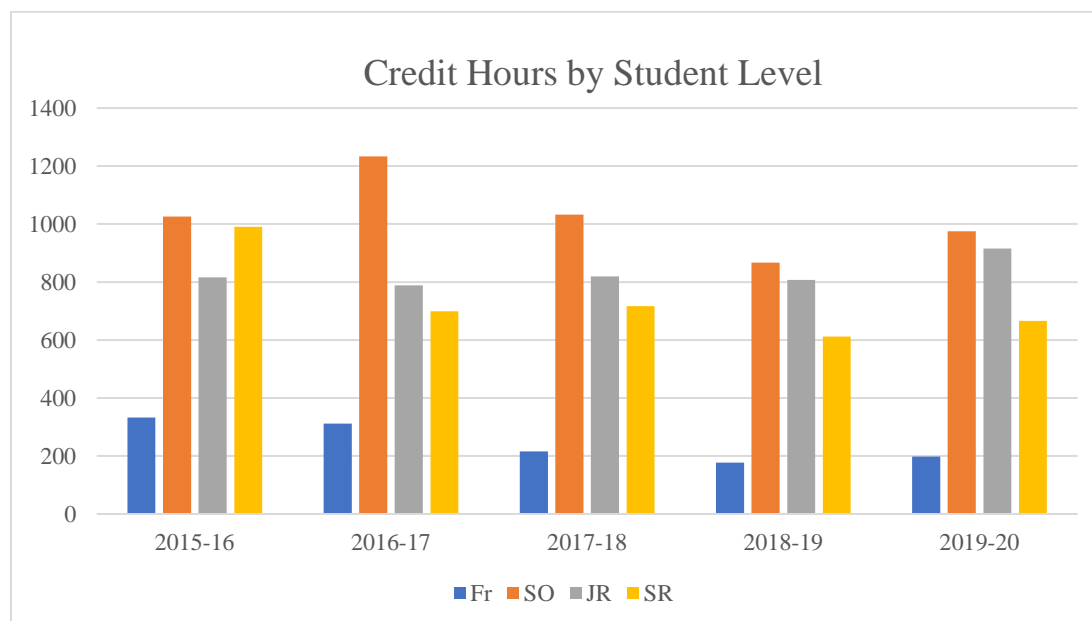
Since our last review in 2015, we have reconfigured the program from a three-track program consisting of Spanish Secondary Education, Spanish Literature and Linguistics and Applied Professional Spanish into a two-track program consisting of Spanish Major in Hispanic Studies and Secondary Spanish Education tracks. We made this change based on the recommendations of the 2015 reviewer to facilitate completion of the program requirements within four years.

As a result of the above-mentioned elimination of the Applied Professional track, the numbers of students graduating with an Applied Professional major has of necessity decreased from 25 in the 2015-16 AY to 1 in the 2019-20 AY. However, Hispanic Studies majors have increased slightly over the same time period from 15 in 2015-16 AY to 22 in the 2019-20 AY. Graduation rates for Hispanic Studies majors have fluctuated slightly from a high of 5 in AY 2016 –17 to 4 in AY 2019-20.

The number of Secondary Education majors have fluctuated slightly between 2015-2020 from a high of 5 in 2016-17 to a low of 1 in 2019-20. The graduation rate has been two each semester during this time period. There are currently three Secondary Education majors working towards graduation. In the aforementioned Applied Professional track, there was a high number of eight graduates in AY 2015-16, which has decreased as that track has been discontinued. The number of Spanish minors has fluctuated from 8 in AY 2015-16 to 4 in 2019-20.

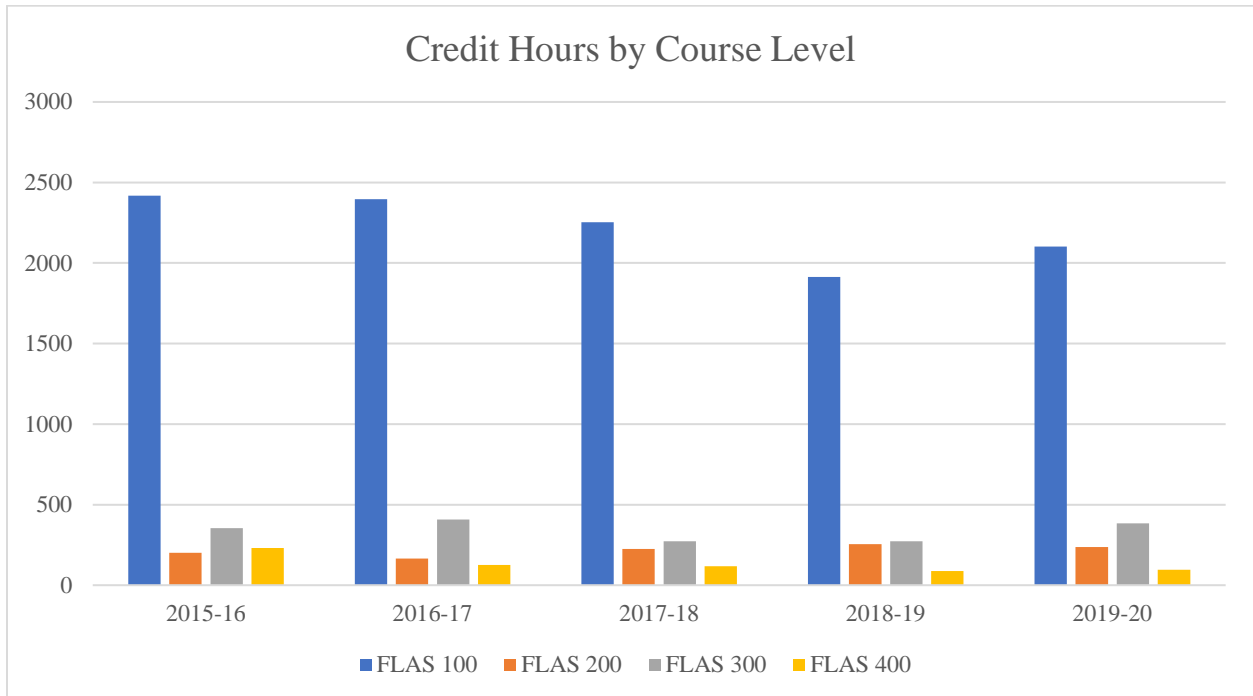
B. What do registrations and student credit hours by student level indicate?

Regarding credit hours by student levels in Spanish, the highest freshman credit hour was 444 in AY 2015-16; the sophomore credit hours were 1,644 in AY 2016-17; the highest junior credit hours in Spanish was 1,220 in AY 2019-20 and the highest credit hours for seniors was AY 2015-16 at 1,320 credit hours.



C. What do registrations and student credit hours (fall and spring terms) subtotaled by course level indicate?

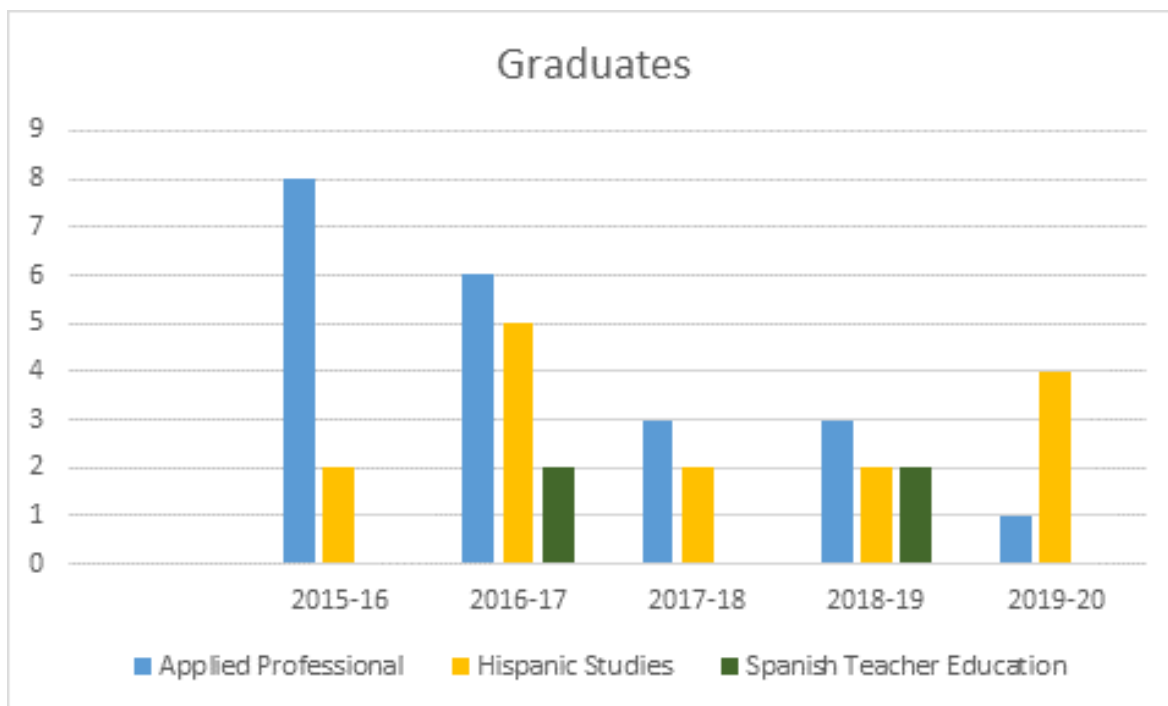
Between AY 2015-16 and AY 2019-20, again, student credit hours in Spanish have fluctuated. In all cases the largest cohort is the 100-level, the highest being 2418 SCH (student credit hours) spring semester 2016. Spring semester 2020 was healthy at 2103 SCH's. The FLAS subtotal for the AY's 2015 through 2020 has fluctuated between 3204 SCH's and 2820.



D. How many students graduate by concentration?

In the Spanish program, the number of graduates by concentration are divided among the three tracks:

The Applied Professional track graduated a high of 8 in AY 2015-16 and decreased to 1 by AY 2019-20, with a total of 23 graduates during this time period. In the period between 2015 and 2020, from the Hispanic Studies concentration, the Spanish program graduated a total of 15. In the Secondary Education concentration, the Spanish program graduated a total of 4 degree-recipients.



E. Are our students successful?

Spanish Program graduates have entered into a variety of professions in many sectors of the community including secondary education, criminal justice, nursing, other medical fields, social work, healthcare interpretation as well as legal interpretation. Other areas occupied by our students upon graduation have included enrollment into graduate programs and internships in Spain.

Alumni surveys conducted by the CMU Institutional Research have indicated a high level of satisfaction among our graduates. 54% indicated that they are “very satisfied” with their undergraduate education. 61.5% said they “definitely would encourage a current high school senior to attend CMU.” Graduates from the Spanish program also comment upon the high quality of their education. One student entering a highly competitive graduate program stated “I felt academically prepared to participate in the program alongside graduates from more well-known liberal arts colleges and ivy-league schools. Thanks CMU.” CMU’s Spanish program is of benefit to our 14-county area where 70% of our graduates remain in western Colorado. 50% of our graduates self-identify as Hispanic.

This last statistic is important to note given the fact that CMU is working to recruit more Latinx students. We currently have the largest percentage of Latinx students after Metropolitan State University in the state of Colorado. Our Spanish program is in a good position to serve these incoming students, many of which possess the necessary language skills and cultural insights which leave them in an enviable position to become highly attractive graduates, especially if they enhance their native skills with the essential academic preparation that our Spanish program is positioned to provide them.

4: PROGRAM RESOURCES

A. Faculty

As of Fall semester 2021, the Spanish program has six, full-time faculty members and of those, four are tenured and full professors.

- Acker, Thomas, tenured Professor hired in 1999. He obtained his BA in Art Education from Kutztown University in Kutztown, Pennsylvania, his MA in Spanish from Temple University, and his PhD in Spanish Language and Literature with a primary concentration in Spanish Golden Age literature and secondary concentration in Latin-American Literature from Temple University. Prof. Acker teaches primarily Business Spanish, Medical Spanish, and Spanish and Latin American Literature.
- Anderson, Tyler, tenured Professor hired in 2006. He obtained his BA and MA from Brigham Young University in Provo, Utah, and his PhD in Spanish Linguistics from The Pennsylvania State University. Prof. Anderson teaches Spanish Sociolinguistics and Applied Linguistics.
- Silva-Villar, Luis, tenured Professor hired in 2000. He obtained his BA in Biochemistry from the Universidad Complutense de Madrid, his MA in Spanish Linguistics and PhD in Hispanic Languages and Literatures from the University of California Los Angeles. Prof. Silva-Villar teaches Romance Linguistics and Theoretical Linguistics.
- Vallejos-Ramirez, Mayela, tenured Professor hired in 2003. She obtained her PhD in Latin American Literature and Culture from The University of Nebraska Lincoln. She was a Postdoctoral Scholar at the University of Costa Rica in 2005. She teaches Women as Literature, Central American Literature, Costa Rican Literature, and Mexican Literature.

Full-Time Instructors.

- Crossley, Blake, Instructor of Spanish, obtained his BA and MA in Spanish Pedagogy at Brigham Young University.
- Sofia Leon, Instructor of Spanish, obtained her BA at Colorado Mesa University and her MA at University of Colorado, Boulder

1) Ratio of full-time equivalent students (FTES) to full-time equivalent faculty (FTEF)

The Spanish program numbers have remained fairly constant, with the ratio of full-time equivalent students (FTES) to full-time equivalent faculty (FTEF) ranging from 13.4 (2015-16) to 13.9 (2019-20).

2) Course credit hours and student credit hours by faculty type

Between 2015 and 2020, the Hispanic Studies program lost three part-time faculty members and one full time Instructor, leaving the program with four tenured professors and one full-time instructor. Fall semester, 2021 we added one full-time instructor to the program. Therefore, the percentages of students being taught by full professors in the Hispanic Studies program between 2015 and 2020 has seen a low of 37% and a high of 66%. Out of a total of 3204 total credit hours in 2015-16, 1575 were taught by non-tenured faculty and 1191 were taught by tenured faculty.

Whereas, in the 2019-20 semester, out of 2820 total credit hours taught, 1644 were taught by tenured faculty.

3) What have faculty accomplished, particularly in terms of teaching, advising, scholarship, service and other achievements?

The Spanish faculty have contributed to their disciplines as well as provided service to the university and the community in a number of ways.

- **Thomas Acker, Ph.D.** Tenured full professor hired 1999.
Professor Acker has developed the classes in the area of professional Spanish (Medical Spanish, Introduction to Interpreting, Introduction to Translation). He has made efforts to involve students in professional associations, such as the Colorado Translator's Association's annual conference held in Boulder in the Spring in which over the years ten students have participated. CMU Spanish students have also accompanied Acker to Durango for the orientation into Court Interpreting hosted there over two days in Spring 2018. Students as well as community members were also provided the opportunity to participate in the Colorado Courts' Language Access training for court interpreting candidates which CMU hosted in the fall of 2019 over two days which had 40 or more attendees.
Acker has continued with his professional presentations and publishing with the publication of his article, "El periplo del pastor ovejero" (2018) in *Editorial Artificios*. Acker also chaired the Salary and Benefits committee, sits on the Colorado Human Trafficking Council and is president of the board of *El Proyecto Hispano*. Acker has received a grant from Colorado Department of Higher Education for an Open Educational Resources (OER) project for a Spanish for Criminal Justice class being currently taught to intermediate-level students. Acker has also been responsible for inviting academic speakers in fields related to the Spanish Program including a specialist on dual-immersion language education from the Universidad de Cordoba (Spain) which included a collaboration with the Dual Immersion Academy of Mesa County District 51. Also, in collaboration with Colorado Humanities, Acker was part of the committee including Western Colorado Writers Forum, AARP, GJ Commission on the Arts to bring award-winning author and performer Tim Hernandez to present on his book All They Will Call You, at CMU.
- **Tyler Anderson, Ph.D.** Tenured professor hired in 2006.
Professor Anderson has an ambitious research agenda specializing in Socio-Linguistics. His teaching is stellar as his student evaluations indicate. He has also been active on many campus committees. Professor Anderson was nominated for "Advisor of the Year" by Students, MavAwards, 2021. Also, he was presented at the premier conference on Spanish contact, "Spanish in the U.S. and Spanish in contact with other languages" (2019). Professor Anderson also invited Spanish speaking healthcare professionals, doctors and physical therapists to present at the CMU G.E.M.'s Club event. This is a club for future medical professionals. Anderson also has been developing and administering a yearly Hispanic Studies newsletter. Anderson has chaired the following committees: Academic Policies and the Education Access Service Advisory Committee. He has also

served on the Assessment Committee, the Tenure and Promotion Committee and the Distinguished Faculty Award committee.

Professors Anderson and Acker have collaborated in a number of projects including: Mesa County School District Spanish-language educators to improve student enrollment in our Hispanic Studies program, in which Latinx students from area high schools met with our Spanish program graduates and discussed degree options. Acker and Anderson have collaborated to develop an exchange program between CMU and the Universidad de Cordoba (Spain)--only the second such international program at CMU. They have also developed the Essential Learning classes FLAS211 and 213. Finally, both Acker and Anderson have volunteered as judges for the Mesa County School District 51's Bilingual Literacy.

- **Luis Silvia Villar, Ph.D.** Tenured professor hired in 2000.

During the more than two decades that Professor Villar has taught at CMU, he has contributed immeasurably to the depth and breadth of the Spanish program. On many levels, Luis is exemplary both in the classroom and beyond. He has contributed to journalism through his years of publications with the Spanish-language press both nationally, through his regular column (*La Opinión*) as well as locally through the monthly publication *Entérate Latino*. Luis's active academic research and publishing agenda has made numerous contributions to areas as diverse as Musicology, Spanglish dictionaries, encyclopedias and international linguistic journals. Professor Silva Villar is also an accomplished professional guitarist and musician.

In the classroom, Luis has provided his students, from the freshman-level to his 498 capstones, a superior, world-class education. At our university Luis has served on several committees over the years and collaborated with colleagues from other programs, one being his appearances in multidisciplinary programs sharing elements of theater, poetry and music with the English Department.

Luis has also stepped up a lead the Spanish Program as its coordinator over several years. And as if that were not enough, Luis has over the years lead summer study abroad programs to Spain and Costa Rica. As this section is being written, we are very mindful of the fact that this irreplaceable colleague is stepping down at the end of the Fall semester. He will leave a huge hole in the program. His colleagues are hopeful that he will be replaced with someone of, if not equal stature, hopefully approaching it.

- **Mayela Vallejos Ramirez, Ph.D.** Tenured Professor Hired in 2003.

Since her arrival beginning the Millenium here at CMU, Professor Vallejos has been one of the most productive faculty members in the Spanish program as well as in the whole LLMC Department. Her list of publications is vast. For an example of her work ethic, in spite of her being on medical leave, she is finishing up on the text for two books she is co-authoring with a colleague.

Vallejos's accomplishments include the regular submission of articles for publications in a variety of journals, her book: *Twenty Flans of Love and a Luscious Chantilly*. Chiringa Press, 2020; co-editing three volumes between 2013 and 2019; organizing and participating in numerous conferences both abroad and here at the CMU campus, *The*

Four Corners Conference, which met over several fall semesters attracting hundreds of participants over the years from the US and Latin America.

Her literary research interests have evolved over her three decades of investigation and presently include the intersections of feminism and other areas, including food as a representation of culture.

What Mayela would say is equally important are her roles as educator and role model for her students. Every spring semester her Hispanic Literature students volunteer to present their work in the Student Showcase where they present on literary topics of their own choosing. She scores consistently high in her student evaluations and is much sought out for guidance as an advisor.

Full Time Instructors:

- Blake Crossley, Instructor of Spanish, obtained his BA and MA in Spanish Pedagogy at Brigham Young University.
- Sofia Leon, Instructor of Spanish, obtained her BA in Spanish from Colorado Mesa University and her MA at Colorado University.

The faculty curriculum vitae are available in the appendix and provide details including faculty publications, conference presentations, nominations for the Council of Human Trafficking, exemplary teaching evaluations and other service activities.

B. What is the financial status of the program?

Total budget revenues and program expenditures:

For AYs 2016 to 2021 the Spanish program has represented approximately 15% of the budget of the LLMC Department, with some fluctuations. In 2016 the “Total Costs” for the FT Spanish faculty was \$590,465 and then in FY 2017 that amount dropped to \$529,423 because one FT faculty member retired. Since then, the total cost has fluctuated between 13% and 16% of the LLMC total expenditures with a low of \$510,848 in FY 2019 and ending in FY 2021 at \$528,397.

Regarding external funding, one Spanish faculty member has received a \$4000 grant from Colorado Open Educational Resources (OER) 2020-21 to develop a Spanish for Criminal Justice class, which is being developed over the current academic year.

C. Does the library meet program needs?

The library: Library staff identified the following to align their collection and resources with program needs:

Recommendations from the Library assessment of the Spanish content:

- Continue to work with faculty to determine if contemporary literature would help round out the collection and support coursework.

- Review pre-2000 materials for continued relevance to the program. Identify titles that should be kept – core, historical, and still current titles – and those that need to be withdrawn or replaced.
- Expand some of the titles to be more inclusive in the Reference Collection.

D. Do the physical facilities meet program needs?

The Spanish faculty share the Escalante building with LLMC programs as well as other disciplines from the campus community. The 73,000 square foot building provides offices, classrooms, and meeting rooms. Housed here is also the Foreign Language laboratory used mostly by the Spanish program. It also has several lecture-style classrooms, a small seminar room and two TV studios.

E. Do Instructional technology and equipment meet program needs?

The program has access to state-of-the-art technology and equipment. Classrooms are equipped with networked computers and projectors. All T/TT faculty and instructors are assigned computers equipped with software installed by Institutional Technology personnel. Part-time faculty share computers. Students have access to the language lab computers and computers in four other computer labs in Escalante Hall.

F. Do we operate the program efficiently?

The Spanish Program has no need for special budgetary support for student assistants or equipment.

G. Other Information—Bilingual Administrative Assistant

Another valuable resource is our bilingual administrative assistant, Ms. Angela Kimmel. She has a BA in Management from Colorado Mesa University and is a native Spanish speaker. Angela is important in her role and knowledge of many aspects of the functioning of the university and her ability to orient students and visitors when questions arise. She makes changes to students' degree programs, helps with schedules, monitors the department budget and facilitates communication with the campus community.

5. STUDENT LEARNING OUTCOMES AND ASSESSMENTS

A. How do Student Learning Outcomes (SLOs) relate to the program's mission statement and courses?

As stated in Section 1D, the Spanish program has identified the following as our mission statement:

The Spanish program seeks to prepare and graduate students who have a solid foundation and understanding of the Spanish language, culture, and artifacts of the Hispanic world. They will be

prepared to continue their education or careers in a number of fields, including many that are not directly related to Spanish (i.e., medical, law, political science) as well as those directly related to language (i.e., teaching, translating, interpreting, editing). Students will develop the ability to be the impetus for change as they become informed citizens.

Institutional Student Learning Outcomes (SLO's)

CMU also identifies the following student learning outcomes from all BA graduates:

The CMU baccalaureate degree graduate will be able to:

1. **Specialized Knowledge/Applied Learning** Construct a summative project, paper or practiced-based performance that draws on current research, scholarship and/or techniques, and specialized knowledge in the discipline.
2. **Quantitative Fluency** Analyze data critically, reason logically, and apply quantitative analysis methods correctly to develop appropriate conclusions.
3. **Communication Fluency** Make and defend assertions about a specialized topic in an extended well-organized document and an oral presentation that is appropriate to the discipline.
4. **Critical Thinking** Describe reasoned conclusions that articulate the implications and consequences for a particular decision by synthesizing information and methodologies
5. **Personal and Social Responsibility** Reflect on and respond to ethical, social, civic, and/or environmental challenges at local, national, and/or global levels.
6. **Information Literacy** Find relevant sources of information, evaluate information critically, and apply the information appropriately and effectively to specific purposes.

Program Student Learning Outcomes

In order to achieve our mission and reach the institutional SLOs, the Spanish program has selected the following student learning outcomes, with CMU SLOs identified in parentheses.

Graduates of the Spanish and Hispanic Studies Program will be able to:

1. Express themselves coherently in written and oral Spanish. (Communication Fluency)
2. Apply knowledge of the structure of the Spanish language, including syntax, phonetics/phonology, and morphology in speech and writing. (Applied Learning)
3. Demonstrate an awareness, understanding, and appreciation of important literary and artistic movements/works, linguistics, history, translation, interpretation, and/or cultural aspects in relation to the Spanish-speaking world. (Specialized Knowledge)
4. Demonstrate knowledge of the linguistic variations that exist in the Spanish speaking world. (Specialized Knowledge)
5. Develop a research project focused on the application of Spanish in an area of the student's choosing (e.g., analyzes significant literary movements/works and the authors; the application of Spanish in a professional context; second language acquisition or teaching methodologies). (Critical Thinking)
6. Compare commonalities and differences between Hispanic and other U.S. cultures. (Critical Thinking)
7. Reflect on and respond to ethical, social, civic, and/or environmental challenges at local, national, and/or global levels. (Personal and Social Responsibility)

8. Find and incorporate reliable, relevant academic sources in their written research.
(Information Literacy)

How do Program SLOs contribute to the Institution-wide SLOs?

As indicated above, our program SLOs align with five of the six institutional SLOs, with the only one not targeted being Quantitative Literacy. That said, many of our linguistic courses (FLAS 446 in particular) use statistics as part of the curriculum, and thus even this SLO is addressed in our program for those students who take such courses.

Our program is particularly adept at helping the institution accomplish the outcomes of Communication Fluency and Information Literacy. In all of our classes there is a great focus on improving communication skills, and in many of our classes we specifically address finding reliable sources of information. And Critical Thinking is a natural outcropping of all our courses, but especially of literature courses where students are to synthesize information and compile reasoned conclusions to their analyses of literary texts. The mapping of these courses is illustrated in the following chart.

Map of Student Learning Outcomes for the Hispanic Studies Program

In the map (see appendix) we delineate where we address each of our program SLOs. Those SLOs that are targeted specifically in a course are marked with (x) and indirectly are marked (i). Through this alignment, the Spanish and Hispanic Studies program aims to assess all of these skills to support program and institutional assessment.

B. How do we assess success?

SLO #1: Express themselves coherently in written Spanish. (Communication Fluency)

In 2016 and 2017, final composition in FLAS 300 and our capstone FLAS 498 were collected and analyzed. We chose to test the following points: (1) grammatical use of *ser vs. estar* 'to be', and (2) accuracy marking of stress with written accents in Spanish. Samples of FLAS 300 students as well as samples of a collection of texts by FLAS 498 students were checked with regards to these two topics. A rubric was developed to evaluate the project. A total of 16 papers were evaluated, 8 from FLAS 300 and 8 from FLAS 498. With regards to accuracy on *ser vs. estar*, in FLAS 300 the average correct was 72%, which increased to 88% in FLAS 498. Similarly, on written accents, FLAS 300 average was 86% which improved to 97% in FLAS 498 papers.

The results indicate a variation of [+16%] in the first case, and [+11%] in the second. More data needs to be collected since FLAS 302 has been discontinued and now we are offering two courses (FLAS 300 and 304) which focus on the development of writing skills. It is expected that we will maintain the vast improvement between our intermediate courses and our capstone course.

SLO #2. Apply knowledge of the structure of the Spanish language to Phonetics/Phonology

Two groups, FLAS 441 and FLAS 213, were selected for the assessment of pronunciation accuracy. The test consists of two paragraphs containing 31 potential aspirations of voiceless stops /ptk/. Students read the document while being recorded in our lab in Escalante Hall during Fall 2019. The results show that in FLAS 213, students had a target-like pronunciation on 70%

of the tokens. This increased to 92.8% accuracy in FLAS 441. This indicates that due to the focus on these types of features in FLAS 441 we are helping our students improve their pronunciation to be more target-like. If we compare our results from Spring 2017 prior to making FLAS 441 a required course for all majors (and an elective for minors), the results are likewise indicative of our success in addressing this SLO. In 2017 the difference between the two groups was only 15.9 points, whereas in 2019 there was almost a 50% increase, with a 22.8-point difference between the two groups.

SLO #3. Demonstrate understanding of literature in relation to the Spanish-speaking world.

In Spring 2020 data was collected using a 20-question survey regarding understanding of literary movements and important works. Students were given the test at the beginning of the semester and again as part of their final. Results show a 41-point improvement as a group. On the pre-test students averaged 49%, whereas on the post-test students' grades rose to an average of 90%. This marked increase is indicative of the success that we are having reaching this SLO.

SLO #4. Linguistic Variation

Students in FLAS 341 and FLAS 441 were tested in Spring 2019 on linguistic understanding of language variation in the Hispanic world. Students were asked to write about their experience with variation as it dealt with the Spanish language. Data were classified in one of two categories depending on the number of linguistic traits mentioned in the test: 1) more than five relevant items or 2) less than five relevant items.

Properties mentioned in 341 were less specific, focusing on items like *voseo* or *seseo*. These students had more references to non-linguistic properties, such as food, music, and geography than to linguistic phenomena. On the other hand, while FLAS 441 students also mentioned non-linguistic variation, their references to linguistic phenomena were much more specific, such as *lambdaization*, *yodization*, *aspiration*, etc. Similarly, in FLAS 341 only 33% of students averaged more than five linguistic references, while 85.7% of the students in FLAS 441 had more than five linguistic references. This increase of 52 percentage points can be attributed to the fact that as students progress in our program they are exposed to more language variation in general and many are specifically trained in variation in both FLAS 441 and 446. There is ample evidence here that we are successfully reaching this SLO.

SLO #5: Develop a research project focused on the application of Spanish in an area of the student's choosing.

In FLAS 498 students are to carry out a research project in an area of their choosing. As part of the project students are to write a 10-page report, that is to include at least 10 academic, relevant sources. In order to assess success in this area we analyzed bibliographies from a subset of eight final papers. It was determined that in order to be rated as 'proficient', at least eight such sources would need to be included. From this we found that three of the eight students reached this criterion, with two others narrowly missing the goal at seven acceptable sources. Another unrelated finding was that there is a need to address formatting of bibliographies, as only one student had adhered entirely to a set of standards (APA or MLA). Five others somewhat followed established guidelines, and two others had extreme errors.

In order to address these two shortcomings, it has been determined that in FLAS 304 we will have modules that deal with formatting of bibliographies. It was also determined that in this class

(and in subsequent classes) we will include a module on D2L created by the library on how to find academic, relevant sources. We will also invite our library liaison to teach some hands-on classes in our upper-division courses. And finally, all of our upper-division courses will now have a required research paper, where we can assess at various stages adherence to both format and quality of references.

SLO #6: Compare commonalities and differences between Hispanic and other U.S. cultures.

In many of our classes, there is an intentional focus on the cultural differences that exist both between the majority US “white” culture and the various Hispanic cultures that make up the residents within the U.S. borders as well as those living in their Hispanic countries of origin. As our students progress through the introductory language courses and begin the content classes that deal with History, Culture, Healthcare issues, Translation and Interpreting and contrasting professional practices in various sectors of Business, Banking, Criminal Justice, etc., we emphasize the differences and similarities found between the various cultures. For example, in the History and Culture of Spain class (FLAS 311), students answered a survey to compare the difference in attitudes regarding the conquest of the Americas as perceived by the U.S. white majority and that of the Mexican immigrant population, which comprises approximately 60% of our Hispanic population. Of the students surveyed, 7 of the 9 identified the fact that in Latin America, generally the perception is that the “conquest” was not beneficial, rather complex and in many ways, harmful to the indigenous inhabitants.

SLO #7: Reflect on and respond to ethical, social, civic, and/or environmental challenges at local, national, and/or global levels. (Personal and Social Responsibility)

In the FLAS 435 Introduction to Interpreting, FLAS 431 Spanish for Healthcare and Social Work, students are required to consider how the services vary between the demographics who utilize them. Healthcare surveys and outcomes reflect the lack of access to services experienced by many in the Latino community based on research that we read and analyze. In the Interpreting class, students study the evolution of Interpretation in the U.S. Courts system, the impact of the 1964 Civil Rights Act in guaranteeing access to interpreting services for all LEP (Limited English Proficiency) persons thus permitting them to fully participate in the legal process. Because this is a new SLO, no data has been collected. The next time that FLAS 435 is taught, we will conduct assessment of this SLO, but for now, student responses on exams and research projects indicate a good understanding of the disparities that exist in our society in part due to socio-economic and cultural differences.

SLO #8: Find and incorporate reliable, relevant academic sources in their written research. (Information Literacy)

While no data has been collected on this new SLO, we have developed rubrics to evaluate our success in this area:

- In 304 students are required to have at least 3 reliable academic sources in their final paper. These final compositions will be collected, and the sources will be evaluated by the professor of record.

- In 311/312 the same expectations will be had. Students' papers will be compared between the two courses, with the expectation to see more reliable, academic and reliable sources in the more advanced courses.

Rubric

Source	1	2	3
Reliability	___/5	___/5	___/5
Academic	___/5	___/5	___/5
Relevance	___/5	___/5	___/5
Total ___/45			

External Tests

Prior to 2015, all Secondary Teaching candidates were required to take a state test (PLACE) in their field of study. The cutoff (passing) score was 220. After 2015, the state switched to a national test (PRAXIS II), with a cutoff score of 163. The results of these tests are indicated below.

Student	PLACE Score
A	242
B	260
C	264
Student	PRAXIS II Score
D	153
E	165
F	188
G	198

Notable scores include Student G, who only missed four points in 'cultural knowledge' section, which section has a national average of 7 out of 12, and this student received an 8. The only student who did not receive a passing score on the test was Student D. However, all of her scores were within the national average, with only presentational and interpersonal Speaking and writing being at the lower end of the average. She is currently teaching in a high school and is very successful. We are certain that the below cut score was just an indication of test anxiety. We are proud of our high school teachers and the successes that they are having.

Alumni Survey

In 2020 we conducted a survey with our Spanish alumni, with 13 students (31%) responding, a response rate that is similar to the overall alumni population, and better than the previous time data was collected in 2014, where only 11 students responded. In comparison to the overall CMU population, Spanish graduates indicated a greater overall satisfaction with their undergraduate education, with 53.8% of our respondents stating that they were very satisfied, as compared to 44.8% for the overall population. In 2014, 81.8% of Spanish graduates expressed that they were either very satisfied or generally satisfied; this number increased dramatically to 92.3% in 2020.

Perhaps one of the reasons why we have seen an increase in satisfaction has to do with how often students have conversations with faculty outside of class. 53.8% of the students indicated that they interacted 'very often' with faculty (compared to 38.2% of the aggregate population), and 0% of our students stated that they 'rarely' or 'never' interacted with their professors (compared to 15.4% of the aggregate).

When asked how they would rate the overall quality of their degree, 61.5% answered with 'very high', which was nearly double the rate for all undergraduate programs (36.3%). The employment rate is slightly higher for the Spanish graduates, with 78.6% stating that they are working full time, compared to 76.9% in the overall population. When asked how their degree helped prepare them for their current employment, 40.0% of our graduates responded 'very well' as compared to 25.5% for the overall population. Reported salaries were similar to the overall population, with all candidates reporting that they earned between \$30,000 and \$74,999; the overall population had 19.1% indicate that they made less than \$29,999. Finally, for those who went on to graduate school (30.8%) all of them indicated that they were at least adequately prepared for their programs (compared to 90% of the aggregate).

Three students provided specific comments on their survey, with all being highly complementary of the preparation that they received from the Spanish & Hispanic Studies degree:

- Having a Spanish degree has been instrumental in my nursing career, and was something that I was asked about in all of my interviews for my graduate program.
- I was accepted into a competitive program at the University of Mississippi called Mississippi Teacher Corps which included a full scholarship, full time teaching job and pay, and other perks. I felt academically prepared to participate in the program alongside graduates from more well-known liberal arts colleges and ivy league schools. Thanks CMU.
- All of the faculty that taught me in my Spanish courses were and are a great asset to the program. I had courses with Dr. Mayela Vallejos, Dr. Acker and Dr. Silva and I was able to make connections with them not only as a student, but now as a young professional. Taking classes with Profesora Mayela, I was able to connect and understand the literature of our many talented Latino writers. Profesora Mayela became a mentor to many of us and still have that connection with her now after graduation. Silva and Acker also show the care for their students and have passion to help students become better learner and human beings. I'm thankful for the program at CMU and the faculty as they have shaped

me who I am as professional now working with other students in the higher education field.

Overall, we are very satisfied with the results from this survey and look forward to continuing our preparation of excellent candidates for a variety of careers.

Alumni Success

As has been indicated elsewhere in this document, our students have found success in many pursuits as delineated below. While we do not have data for all graduates during this evaluation period, here is some of the information that we have our students' successes:

1. Graduate Schools

- Rafael Orozco, MSW, University of Denver
- Mayola Cisneros, MSW, University of Denver
- Audrey Maddox, MA in Teaching, University of Mississippi
- Carolina Carvelli, Pursuing Nurse Practitioner
- Macharnie Skalecki, Pursuing a MD at University of Colorado.

2. Employment: Students are currently or have been employed in the following locations:

- Brittany Bishop-Ridgeway, Virtual Health Coach
- Christina Ulrich, Freelance translator/interpreter, Bilingual Paralegal at Reed Immigration LLC
- Elizabeth Picazo, Stay-at-home mom
- Rikki Keiser, Spanish Teacher at Fairview High School
- Ana Pavon, Freelance interpreter
- Justin Reed, STEM teacher, Central High School
- Olivia Higgins, Patient Access Representative at Penrose-St. Francis Health Service
- Rafael Orozco, Director of TRIO Student Support Services Programs, Colorado Mesa University
- Alexia Chapman, Law Associate at Ballard Spahr LLP
- Edith Rico, Spanish teacher, Bookcliff MS, DÍA program
- Mayola Cisneros, Social worker, SCL Health
- Sam Glenn, Account Manager Team Lead at Land Title Guarantee Company
- Teryn Goulet, Spanish teacher, Fruita Monument High School.
- Arminel Estevez, Translator/Interpreter in California
- Audrey Maddox, Teaching Spanish in Denver Public Schools
- Cassidy Bobbit, Sales at Modern Classic Motors
- Lauren Lipski, Graduate Student in English Literature, University of Utah
- Emma Kemper, Teaching Spanish and Geography at Palisade HS
- Lucia Velasco, Teaching ESL at Central High School
- Refugio Loera-Velasco, Translator/Interpreter, Aspen Hospitals
- Carolina Carvelli, Nurse at Saint Mary's Hospital
- Noemi Viera-Liden, Executive Assistant at Between the Lines Translations
- Macharnie Skalecki, Research Assistant CU Anschutz Medical Center

- Peyton Deal, Trio Coordinator at Fort Lewis
- Andy Guerrero, Recruiter at CMU
- Sarena Wells, Hispanic Affairs Project in GJ, CO
- Carla Hernandez Chacon, Spanish teacher, Montrose HS

C. What have we done to improve the program based on assessment of SLOs since the last program review?

As discussed in Section 2, we have revised our program in a number of ways, many of these improvements resulting from findings from past assessment. Notable changes include:

- Requiring FLAS 441 for all students in hopes of improving pronunciation of graduates.
- Adding courses to address skills that were lacking in students, namely FLAS 213, to address conversational skills and FLAS 300 to address writing skills. Revisiting these skills in the newly created FLAS 304.
- Moving FLAS 305 to slightly later in the course offerings to have a double focus on grammar in FLAS 213/300 and then in this class.
- Adding FLAS 446 to address the SLO of recognizing variation in the Spanish language.

Similarly, we have added or plan to add elements to many courses, including a greater focus on research. In some classes we have already implemented the module from the library regarding research as well as inviting the liaison from the library to give presentations.

D. Are we refining SLOs and modifying data collection?

Since the last program review, we have added two new SLOs, as required by the University. Because of the addition of the Information Literacy SLO, we are needing to revise how we assess SLO #5, where we are assessing research skills in almost the same way as we plan to assess this new SLO.

6. FUTURE OF PROGRAM

A. What is our vision for program?

We envision the Spanish Program at CMU becoming an integral part in the recruitment, support, and energy for Hispanic students and other Hispanophiles. With the push to become a Hispanic Serving Institution, the Spanish Program will provide an important portion of the academic and cultural services that this cohort of students deserves. As part of this initiative, we foresee conducting more campus-wide cultural events to highlight the Hispanic culture and Spanish language. Such endeavors will blend nicely with the efforts carried out by the Latin Student Alliance.

We also see ourselves preparing students for more than just the obvious teaching, translation and interpreting jobs, though these are important options to maintain. Our graduates (majors and minors) work in a number of additional fields, including law (e.g., lawyers, police officers, parole officers), medicine, art, business, government, community engagement, human services,

and software development. Studies demonstrate that employers are looking for smart, creative, flexible employees, and the CMU Spanish program is generating just that candidate.

In the future we will collaborate more with other departments on campus. Our recent addition of an International Business minor and a specialized section of FLAS 211 for Criminal Justice majors provide a great framework for similar endeavors with other departments on campus. Similarly, we anticipate the creation of a bilingual certificate patterned after our minor. Because engineering students in the CU-Boulder cohort do not qualify for a minor through CMU and nursing students find it difficult to complete the minor once admitted to their program because of degree requirements, such a certificate allows these students to advance in their Spanish and Hispanic Studies education.

We envision having more opportunities for our students to experience Spanish-speaking cultures. We have recently completed a Memorandum of Understanding with la Universidad de Córdoba in Spain. We hope to be able to create a long-term relationship with this institution that will enable our students to study abroad both over the summer and during longer stints. We likewise see opportunities to encourage greater use of ISEP (International Student Exchange Program). Similarly, our community has an abundance of resources that would allow for similar ‘exchanges’ without having to leave the country.

Also, our future goals include continued collaboration with local high schools. Not only will this help promote Spanish in the Grand Valley, but will serve as a recruitment tool to CMU in general and specifically to the Spanish program. One venue for such collaboration would be formally codifying a transfer agreement for those high school students who successfully complete the Seal of Bilingualism.

[B. What are the Program Strengths and Challenges?](#)

[What are the program strengths?](#)

Our program offers significant resources:

- We are committed to the campus community. We provide a number of courses that fulfill the Essential Learning and Foundation Courses for many majors.
- Full-time faculty teach all classes in our program. Thanks to this investment in our program we have committed teachers who love to interact with CMU’s students.
- Dedicated professors and instructors are passionate about the discipline and the university. In addition to our commitment to teaching, we are productive scholars, and we serve on a variety of committees at all levels.
- We offer exceptional facilities that help us teach and engage our students. We have a state-of-the-art foreign language computer lab, and other highly functional classrooms. Our offices offer a welcoming environment to students where we can advise and interact with them.
- We have deep connections with the Hispanic community in the Grand Valley. From the chairman of the Hispanic Affairs Project to an ecclesiastical leader for a Hispanic

congregation to a contributor to the local Spanish newspaper, we have engaged the community in meaningful ways.

- We nurture creative, flexible, bi-lingual, and globally-minded students who are equipped for a wide variety of jobs as well as a rich and meaningful life.

What challenges does the program face?

Currently, our greatest challenge lies in personnel. As of this writing two of the four tenured professors will be retiring by the end of the academic year, with the possibility that a third will also retire. This particular challenge has the potential to change the course of the program in positive ways. Our faculty have been our greatest strength, and losing so many amazing contributors at once will no doubt have an immediate impact. However, new faculty members will be able to help us continue to address our overall greatest challenge in recruiting more students to the major. While we have healthy numbers in the minor and our future numbers for graduates is trending upward, our overall trend over the last few years has not been positive. An investment in the program will provide us with the potential to help us address our recruitment goals.

Another challenge that we face in the recruiting realm has to do with advertising that we do more in our program than just teach Spanish. While language development is a large part of what we do, we need to help those students in other disciplines who are already proficient in Spanish understand the other aspects of what we do, specifically focusing on the Hispanic Studies side of our program. Yes, we do strive to develop Spanish language skills in every course, but one of the vehicles for achieving this is through content courses such as literature, history, culture and linguistics courses. Better communicating the benefits of becoming educated bilinguals is a particular goal that needs to be achieved.

Are there trends in the discipline that could affect future planning for program?

While overall the trend in the nation is a decline in enrollment in the Humanities, we are seeing a great demand in the community for many graduates with the abilities that we help develop, from language oriented to critical thinking to communicative skills. In particular, two fields are begging our attention to cover an overall need in the Grand Valley: interpreting and translating. Investigating how we can help meet the needs of the community is a top priority of the Spanish program and is currently underway.

How do we address our challenges?

The first challenge regarding personnel will be resolved by hiring two qualified tenure-track professors, ideally with at least one of those having expertise in the field of interpreting and translating. By investing in this resource, we feel that we can continue to provide a quality education and recruit more students.

By dedicating more resources to recruiting, we would also be able to address our second challenge of enlisting students to the major and minor. Carrying out more recruitment events such as those with the GEMS club would be a potential boon in numbers for the minor and major. We have also done some events where alum have advertised what they are doing with their Spanish major. We could also blitz the campus with more advertisements regarding our program, specifically targeting those with already developed Spanish skills; visits to the Latin

Student Alliance would give us access to this target audience. Other successful endeavors have included inviting local high schools to visit our class; an increase in such visits would be beneficial.

Recruiting to specific careers could also prove beneficial. For example, there is need in the state for Spanish teachers, and while it has always been a struggle to attract qualified teachers, better recruitment to this arena may increase our numbers in this field. Investigating grants and scholarships that focus on particular ethnicities or programs could help in this regard. By offering scholarships to Latinx students that will major or minor in Spanish would help with attracting this underserved population to the University as well as the program. Other universities in the state have offered such scholarships to Latinx students, according to one student who was offered this scholarship.

How do we engage students from a diversity of backgrounds and underserved groups?

Our program is highly qualified to engage students from a diversity of backgrounds. A large proportion of our students identify as first-generation students. Many are ethnic minorities, and we attract a wide range of language skills, from native to heritage to second language learners of Spanish. We base our program on the premise that promoting and informing diverse cultures and languages will enrich the lives of our students. And in all levels of our classes we want to help others appreciate and celebrate this diversity. Beyond the classroom we provide numerous cultural events that highlight diverse backgrounds such as guest speakers, Spanish Night, Day of the Dead, and other Hispanic festivals.

How do we use the program review process to improve the program's teaching and learning?

The process entailed in this program review allows us to identify many questions that we need to address, and by doing so, we will help improve our program. For example, we have had the opportunity to evaluate our course offerings and what this might look like in the future. Some of the questions we will use to evaluate these offerings include: Are there some under-enrolled courses that we could revamp? Do we need to reduce the number of credits in our major? Do we need additional courses to meet our SLOs/Goals/mission statement? Is our mission statement clear enough?

We have also been able to delineate our strengths and challenges. This allows us to see what we can do to build on those fortes and make plans to address our weaknesses with the goal of making improvements. By participating in this activity, we are ready to improve.

7. HOW HAVE WE RESPONDED TO COVID-19?

As with all other programs on campus, COVID-19 posed a significant challenge to the Spanish program. However, due to the unique characteristics of learning a language, COVID-19's impact on the Spanish program required unique responses. During this time where other programs had the ability to 'simply' move everything online, many if not all of our FLAS courses continued to be offered in a synchronous fashion. During the Spring 2020 semester when it was decided to move all face-to-face courses to another medium, the Spanish faculty showed increased dedication and moved the majority of courses to Zoom or Teams. Learning how to have

interactive classes in such a medium required patience on part of both students and professors as we all adjusted to this technology. At the end of that semester comments on student evaluations expressed appreciation for the effort to make these courses move ahead as normal as possible. One particular student specifically thanked her professor for making things as normal as possible, indicating that the rest of her courses in other disciplines had essentially thrown in the towel.

Spring 2020 was not the only semester affected by COVID-19. In the Fall 2020 and Spring 2021 semesters, several professors had to continue teaching online, due to the fact that they or a loved one formed part of a vulnerable population. Others moved to a hybrid approach so as to have more face-to-face interaction with their students, while others were lucky enough as to have sufficiently large classrooms to allow for social distancing, thus not requiring any adjustments to format, but still having to adjust to the constant interruptions of a tiny bug. Others were greatly disrupted and had to split classes in three groups and rotate who attended on a given day, effectively teaching both in person and online courses at the same time.

While the impact of COVID-19 was generally negative, several positive takeaways have been noticed. For example, knowledge and skill at using D2L has overall increased. One professor has implemented more listening comprehension activities as quizzes in D2L. Another has taken over the online courses and implemented more release conditions on D2L, thus creating a more linear learning path. Others continue to offer emergency Zoom/Teams meetings for those who must miss class, for COVID-19 or otherwise. And most have continued to offer digital office hours, something that never would have happened prior to COVID-19.

Again, the Spanish program has shown that we can be successful in the face of many challenges and not only survive but appear on the other side greatly improved. We demonstrated that we are not only producing creative and flexible graduates but that we too embody these traits.

Appendices

Appendix A. Spanish Program Data

Degrees awarded

Spanish			2006-07		2011-12		2016-17		2017-18		2018-19		2019-20		2020-21	
BA	Applied Professional	3246	7	7	4	6	4	6	3	3	3	3	1	1		
	Hispanic Studies	3247	1	1	3	4	4	5	2	2	2	2	4	4	1	1
			1st	All	1st	All	1st	All	1st	All	1st	All	1st	All	1st	All
BA	Secondary Education	3248	1	2			2	2			1	2			1	1
Subtotal			9	10	7	10	10	13	5	5	6	7	5	5	2	2

Student Credit Hours by Student Level

FLAS																
FR	203	609	242	726	104	312	72	216	59	177	66	198	34	102		
SO	392	1176	428	1284	411	1233	344	1032	289	867	325	975	314	942		
JR	326	978	273	819	263	789	273	819	269	807	305	915	338	1014		
SR	368	1104	255	765	233	699	239	717	204	612	222	666	252	756		
Grad											1	3				
			2006-07		2011-12		2016-17		2017-18		2018-19		2019-20		2020-21	
			Enrolled	SCH	Enrolled	SCH	Enrolled	SCH	Enrolled	SCH	Enrolled	SCH	Enrolled	SCH	Enrolled	SCH
Non-Deg			41	123	15	45	21	63	28	84	22	66	21	63	12	36
FLAS Subtotal			1330	3990	1213	3639	1032	3096	956	2868	843	2529	940	2820	950	2850

Student Credit Hours by Course Level

FLAS														
100	1039	3117	946	2838	799	2397	751	2253	638	1914	701	2103	691	2073
200	105	315	88	264	55	165	75	225	85	255	79	237	76	228
300	102	306	116	348	136	408	91	273	91	273	128	384	147	441
400	84	252	63	189	42	126	39	117	29	87	32	96	36	108
FLAS Subtotal	1330	3990	1213	3639	1032	3096	956	2868	843	2529	940	2820	950	2850

Student Credit Hours by Faculty Type

FLAS																				
T/TT	117	1560	50%	4	105	1413	49%	4	123	1662	66%	4	111	1644	58%	4	102	1683	59%	4
FT NonTT	45	1107	36%	1	45	966	34%	1	39	801	32%	1	45	1140	40%	1	42	1122	39%	1
PT	24	429	14%	3	24	489	17%	3	9	66	3%	2	6	36	1%	1	3	45	2%	1
FLAS Subtotal	186	3096		8	174	2868		8	171	2529		7	162	2820		6	147	2850		6

Ratio of full-equivalent students (FTES) to full-time equivalent faculty (FTEF)

FLAS	2016-17			2017-18			2018-19			2019-20			2020-21		
	FTES	FTEF	FTES:FTEF	FTES	FTEF	FTES:FTEF	FTES	FTEF	FTES:FTEF	FTES	FTEF	FTES:FTEF	FTES	FTEF	FTES:FTEF
FLAS	103.2	7.8	13.3	95.6	7.3	13.2	84.3	7.1	11.8	94.0	6.8	13.9	95.0	6.1	15.5

Student Credit Hours by Course

FLAS																	
111	First-Year Spanish I	3	22	510	1530	21	461	1383	18	368	1104	17	421	1263	16	409	1227
112	First-Year Spanish II	3	16	289	867	14	290	870	15	270	810	13	280	840	12	282	846
Subject	Course	Cr Hrs	2016-17			2017-18			2018-19			2019-20			2020-21		
			Sect	Enrolled	SCH	Sect	Enrolled	SCH	Sect	Enrolled	SCH	Sect	Enrolled	SCH	Sect	Enrolled	SCH
211	Second-Year Spanish I	3	2	31	93	2	40	120	2	39	117	2	41	123	2	37	111
213	Conversation and Grammar	3	2	24	72	2	35	105	2	46	138	2	38	114	2	39	117
300	Composition and Grammar	3	2	19	57	2	29	87	2	38	114	2	32	96	2	35	105
302	Advanced Spanish Composition	3	1	13	39												
303	Adv Spanish Conversation	3	1	18	54												
304	Adv Comp and Conv	3	1	9	27	2	11	33	2	20	60	2	32	96	2	27	81
305	Adv Span Gram S/E Cont	3	1	15	45	1	8	24	2	16	48	2	21	63	2	19	57
311	History and Culture of Spain	3	1	10	30	1	7	21				1	12	36	1	17	51
312	History/Culture Latin America	3	1	14	42	1	9	27	1	7	21	1	12	36	1	13	39
323	Intro to Hispanic Lit I	3	1	12	36	1	11	33				1	5	15	1	14	42
324	Intro to Hispanic Lit II	3	1	14	42	1	8	24	1	4	12	1	8	24	1	12	36
341	Intro to Hispanic Linguistics	3	1	12	36	1	8	24	1	6	18	1	6	18	1	10	30
421	Hispanic Poetry	3	1	4	12												
424	Advanced Hispanic Literature	3				1	6	18				1	8	24			
431	Spanish for Med/Social Service	3				1	8	24	1	6	18						
433	Spanish for the Professions	3	1	7	21	1	9	27				1	5	15			
434	Introduction to Translation	3	1	9	27							1	6	18			
435	Introduction to Interpreting	3							1	6	18				1	10	30
441	Applied Phonetics/Phonology	3	1	15	45							1	8	24	1	10	30
446	Spanish Language Variation	3				1	8	24	1	7	21				1	12	36
495	Independent Study	3	1	1	3	1	1	3	2	2	6				1	2	6
498	Spanish Senior Practicum	3	4	6	18	4	7	21	6	8	24	5	5	15	2	2	6
FLAS Subtotal			62	1032	3096	58	956	2868	57	843	2529	54	940	2820	49	950	2850

Appendix B. Assessment Data

SLO #2 Data

213	Participants	Matching	Deviations	Percentages%
1	HLS1	22/31	9	70
2	HLS2	24/31	7	77
3	HLS3	25/31	6	80
4	HLS4	31/31	0	100
5	NNS1	24/31	7	77
6	NNS2	18/31	13	58
7	NNS3	23/31	8	74
8	NNS4	31/31	0	100
9	NNS5	24/31	7	77
10	NNS6	22/31	9	70
11	NNS7	24/31	7	77
12	NNS8	16/31	15	51
13	NNS9	22/31	9	70
14	NNS10	23/31	8	70
15	NNS11	16/31	15	51
16	NNS12	18/31	13	58
17	NNS13	22/31	9	70
	Media	23.94/31	8.41	72.1

441	Participants	Matching	Deviations	Percentages %
	CH	31/31	0	100
2	TL	28/31	3	90
3	SN1	25/31	6	80
4	SN2	31/31	0	100
5	SN3	27/31	4	87
6	SN4	31/31	0	100
	Media	28.83/31	2.16	92.8

SLO #3 Data

Students	Pre-test	Post -test
#1	60	80
#2	70	100
#3	50	85
#4	40	80
#5	60	100
#6	45	100
#7	55	95
#8	55	90
#9	60	95
#10	30	80
#11	20	75
#12	45	100
Total	49%	90%

SLO #4 Data

FLAS 341

Level 341. Participants	+5 properties	-5 Properties	Other non-linguistic properties
STUDENT 1		x	x
STUDENT2	x		x
STUDENT3		x	x
STUDENT4		x	x
STUDENT5	x		x
STUDENT6		x	x

FLAS 441

Level 441. Participants	+5 properties	-5 Properties	Other non-linguistic properties
STUDENT 1		x	x
STUDENT2	x		x
STUDENT3	x		x
STUDENT4	x		x
STUDENT5	x		x
STUDENT6	x		x
STUDENT 7	x		x

SLO #5 Data

Student	Number of relevant academic sources	Formatting
A	10	+/-
B	5	+/-
C	11	+
D	7	+/-
E	7	+/-
F	4	-
G	8	+/-
H	6	-/+

SLO #6 Data

Student	Different or same	USA	Latinos
1	difference	Ignorant of harm done, failure of ed system	Hear of the conquest from forebears
2	Same:	justified Spanish and American attitude	
3	difference	Majority, progressives	Minority view, traditionalists
4	difference	Ignorant, far from events	empathize with negative impact on indigenous
5	Same:	US violent	Spain violent
6	difference	US imperialist attitude	Indigenist attitude
7	difference	Ignorant /schools fail to teach	Indigenist and Latino empathy
8	difference	Did not experience the conquest	Lived the experience; Made Latino lives more difficult
9	difference	Ignorance about the violence	LA the injustices against indigenist peoples continue
Total	7/9 believe that US and LA have a different interpretation of the conquest of the Americas		

Assessment Summary for Program Outcome 1

Program Outcome 1 (Section 1)	Courses/Educational Strategies Used (Section 2)	Assessment Method(s) (Section 3)	Semester of Data Collection (Section 4)
Express themselves coherently in written (and oral) Spanish. (Communication)	FLAS 300 and FLAS 498/Progress between two levels of education.	We chose to test the following points: (1) grammatical use of <i>ser vs. estar</i> ‘to be’, and (2) accuracy marking of stress with written accents in Spanish. Samples of FLAS 300 students as well as samples of a collection of texts by FLAS 498 students were checked with regards to these two topics. A rubric was developed to evaluate the project.	Fall 2017 Fall 2016 Spring 2017

Results and Analysis (include numbers of students involved in assessment and the percentage. Include any budget implications, and include year when applicable) (Section 5)

<p>Results: Participants: 8 students in FLAS 300 and 8 students from FLAS 498. FLAS 300: (1) Average of correct answers: 72%. (2) Average of correct answers: 86%. FLAS 498: (1) Average of correct answers: 88%. (2) Average of correct answers: 97%.</p> <p>Key findings: The results provide a variation of [+16%] in the first case, and [+11%] in the second.</p> <p>Analysis: We observed a trend in which the increase in the average data reflects a natural positive difference between these two levels. The developing of a better use of written accents (stylistics) justifies a comparatively lower increment (+11%), but higher average (97%).</p>

Actions Taken (Include any budget implications.) (Section 6)

<p>Action: It will be interesting to see how our change to two composition classes (FLAS 302→300/304) will impact the improvements over time in the program. We expect that this focus will help us to maintain the steady growth from our intermediate to advanced courses.</p> <p>Re-evaluation Date: Spring 2022</p> <p>Note: There is no budget implication.</p>
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Assessment Summary for Program Outcome 2

Program Outcome 2 (Section 1)	Courses/Educational Strategies Used (Section 2)	Assessment Method(s) (Section 3)	Semester of Data Collection (Section 4)
Apply knowledge of the structure of Spanish language, including syntax, phonetics and phonology , and morphology in speech and writing. (Specialized Knowledge)	FLAS 213 FLAS 431	The test consists of two paragraphs containing 31 potential aspirations of voiceless stops /ptk/. Students read the document while being recorded in our lab in Escalante Hall. A rubric was design to carry out the testing.	Fall 2019

Results and Analysis (include numbers of students involved in assessment and the percentage. Include any budget implications, and include year when applicable) (Section 5)

<p>Results: The results show that in FLAS 213 (n=17), students had a target-like pronunciation on 70% of the tokens. This increased to 92.8% accuracy in FLAS 441 (n=6).</p> <p>Key findings: Due to the focus on these types of features in FLAS 441 we are helping our students improve their pronunciation to be more target-like.</p> <p>Analysis: If we compare our results from Spring 2017 prior to making FLAS 441 a required course for all majors (and an elective for minors), the results are likewise indicative of our success in addressing this SLO. In 2017 the difference between the two groups was only 15.9 points, whereas in 2019 there was almost a 50% increase, with a 22.8-point difference between the two groups</p>
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Actions Taken (Include any budget implications.) (Section 6)

<p>Action: We are very pleased with the growth that was shown between the two levels. We expect that this growth will continue as we focus on this skill in FLAS 213 and 441.</p> <p>Re-evaluation Date: Spring 2022</p> <p>Note: There is no budget implication.</p>

Assessment Summary for Program Outcome 3

Program Outcome 3 (Section 1)	Courses/Educational Strategies Used (Section 2)	Assessment Method(s) (Section 3)	Semester of Data Collection (Section 4)
Demonstrate an awareness of and appreciation of important literary movements /works, linguistics, history, translation, interpretation, and cultural aspects in relation to the Spanish-speaking world. (Specialized Knowledge)	FLAS 323/Contrasting knowledge at the beginning and final week.	A 20-question survey regarding understanding of literary movements and important works. Students were given the test at the beginning of the semester and again as part of their final.	Spring 2020

Results and Analysis (include numbers of students involved in assessment and the percentage. Include any budget implications, and include year when applicable) (Section 5)

<p>Results: On the pre-test students (n=17) averaged 49%, whereas on the post-test students' grades rose to an average of 90%.</p> <p>Key findings: Results show a 41-point improvement as a group.</p> <p>Analysis: This marked increase is indicative of the success that we are having reaching this SLO. Students are moving in the correct direction with regards to their understanding of important literary movements with regards to the Hispanic-speaking world</p>
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Actions Taken (Include any budget implications.) (Section 6)

<p>Action: We had changed how we sequence literature in our program (moving from dividing by continents to dividing chronologically), and this change seems to have had no negative impact on the students' ability to perform well on this SLO. No further action is expected at this time.</p> <p>Re-evaluation Date: Spring 2023 Note: There is no budget implication.</p>

Assessment Summary for Program Outcome 4

Program Outcome 4 (Section 1)	Courses/Educational Strategies Used (Section 2)	Assessment Method(s) (Section 3)	Semester of Data Collection (Section 4)
Demonstrate knowledge of the linguistic variations that exist in the Spanish-speaking world. (Specialized Knowledge)	FLAS 341 and FLAS 441	Students in FLAS 341 and FLAS 441 were tested on linguistic understanding of language variation in the Hispanic world. Students were asked to write about their experience with variation as it dealt with the Spanish language. Data were classified in one of two categories depending on the number of linguistic traits mentioned in the test: 1) more than five relevant items or 2) less than five relevant items.	Fall 2019

Results and Analysis (include numbers of students involved in assessment and the percentage. Include any budget implications, and include year when applicable) (Section 5)

<p>Results: In FLAS 341 only 33% of students (n=6) averaged more than five linguistic references, while 85.7% of the students in FLAS 441 (n=7) had more than five linguistic references.</p> <p>Key findings: Properties mentioned in 341 were less specific, focusing on items like voseo or seseo. These students had more references to non-linguistic properties, such as food, music, and geography than to linguistic phenomena. On the other hand, while FLAS 441 students also mentioned non-linguistic variation, their references to linguistic phenomena were much more specific, such as lambdaization, yodization, aspiration, etc. Similarly</p> <p>Analysis: This increase of 52 percentage points can be attributed to the fact that as students progress in our program they are exposed to more language variation in general and many are specifically trained in variation in both FLAS 441 and 446. There is ample evidence here that we are successfully reaching this SLO.</p>

Actions Taken (Include any budget implications.) (Section 6)

<p>Action: During this assessment cycle we have made several curriculum changes that have positively affected this SLO. We first began to include FLAS 446, a class focused on sociolinguistics and as such focusing on how language changes based on social factors. We have also made FLAS</p>

441 a required course, so all majors are exposed to the variation that exists in the pronunciation of Spanish throughout the Hispanic world.

Re-evaluation Date:

Fall 2022

Note: There is no budget implication.

Assessment Summary for Program Outcome 5

Program Outcome 5 (Section 1)	Courses/Educational Strategies Used (Section 2)	Assessment Method(s) (Section 3)	Semester of Data Collection (Section 4)
Develop a research project focused on the application of Spanish in an area of the student’s choosing. (Critical Thinking)	FLAS 498	In FLAS 498 students are to carry out a research project in an area of their choosing. As part of the project students are to write a 10-page report, that is to include at least 10 academic, relevant sources. In order to assess success in this area we analyzed bibliographies from a subset of eight final papers. It was determined that in order to be rated as ‘proficient’, at least eight such sources would need to be included.	2018-2020

Results and Analysis (include numbers of students involved in assessment and the percentage. Include any budget implications, and include year when applicable) (Section 5)

Results:

From this analysis we found that three of the eight students (38%) reached this criterion, with two others (25%) narrowly missing the goal at seven acceptable sources.

Key findings:

Another unrelated finding was that there is a need to address formatting of bibliographies, as only one student had adhered entirely to a set of standards (APA or MLA). Five others somewhat followed established guidelines, and two others had extreme errors.

Analysis:

While only a slight majority of the students’ papers (63%) analyzed were at least near ‘proficient’, only one would have been rated as ‘not-met’. Other papers had six sources with four additional sources that narrowly missed being deemed as acceptable. This means that we are approaching success in this area and with a few adjustments to our curriculum should see some great progress.

Actions Taken (Include any budget implications.) (Section 6)

Action:

In order to address these two shortcomings, it has been determined that in FLAS 304 we will have modules that deal with formatting of bibliographies. It was also determined that in this class (and in subsequent classes) we will include a module on D2L created by the library on how to find academic, relevant sources. We will also invite our library liaison to teach some hands-on classes in our upper-division courses. And finally, all of our upper-division courses will now have a required research paper, where we can assess at various stages adherence to both format and quality of references.

Re-evaluation Date:

Fall 2023

Note: There is no budget implication.

Assessment Summary for Program Outcome 6

Program Outcome 6 (Section 1)	Courses/Educational Strategies Used (Section 2)	Assessment Method(s) (Section 3)	Semester of Data Collection (Section 4)
Compare commonalities and differences between Hispanic and other U.S. cultures . (Critical Thinking)	FLAS 311	Students answered the following essay question: Do you believe there is a difference in the perception by US citizens and that of Latin Americans regarding the Conquest of the Americas? If so, why?	Fall 2020

Results and Analysis (include numbers of students involved in assessment and the percentage. Include any budget implications, and include year when applicable) (Section 5)**Results:**

7 of the 9 (78%) identified a difference in perceptions between Latin American and US visions of the conquest.

Key findings:

Students in general are able to correctly identify that in Latin America, commonly the perception is that the “conquest” was not beneficial, rather is complex and in many ways, harmful to the indigenous inhabitants

Analysis:

While there is evidence that we are helping our students achieve this SLO, the nature of this instrument is probably not adequate for assessing whether we are having success on this SLO. Some adjustments to this tool are needed

Actions Taken (Include any budget implications.) (Section 6)

Action:

While we will continue to evaluate this type of question, there are several potential adjustments that could be made to the instrument. For example, we could analyze this question a little differently to see the quality of responses on the essay question. We could also develop a multiple essay survey and analyze a variety of culturally relevant questions. We could also make a multiple-choice test that investigates cultural differences. Because the current professor of this course will be retiring, these decisions will be held until the new professor has been hired.

Re-evaluation Date:

Fall 2023

Note: There is no budget implication.

Appendix D. Assessment Curriculum Map

COURSE	SLO1	SLO2	SLO3	SLO4	SLO5	SLO6	SLO7	SLO8
FLAS 111-First-year Spanish I	x	x	(i)	(i)		(i)		
FLAS 112-First-year Spanish II	x	x	(i)	(i)		(i)		
FLAS 211-Second-year Spanish I	x	x	(i)	(i)		(i)		
FLAS 213-Spanish Conversation and Grammar	x	x	(i)	(i)		x		
FLAS 300-Spanish Composition and Grammar	x	x	(i)	(i)		(i)	(i)	(i)
FLAS 304-Advanced Oral Production and Composition	x	x	(i)	(i)	x	(i)	(i)	x
FLAS 305-Advanced Spanish Grammar and Spanish English Contrasts	x	x		x	(i)	(i)		
FLAS 311-History and Culture of Spain	x	x	x		(i)	x	(i)	x
FLAS 312-History and Culture of Latin America	x	x	x		(i)	x	(i)	x
FLAS 323-Introduction to Hispanic Literature I	x	x	x		(i)	(i)	(i)	x
FLAS 324-Introduction to Hispanic Literature II	x	x	x		(i)	(i)	(i)	x
FLAS 341- Introduction to Hispanic Linguistics	x	x		x	(i)	(i)		
FLAS 431-Spanish for Medical and Social Services	x	x		x	x	x	(i)	x
FLAS 433-Spanish for the Professions	x	x		x	x	x	(i)	x
FLAS 434-Introduction to Translation	x	x		x	x	x	x	x
FLAS 435-Introduction to Interpreting	x	x		x	x	x	x	x
FLAS 441-Applied Phonetics and Phonology	x	x			(i)	x		x
FLAS 498-Spanish Senior Practicum	x	x	(i)	(i)	x	x	(i)	x

Appendix E. Results on select questions from Alumni Survey

	Spanish %	CMU %
Overall, how satisfied are you with your undergraduate education Very satisfied	53.8	44.8
Overall, how satisfied are you with your undergraduate education Generally dissatisfied + Very dissatisfied	0.0	3.2
Conversations outside of class with faculty Very often	53.8	38.2
Conversations outside of class with faculty Rarely + Never	0.0	15.4
Would you encourage a current HS senior to attend CMU? Definitely would not + Probably would not	0.0	3.0
How would you rate the overall quality of the degree? Very high	61.5	36.3
Working full time	78.6	76.9
Related to major	54.5	74.9
How well did CMU prepare you for your current career? Very well	40.0	25.5
Salary Range Between 30,000 and 74,999	100%	67%
Between 0 and 29,999	0.0	19.1
Enrolled in graduate programs	30.8	31.4

How well did CMU prepare you for these graduate programs?	100	90
Very well + more than adequately + adequately		

John U. Tomlinson Library

Colorado Mesa University

Date of Assessment: August 2021

Program under review: Spanish

Description of Program: The BA in Spanish is intended to produce effective communication in Spanish as well as an understanding of the connection between Spanish language and cultures. Students also explore Spanish in the professions including translation, interpreting, and medical.

Program Level/s: Bachelors

Liaison: Stacey Brown

1. Collection Assessment

The assessment covers five areas: Reference sources, Monographs, Electronic resources, Periodicals and Media. The assessment methodology, supporting data and resource lists are included in the Appendices.

Appendix A: Reference Sources	p. 3	Appendix D: Periodicals	p. 7
Appendix B: Monographs	p. 4	Appendix E: Media	p. 8
Appendix C: Electronic Resources	p. 5-6	Appendix F: Additional Resources	p. 9

Collection development is the joint responsibility of the Spanish faculty and the Spanish Department Liaison Librarian. Review slips and new title lists are sent to the faculty for their review. They may also recommend titles found in their journal reading or publishers' advertisements. Titles recommended are sent to the librarian who reviews them and sends them on for purchase as funds allows. Despite a relatively small budget, 48 titles were purchased in the last five years. The budget line is supplemented by the SpringerLink, Elsevier, and Oxford E-book subscriptions.

2. Evaluation of the total collection

- Participation by the faculty in the selection process is good.
- The monograph collection is well grounded both age and content wise and provides a good base upon which to continue building.
- The journal literature is rich in articles.
- There is an assortment of Spanish and/or bilingual material within the juvenile collection.
- The Reference Collection needs to be updated.

3. Recommendations

- Continue to work with faculty to determine if contemporary literature would help round out the collection and support coursework.
- Review pre-2000 materials for continued relevance to the program. Identify titles that should be kept – core, historical, and still current titles – and those that need to be withdrawn or replaced.
- Expand some of the titles to be more inclusive in the Reference Collection.

Library Director:



Date: September 10, 2021

APPENDIX A: Reference sources

Gale Dictionary of Literary Biography (1978-current) Online

The Oxford Dictionary of Literary Terms (2015) Online (Oxford Reference)

The Oxford Dictionary of Reference and Allusion (2010) (Oxford Reference)

Nueva gramática de la lengua española (2009)

Dictionary of Contemporary World History (2008) Online (Oxford Reference)

Encyclopedia of Latin American History and Culture (2008)

Great Spanish films since 1950 (2008)

An Atlas and Survey of Latin American History (2007)

Diccionario de uso del español (2007)

Harrap's Spanish and English business dictionary (2005)

Merl Bilingual Law Dictionary = Diccionario jurídico bilingüe (2005)

Spanish-English, English-Spanish medical dictionary (2005)

World Encyclopedia (2004) Online (Oxford Reference)

A Dictionary of New Mexico & Southern Colorado Spanish (2003)

Accounting Dictionary: English-Spanish, Spanish-English, Spanish-Spanish (2003)

Diccionario de términos jurídicos: inglés-español, Spanish-English (2003)

Enciclopedia hispánica (2003)

Latin American and Caribbean Artists of the Modern Era: A Biographical Dictionary of More than 12,700 Persons (2003)

Diccionario de escritores hispanoamericanos: del siglo XVI al siglo XX (2002)

The Oxford Business Spanish Dictionary (2002) Online (Oxford Reference)

The American Heritage Spanish dictionary: Spanish/English, inglés/español (2001)

Encyclopedia of Latin American and Caribbean Art (2000)

Hispanic Literature Criticism (1994)

The Oxford Companion to Spanish Literature (1978)

APPENDIX B: Monographs

Method of analysis

The core areas in the Library of Congress classification for Spanish are PQ and PC (literature and language) but books can be found across the spectrum. With this in mind, the collection was evaluated using a combination of Library of Congress subject headings (SU), keywords in the LC subject headings, keywords (KW) and call number searches. A sampling of topics were chosen from the course titles and descriptions thereby creating a snapshot of the collection.

E-books from the SpringerLink, Elsevier and Oxford e-book subscriptions add to the collection. Additionally, there 118 juvenile books that are either in Spanish or bilingual (English & Spanish).

Spanish (SU)	Print	E-book	Spanish Literature (SU)	Print	E-book
2010-present	64	32	2010-present	10	6
2000-2009	99	16	2000-2009	22	-

1990-1999	146	22
1980-1989	101	2
Pre 1980	310	4
TOTAL	720	76

1990-1999	32	5
1980-1989	18	-
Pre 1980	75	1
TOTAL	157	11

Spanish Language (SU)	Print	E-book
2010-present	29	15
2000-2009	50	-
1990-1999	47	-
1980-1989	44	1
Pre 1980	82	1
TOTAL	252	17

Spanish Poetry (SU)	Print	E-book
2010-present	5	1
2000-2009	7	-
1990-1999	13	2
1980-1989	4	-
Pre 1980	30	2
TOTAL	59	5

Call Letter: PQ: Language & Literature: French, Italian, Spanish Portuguese Literature: Spanish Language	Print	E-book
2010-present	29	-
2000-2009	116	-
1990-1999	105	-
1980-1989	70	-
Pre 1980	345	
TOTAL	665	-

APPENDIX C: Electronic Resources

Indexes/Databases

Academic Search Complete

Education Full Text

Humanities International Index

JSTOR (back files only)

MLA International Bibliography

Project Muse

Journal Articles

The best access to articles is found by doing keyword or subject searches in the indexes listed above. Most of the articles are available online but some have publisher embargos on the full text ranging from 6 to 18 months. Those not available online or in the library print collection may be obtained through interlibrary loan.

To sample the availability of journal material for the Spanish program, keywords were used to search in databases (*Academic Search Complete*, *JSTOR*, *Education Full Text*) that focused on history and culture as well as a sample of well-known authors, genres, and literary devices. In many of the databases, results can be limited by language.

The methodology used was to search for total articles available on a topic, then to limit the results first by date – 2010-2021, then by peer reviewed, and lastly by full-text. The journal literature is rich in articles for this program. The charts below show a sampling of the resources available.

Academic Search Complete

Topic	Total articles	2010-21 articles	Peer reviewed	Full Text
Spain AND history	32,123	14,511	14,047	11,422
Spain AND culture	20,825	2049	1873	1735
Latin America AND history	7970	4890	4322	3288
Latin America AND Culture	3502	2030	1862	1324
“Hispanic studies”	4353	2049	1873	1735
“Spanish culture”	2529	1352	1098	1026

JSTOR

Topic	Total articles	2010-21 articles	Journal articles
Franco dictatorship	11,023	2249	1958
Cuban Revolution	40,113	6036	5413
Spanish Empire	158,883	32,676	30,077
Spanish phonetics	20,496	2196	2029
Spanish translation	220,851	35,655	32,533
Immigration AND Latino	29,985	10,741	10,218
Teaching AND Spanish	172,736	22,751	20,854

Education Full Text

Topic	Total articles	2010-21 articles	Peer reviewed	Full Text
Second language acquisition	6396	3515	3462	2260
Second language teaching	8332	3966	3685	2310
Bilingual education	4487	2510	2019	780
Spanish AND teaching	4515	2175	2019	1441
Spanish language	1659	594	512	383

Other Databases

Literature Criticism Online

Literature Online (LION)

Oxford Reference Online

APPENDIX D: Periodicals

The Library journal collection is made up of individual subscriptions either print or online, subscriptions to online publisher packages, and titles available full-text through the aggregator databases (i.e. *Academic Search Complete*). Collectively these provide a strong base and a wide breadth and depth of coverage for the Spanish program. The lists below reflect this coverage. Current full-text is available except where a publisher embargo is indicated in parenthesis.

Representative Titles:

Anales de la literatura Española contemporánea 1981-2018 (JSTOR 3 years)

Anales de la narrativa Española contemporánea 1979-1980

Journal of Spanish Studies: Twentieth Century 1973-1980

Anales de la novela de posguerra 1976-1978

Anuario de Estudios Centroamericanos 1974-2017

Arizona Journal of Hispanic Cultural Studies 1997-2017

Chiricú Journal: Lantina/o Literatures, Arts, and Cultures 1976-2020

Hispanic Research Journal 2003-present (1 year)

Hispanic American Historical Review

Hispanófila 1957-present (JSTOR Archive 4 years)

(Academic Search Complete 2003-present 1 year)

Interlanguage Studies Bulletin 1976-1984

International Journal of Cuban Studies 2008-2021

Journal of Caribbean Literatures 1997-2013

Journal of Haitian Studies 1995-2019

Journal of Iberian & Latin American Studies (18 months)

Latin American Literary Review 1972-2016

Letras Femininas 1975-2015

Letras Hispánicas: Revista de literatura y de cultura

Revista de Crítica Latinoamericana 1975-2018

Revista de Letras 1960-2019

Second Language Research 1985-2017

Newspapers: *Nexis-Uni* provides access to 93 newspapers in Spanish including sources from Argentina, Chile, Colombia, Costa Rica, Ecuador, Guatemala, Mexico, Peru, Puerto Rico, Spain, Venezuela, and Uruguay.

Representative Titles and Locations:

El Mercurio (Chile)
El Mundo (Spain)
La Nación (Argentina)
El País (Spain)
El Nacional (Venezuela)
El Norte (Mexico)
El País (Uruguay)
La República (Peru)

APPENDIX E: Media

The Library subscribes to Films on Demand – a streaming video service from Films Media Group. This service includes educational videos, documentaries, and PBS publications. Some titles that might be appropriate for this program are:

PBS: Francisco Franco (2019) 53 minutes

Fidel Castro (2016) 45 minutes

Cuba: From Dream to Harsh Reality (2014) 52 minutes

The Ultimate Guide to Spanish Pronunciation: Series (2014)

The Assassination of Che Guevara (2014) 36 minutes

Como Se Forma Una Rumba (2006) 73 minutes

The Spanish Conquest of Mexico (1999) 28 minutes

The Library also purchases both educational DVDs and popular movies to support the curriculum. Examples include *Silence of Others* (2019) and *Alatriste* (2007).

APPENDIX F: Additional Resources

Journal literature not available through Colorado Mesa University, including those titles not available because of publisher embargo, can be provided by the Interlibrary Loan Department. The average amount of time it takes to fill an article request is 12 hours.

Physical items such as books and DVDs not owned by Colorado Mesa University can be borrowed from other libraries within the state or region through programs such as Prospector and when necessary throughout the world. Items from regional libraries typically arrive in 3-5 business days.

G. Faculty Curriculum Vitae

Thomas Acker, PhD

2410 Sandridge Court

Grand Junction, CO 81507

(970)260-9465 cell

(970)248-1068 work

(970)248-1199 fax

Education

1992: Ph.D., Spanish Language and Literature. Department of Spanish and Portuguese, Temple University

Concentration: Spanish Golden Age Literature

Secondary Concentration: Latin-American Literature

Dissertation: The Imagery of Gracián and Calderón de la Barca in Relation to the Art of Diego Velázquez.

1986: M.A., Spanish, Department of Spanish and Portuguese, Temple University

1982: B.S., Art Education, Kutztown University, Kutztown, PA

Secondary Concentration: Painting

Workshops and Certificate Programs

2018: Skills Building Workshop. Colorado Courts Language Access Training Program.

2014: Preparation workshops for the American Translators Association exam. Trained for the exam with a Certified Translator and ATA test examiner.

1999: Faculty Development in International Business. Daniel Management Center of the University of South Carolina.

Teaching Experience

2005-present: Professor of Spanish. Language, Literature and

Communications Colorado Mesa University. Grand Junction, CO

2003-present: Associate Professor of Spanish. Language, Literature and Communications Mesa State College. Grand Junction, CO

1999 to 2003: Assistant Professor of Spanish. Language, Literature and Communications Mesa State College. Grand Junction, CO

1993-1999: Assistant Professor of Spanish. Dept. of Modern Languages and Literatures Saint Anselm College

June 1998: Instructor “Cultura Andaluza”, Centro de Lenguas Modernas, Universidad de Granada, Spain. Helped coordinate Saint Anselm College’s Summer Semester in Granada, Spain.

1992-93: Assistant Professor of Spanish, Dept. of Foreign Languages, Kutztown University, Kutztown, PA

1991-92: Visiting Spanish Instructor, Dept. of Foreign Languages, Kutztown University.

1989-90: Spanish Adjunct, Dept. of Modern Languages, Saint Joseph’s University, Philadelphia

1987-88: Visiting Spanish Instructor, Saint Joseph’s University, Philadelphia

1990: Adjunct Spanish Instructor, Dept. of Spanish and Portuguese Temple University

1986-88: Adjunct Spanish Instructor, Philadelphia Community College

1986-87: Secondary School Spanish Teacher, Haverford School, Haverford, PA

1985-87: Teaching Assistant, Dept. of Spanish and Portuguese, Temple

Experienced instructor all baccalaureate levels of Spanish language and literature including:

100- level: Basic Spanish

200-level: Intermediate Spanish

200- level: Spanish for Criminal Justice

300-level: Advanced Spanish Grammar and Composition

Conversation (all levels: traditional classroom as well as non- traditional “Immersion” techniques)

300-level: Latin-American Culture and Civilization

300-level: Peninsular Culture and Civilization

300-level: Survey of Peninsular (Spanish) Literature

300-level: Survey of Latin-American Literature

400-level: Spanish for the Professions

400-level: Spanish for Medical Personnel

400-level: Hispanic Film and Theater

400-level: Introduction to Translation

400-level: Introduction to Interpreting

Scholarship

Book: *The Baroque Vortex: Velázquez, Calderón and Gracián Under the Reign of Philip IV*. New York: Peter Lang, 2000.

Translations:

El poeta sin mar. Novel. Abigail Ferolla. Near completion.

Selected poems from *Insertidumbres and Tribulaciones*. Carlos Manuel

Villalobos.

Selected poems from *Nocturnos del mar inacabado* by Jorge Chen’s published in

The Journal of La Universidad de Costa Rica. Jorge Chem Sham.

Article: “El periplo del ovejero” in *Globalización, literatura y frontera: una visión a las travesías mundiales*. Universidad Autónoma de Baja California, University of

Colorado, Colorado Springs y Editorial Artificios (2018).

Article: “El coyote y el genízaro en el texto de Derrotero y Diario de Domínguez y Escalante”

(24-33) published in *Interpreting the New Milenio* (Ed. José Antonio Gurpegui (Cambridge: Newcastle, 2008).

Article: “José Martí entre Cuba y Estados Unidos: la voz del inmigrante y su Recepción.” *Con-textos* Vol. 17, Num. 35, July –Dec. 2005. (Literary Journal Universidad de Medellín, Colombia).

National Endowment for the Humanities fellowship: CCHA/NEH Summer Institute: "Mesoamerica and the Southwest: A New History for an Ancient Land", June 17- July 23, 2012.

Status of Current Research:

Preparing for Certification by American Translators Association, 2015

Initiating the Oral History Project: *Hispanic Workers in Western Colorado*, 2012

Researching the topic: “The Sheep Industry and Culture in the Southwestern United States: How the Introduction of an Iberian Model Has Evolved and Influenced the Economy and History of New Mexico and Colorado.”

Academic Presentations

“José Martí y el indoamericano”. In *XXII Congreso Internacional de Literatura y Estudios Hispánicos* (Granada, Spain, June 27-29, 2018)

“Translation and Cultural Inclusivity.” New York University. Conference School of Professional Studies. 2016.

“ ‘Hecho en México’ y el Laberinto de la soledad de Octavio Paz.”

Four Corners Conference on Globalization. UCCS, Colorado Springs, 2014.

“Climax Uranium” Four Corners Conference on Globalization and the Environment Colorado Mesa University, Grand Junction, Colorado, 2013.

“Culture Shock: The Peruvians of Huancayo and the Livestock Industry of the Western United States” Four Corners Conference on Globalization, Colorado Mesa University, Grand Junction, Colorado, 2012.

“Critical Discourse Analysis and the Portrayals of Hispanics and Mexicans and Their Communities in the Southwestern United States as Seen in the Regional Print Media from the Early 20th Century,” Four Corners Conference on Globalization, Colorado Mesa University, Grand Junction, Colorado, 2011.

“La fuerza laboral en los obrajes, minas y haciendas del norte de la Nueva España y Nueva Vizcaya” The VI Conference of Chicano Literature, University of Leon, Spain, 2010.

“El ovejero hispano en Estados Unidos: el caso de Nuevo México.” 2º Congreso Literario "Revista Internacional Francachela y Universidad de Los Lagos", Rancagua, Chile, Nov. 20, 2009.

“The Origins of the Sheep Industry in the United States: The Case of New Mexico”. The Four Corners Conference on Immigration. Mesa State College, Grand Junction, CO Oct., 2009.

“ El coyote y el genízaro en el texto de El derrotero y diario de Domínguez y Escalante”.

Paper presented and submitted for publication in V Conferencia Internacional de la Literatura Chicana in Alcalá de Henares, Spain. May 2006.

“José Martí, la yuxtaposición de su legado revolucionario y el de figura literaria”.

Conference on Caribbean Culture and Literature, Marquette University, Milwaukee, WI. Oct. 13-16, 2004.

Presented a description and discussion of various models for English as a Second

Language (ESL) learners in the elementary schools in Julie Bruch’s “Language and Literacy” class. May, 2003.

“The Happy Captivity and Jonathan Dickenson’s Journal. Religion or Culture as a

Determinant of (Mis)perceptions in Seventeenth-century Spanish Colonial Experience.”

Saint Charles Borromeo Conference on Catholicism in Literature, University of Arkansas at Little Rock, Nov. 2001.

“Jonathan Dickenson’s Journal and The Happy Captivity of Pineda y Bascuñán in the Contact Zone of the Hinterlands of 17th Century Spanish Colonial Power.” The 10th Annual University of New Mexico Conference on Ibero-American Culture and Society. University of New Mexico Department of Spanish and Portuguese, February 2001.

“The Jesuit Martyrdom in the El cautiverio feliz.” SW/TXPCA (Southwest and Texas Popular Culture Association) conference Feb., 2000 in Albuquerque, NM.

“Some Narrative Commonalities in Cervantes’ Quijote and the Biography of Ignatius of Loyola” (Saint Charles Borromeo Conference on Catholicism in Literature, University of Arkansas at Little Rock, May 1997)

“El Quijote y la Autobiografía de San Ignacio de Loyola y la novela caballeresca”. (Northeast Modern Language Association, Montreal, Apr. 1996)

“El uso de emblemas en la obra de [Baltasar] Gracián”. Sixth Biennial (Northeast Regional Meeting of the American Association of Teachers of Spanish and Portuguese, Yale University, Oct. 1994)

“El empleo del símbolo y mito en la perpetuación del de los Hapsburgo en la España de Felipe IV visto en las obras de Diego Velázquez, Calderón de la Barca y Baltasar Gracián”. (43rd Annual Mountain Interstate Foreign Language Conference, Clemson University, Oct., 1993)

“Las Parcas en las obras de Baltasar Gracián, Calderón de la Barca y Diego Velázquez”. (Thirteenth Annual Golden Age Spanish Symposium, University of Texas at El Paso, Mar. 1993)

“Las Parcas en las obras de Baltasar Gracián, Calderón de la Barca y Diego Velázquez”(Pennsylvania Foreign Language Conference, Duquesne University, Pittsburgh, 1992).

“Velázquez y Pérez de Moya”(Conferencia de la Asociación Internacional de Siglo de Oro, la Universidad de Salamanca, Spain, June 1990)

Conference Service:

Organizing Committee member The Four Corners Conference on Immigration. Mesa State College, Grand Junction, CO, 2009-2013.

Chairperson for session: “Spanish Golden-Age Poetry: The Mystical”.

(Northeast Modern Language Association, Philadelphia, 1997)

Chairperson for session: “The Visual Arts and Golden-Age Spanish Literature: The Emblemata in Spain”. (Northeast Modern Language Association, Montreal, Quebec, 1996)

Symposia /Colloquia:

Presentation: “Study Abroad in Cuba: What’s Caribbean and What’s Socialist and What’s Neither? Implications for North American Students ‘Immersion into Cuba.’” Presented MSC Faculty Colloquium, January 28, 2004.

“But How Do They See Us? Perceptions of Anglos Held By Hispanics as Seen in

Literature and Art Through the Centuries”. A talk listed in the 1998 Resource Catalog of the New Hampshire Humanities Council.

“Jorge Luis Borges and Averroes: Spanish Moslem Influence in European Literature as seen in Moslem Music and Art.” (Dept. of Modern Languages and

Literatures Colloquium, May 1997)

“The Spanish in Perú and the Search for Machu Picchu: slide presentation”.

Saint Anselm College Family Weekend, Oct., 1996.

“Symbol and Myth of the Habsburgs in the Works of Diego Velázquez, Calderón de la Barca and Baltasar Gracián”. (Saint Anselm College Family Weekend, Oct., 1995)

“Algunos ejemplos femeninos admirables de las letras hispánicas”. (Tertulia, Latin American Center Women’s Lunch. Manchester, November, 1993)

“Hispanic Perceptions of Anglos as Seen in Hispanic Literature From the 17th Through the 20th Centuries”. (Colloquium sponsored by the Club Hispánico, Saint Anselm, Fall, 1993)

Honors

Colorado Coalition Against Sexual Assault Award for Innovative Practices 2017

Fr. John Kiernan Award for Service, Hispanic Affairs Project, 2013

Selected “Outstanding Educator of the Year 2003” by the Grand Junction Chamber of Commerce.

Faculty Development Grant Dean’s Fund. Saint Joseph’s University. Present paper June, 1990. (Asociación Internacional del Siglo de Oro. Salamanca/Valladolid, Spain)

Graduate Teaching Assistanceship, Temple University, 1985-88

Service to the College

2019-20 and 2013-2015. Advisor Latino Student Association.

2013-2018. Chair Salary and Benefits Committee,

2012 Business Search Committee, Affirmative Action Representative

2012 Salary and Benefits Committee, faculty representative.

2009 to 2013. Co-chair organizing committee Four Corners Conference on Globalization, Colorado Mesa University, Grand Junction, CO

2006 to 2010. Spanish Program Coordinator.

2006 to present. Spanish program assessment coordinator.

2006 to 2008. Advisor to Student Interpreting Group: volunteer translation and interpreting services to GJ community.

2005-2006- President MSC chapter AAUP;

Colorado State Conference Executive Committee AAUP

2005 to 2008. Advisor to A Voice of Reason activist group

2003 -Summer program. Developed and implemented “Cuban Discourse” with MSC professor of Political Science, Elaine Rodriquez; Applied for and receive a academic permission to take 16 students to Cuba for academic research. Academic areas included: teaching, Spanish, Political Science.

2002 to 2008: CFAC Representative, MSC Faculty Senate

2003 Member of Organizing Committee for (and participant in) debate about US policy and Iraq. Co-sponsored by Young Republicans.

2001 to 2005: Faculty Senator from the Department of Language, Literature and Communications.

Summer 2001: MSC Summer 2001 Program in Costa Rica. Program organizer.

Accompanied 20 MSC students and oversaw one-month immersion and 6 credits of Spanish Language study at the Centro Intercultura, Heredia, C.R.

Spring 2001: Support Committee for the MSC Academic Master Plan.

Fall 2001 to Fall 2003: Advisor to Mesa State College Spanish Club
Community Service

Board President Hispanic Affairs Project 2016 to present

Founding member Western Slope Against Trafficking 2013 to present.

Member Colorado Human Trafficking Council –2014 to Present

Member League of Women Voters, Mesa County, CO

2012 to 2014 Colorado Immigrant Rights Coalition board member

2013 to present Hispanic Affairs Project board member

2011-present: Grand Valley Peace and Justice Board of Directors

State Advisory Board Human Trafficking Project member

2010-present: Catholic Diocese of Pueblo, Human Development Commission

Volunteer Spanish –English interpreter St. Mary’s Hospital, Marillac Clinic, Grand Junction, CO

Co-director Western Colorado Justice for Immigrants Committee (grassroots organizing for Comprehensive Immigration Reform legislation).

Shepherders Project, collaborator in outreach (Hispanic Affairs Project)

Chair Search Committee for Western Colorado Immigrants’ Rights Coalition Coordinator, Nov.-Dec., 2009.

Board member Western Colorado Congress-2008 to2010.

2007 with coalition members traveled to D.C. to lobby Colorado congressional delegation for CIR.

Interpreted for Immigration lawyer Sandra Stanley in presentation to Immigrant community in GJ.

2005 to 2009 President to the Board of Directors of the Grand Valley Peace and Justice Office (Diocese of Pueblo).

2003 Elected to the Board of Directors of the Grand Valley Peace and Justice Office. Hiring Committee for the Director of GVPJ.

Spring 2001 to 2003: Member steering committee and Secretary to the Governing Board (May 2002) and later acting-President for Nuestra Escuela, Dual-language Charter School.

Spring 2000 to present: Member Latin Anglo Alliance, member LAA Scholarship Committee.

Spring 2001 to 2003: “Great Books” program group-leader for 5th and 6th graders at Holy Family School. This reading program is designed to develop higher-level reading skills through text analysis and discussion.

November 2000 to present: hosted table for Grand Valley “Alternative Christmas Fair” fundraiser for various charity organizations in U.S. and abroad.

Fall 2001 to 2007: Diocese of Pueblo’s “Public Discipleship” participant and attendee at workshop hosted by Grand Valley Peace and Justice, promoting on-going community and social activism in areas related to Catholic Church’s teachings on social concerns.

Fall 1999 to 2003: Spanish / English Interpreter. Co. 21st. Judicial District Court House Grand Junction, CO.

Professional Membership

- ACTFL (American Council on the Teaching of Foreign Languages) Member 2008 to 2013.
- American Translators Association, 2012 to pres.
- Colorado Translators Association 2016 to present.
- 1993-98: Member Northeast Modern Language Association.
- 1994-2013: American Association of Teachers of Spanish and Portuguese.
- 1994-present: American Association of University Professors.

TYLER KIMBALL ANDERSON
Professor of Spanish Linguistics
Colorado Mesa University
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(970) 248-1067

Education

- Ph.D., Spanish Linguistics, The Pennsylvania State University, 2006
Dissertation: Spanish-English bilinguals' attitudes towards code-switching
Dissertation committee: Drs. Almeida Jacqueline Toribio (Director), John Lipski, Paola Dussias, Barbara E. Bullock
- M.A., Spanish Linguistics, Brigham Young University, 2002
Thesis: Leísmo in the upper-class speech of Bogotá
Thesis committee: Drs. J. Halvor Clegg (Chair), Orlando Alba, Jeffery Turley
Minor: Spanish Pedagogy
- B.A., Spanish, Brigham Young University, 1999
- A.A., Spanish, Rick's College (BYU-Idaho), 1997

Positions Held

2018-present Professor of Spanish, tenured
Colorado Mesa University, Grand Junction, CO

2011-2018 Associate Professor of Spanish, tenured
Colorado Mesa University, Grand Junction, CO

2006-2011 Assistant Professor of Spanish
Colorado Mesa University, Grand Junction, CO

2005-2006 Spanish Instructor
The Pennsylvania State University, State College, PA

2001-2005 Spanish Graduate Instructor
The Pennsylvania State University, State College, PA

1999-2001 Spanish Graduate Instructor
Brigham Young University, Provo, UT

1997-1999 ESOL Instructor
Alpine School District, American Fork, UT

1996-1997 ESL Instructor
Jefferson Joint School District #251, Rigby, ID

Research

Publications

- Anderson, Tyler K (forthcoming). *Becoming Part of the Core: Spanish Loanwords in English*.
- Anderson, Tyler K. & Benjamin J. Souza (forthcoming). Spanish learners' self-identification and attitudes toward native and non-native Spanish pronunciations.
- Yorgason, J.B., Anderson, T.K., & Hill, E.J. (2018). *Envejecer con éxito: Roles y potenciales de adultos mayores (Successful aging: Roles and potential for older adults). Descarte vs. inclusión: Hacia la resignificación del adulto mayor*. Universidad Austral, Buenos Aires, Argentina.
- Anderson, Tyler K. & Benjamin J. Souza (2012). English-Spanish bilinguals' attitudes toward L2 pronunciation: Do they identify with native Spanish speakers? In John Levis and Kimberly LeVelle (Eds.), *Proceedings of the 3rd annual Pronunciation in Second Language Learning and Teaching Conference* (pp. 27-38). Ames, Iowa: TESL/Applied Linguistics, Iowa State University.
- Anderson, Tyler (2010). Attitudes toward Spanish language variation among Latinas living in western Colorado. In Susana Rivera-Mills and Daniel Villa (Eds.), *Spanish of the Southwest: A Language in Transition* (pp. 291-317). Madrid: Editorial Iberoamericana/Vervuert.
- Anderson, Tyler & Almeida Jacqueline Toribio (2007). Attitudes towards lexical borrowing and intra-sentential code-switching among Spanish-English bilinguals, *Spanish in Context*, 4, 2, 217-240.
- Anderson, Tyler (2001). To Be or Not To Be: The influence of language contact on the use of copulas in Spanish and Catalan, *La marca hispánica*, 12, 71-84.

Papers Presented at Professional Conferences

- Anderson, Tyler (2019) "Becoming part of the Core: Spanish Loanwords in English" *27th Conference on Spanish in the US & 12th Conference on Spanish in Contact with Other Languages* (Cleveland, OH)
- Anderson, Tyler (2019) "Spanish Loanwords in English: The core requirements" *CONLA UNA Conference* (Pérez Zeledón, Costa Rica)
- Anderson, Tyler & Benjamin Souza (2011). English-Spanish bilinguals' attitudes toward L2 pronunciation: Do they identify with native Spanish speakers? *Pronunciation in Second Language Learning and Teaching, The Confluence of Social Factors and Pronunciation: Accent, Identity, Irritation and Discrimination, September 16-17, 2011*.
- Anderson, Tyler (2009). Non-linguists' perceptions of felicitous and infelicitous code-switches: The role of proficiency and grammaticality, *The 38th Annual Meeting of the Linguistic Association of the Southwest, September 25-26*.
- Anderson, Tyler & Benjamin Souza (2009). English-Spanish bilinguals' attitudes toward L2 pronunciation, *The 38th Annual Meeting of the Linguistic Association of the Southwest, September 25-26*.

- Anderson, Tyler & Benjamin Souza (2009). Spanish-English bilinguals' attitudes towards the importance of good pronunciation, *22nd Conference on Spanish in the U.S., February 19-21*.
- Anderson, Tyler (2007). Perceptions of the best varieties of Spanish: Mexican-Americans in Western Colorado, prestige, stigma and linguistic insecurity, *The 36th Annual Meeting of the Linguistic Association of the Southwest, September 21-23*.
- Anderson, Tyler & Luis Silva-Villar (2007). Command Spanish: A communicative approach? *The 36th Annual Meeting of the Linguistic Association of the Southwest, September 21-23*.
- Anderson, Tyler (2007). Spanish-English bilinguals' reactions to felicitous and infelicitous codeswitching, *21st Conference on Spanish in the U.S., March 15-18*.
- Toribio, Almeida Jacqueline & Tyler Anderson (2004). Attitudes towards lexical borrowing and intra-sentential code-switching among Spanish-English bilinguals, *20th Conference, Spanish in the U.S., March 24-26*.
- Anderson, Tyler & Almeida Jacqueline Toribio (2004). Attitudes of Spanish-English bilinguals towards contact Spanish, *The Ninth International Conference on Language and Social Psychology—ICLASP 9, June 30-July 3*.

Book Reviews

- Anderson, Tyler (2021). Review of *Doing linguistics with a corpus*, by Egbert, & Biber, *Linguist List*, issue 32.2625
- Anderson, Tyler (2020). Review of *Heritage Languages: A language contact approach*, by Aalberse, Backus, Muysken, *Linguist List*, issue 31.3392
- Anderson, Tyler (2018). Review of *Corpus Linguistics for Vocabulary*, by Pawel Szudarski, *Linguist List*, issue 29.3447^[P]_[SEP]
- Anderson, Tyler (2017). Review of *Language Maintenance and Shift*, by Anne Pauwels, *Linguist List*, issue 27.3625^[P]_[SEP]
- Anderson, Tyler (2015). Review of *Advances in the study of bilingualism* by Thomas, E. M., & Mennen, I. (eds.), *Linguist List*, issue 26.2625
- Anderson, Tyler (2013). Review of *El enfoque cooperativo y su idoneidad para la enseñanza-aprendizaje de segundas lenguas y lenguas extranjeras* by Kerwin Anthony Livingstone, *Linguist List*, issue 24.3104
- Anderson, Tyler (2011). Review of *The Sociolinguistics of Globalization* by Jan Blommaert, *Linguist List*, issue 22.501
- Anderson, Tyler (2009). Review of *The Cambridge Handbook of Linguistic Code-switching* by Barbara Bullock and Jacqueline Toribio (eds.), *Linguist List*, issue 21.463
- Anderson, Tyler (2009). Review of *Language Change and Variation in Gibraltar* by David Levey, *Linguist List*, issue 19.3842
- Anderson, Tyler (2008). Review of *Anglicism in German* by Alexander Onysko, in *Linguist List*, issue 19.299

- Anderson, Tyler (2003). Review of *Language and Gender* by P. Eckert and S. McConnell-Gennet, in *Linguist List*, issue 14.1289

Research in Progress

- Inclusion of Spanish loanwords as part of English's core vocabulary
- Non-linguists' perceptions of felicitous and infelicitous code-switches: The role of judges' proficiency.
- Attitudes toward Spanish language variation among Latinos living in western Colorado
- English-Spanish bilinguals' attitudes toward L2 influenced pronunciation, in collaboration with Benji Souza, Appalachian State University.

Attendance at Professional Conferences and Workshops

- March 2012: Attendance at the TESOL international convention and English language expo. Philadelphia, PA.
- February 2012: Workshop on the use of PRAAT. Columbia, South Carolina.
- February 2012: Workshop on the use of fMRI in speech studies. Columbia, South Carolina.
- February 2012: Attendance at Current Approaches to Spanish and Portuguese Second Language Phonology. Columbia, South Carolina.
- November 2011: American Council of the Teaching of Foreign Languages (ACTFL) Annual Convention. Denver, CO.

Student Guided Research (FLAS 498)

- 2020: Carla Hernández-Chacón investigated Spanish students' perceptions of continuing taking Spanish courses. Based on the results from her survey she has proposed several ideas for enhancing the Spanish program at CMU.
- 2017: Emma Kemper investigated whether L2 culture should be taught in the L2 or in the L1. She created a portfolio of cultural presentations putting into practice what she had found in her research.
- 2017: Lucia Velasco researched the benefits of using literature in the language classroom, specifically focusing on language development and inclusion of culture.
- 2016: Randy Forseth studied language variation in Mexico and analyzed recordings of speakers from various dialect zones in Mexico.
- 2016: Teryn Goulet investigated various grammar topics (e.g., gender, gerunds, subjunctive) and created materials for use in the Spanish-language classroom.
- 2016: Edith Rico investigated the teaching of *ser* vs. *estar* in the foreign language classroom, and created materials for the use in the classroom.
- 2016: Elizabeth Avila investigated Hispanic Health Issues in Children in the US.
- 2015: Christina Ulrich investigated the role that interpreters play in the court system.
- 2015: Leah Campbell carried out various translations for a local magazine.

- 2014: Rikki Keiser investigated the benefits of certain foreign language teaching methodologies, specifically focusing on incorporation of technology.
- 2014: Mara Nielsen created financial aid materials for Spanish-speaking students.
- 2014: Ashleigh West investigated motivation techniques for foreign language learners.
- 2013: Rochelle Broughton investigated bilingual education models.
- 2013: Kyle Behrman completed an internship with the Spanish faculty at Fruit High School, where he worked on curriculum development; he also worked on development of didactic materials.
- 2012: Cooper Shull investigated the pronunciation perception of Costa Rican Spanish.
- 2011: Yaneth Gutierrez created an extensive portfolio of teaching materials and activities for teaching literature in the Spanish language classroom.
- 2011: Jesusita Herrera worked on a description of the phonetic system of the speech of three Spanish dialects.
- 2010: Joy Ownbey created a portfolio of teaching materials, which focused on the inclusion of Chicano literature in the Spanish classroom.
- 2010: Lila Levison taught literacy in a local library in the Dominican Republic.
- 2008: Michael Keldsen: This student created a teaching portfolio composed of 100+ concrete teaching activities
- 2011: Jesusita Herrera. This student worked on a description of the phonetic system of the speech of three Spanish dialects.
- 2008: Marivel McClelland: This student translated documents for the Mesa County Sherriff's Department
- 2008: Kathy Esquibel carried out research on New Mexicans' attitudes toward English loan words in Spanish.

Teaching Experience

- Colorado Mesa University
 - ENGL 543: Linguistic Diversity and Multicultural Literacies
 - ENGL 343: Language Systems and Linguistic Diversity
 - FLAV 496: Introduction to Hispanic Sociolinguistics
 - FLAS 498: Spanish Senior Practicum
 - FLAS 446: Spanish Language Variation
 - FLAS 441: Spanish Phonetics and Phonology
 - FLAS 444: Using Technology, Culture and Literature in the Foreign Language Classroom
 - FLAS 442: Methodology of Teaching Foreign Languages
 - EDUC 497E: Methodology of Teaching Secondary Spanish
 - FLAS 303: Advanced Spanish Conversation
 - FLAS 302: Advanced Spanish Composition
 - FLAS 300: Spanish Composition and Grammar
 - FLAS 213: Spanish Conversation and Grammar
 - FLAS 212: Second-Year Spanish II

- FLAS 211: Second-Year Spanish I
- FLAS 112: First-Year Spanish II
- FLAS 111: First-Year Spanish I
- SUPP 101: FYI: Intro to Higher Education
- FLAV 296: Special Studies in Foreign Language (Study Abroad)

- Pennsylvania State University
 - Teaching of Romance Languages
 - Intermediate Spanish
 - Introductory Spanish
- Brigham Young University
 - Intermediate Spanish
 - Introductory Spanish

Service

University

- Spanish instructor search chair, 2021
- Academic Policies Committee, 2015-2021
- Academic Policies Committee Chair, 2018-2020
- Assessment Committee, 2017-2021
- Distinguished Faculty Award committee, 2015, 2020
- Tenure and Promotion Committee, 2014-2015, 2017-2018, 2020
- Spanish Program coordinator, Colorado Mesa University 2010-2015
- Affirmative Action Representative, Assistant Professor of Teacher Education Search, Spring 2015
- Spanish Club Advisor, 2014-present
- Tutorial Services Advisory Committee, substitute for Julie Bruch while she was on sabbatical, 2014
- Search Committee Chair: Assistant Professor of Spanish, Translation and Interpreting, Colorado Mesa University 2012
- Calendar Committee, 2012-present
- Reviewer of credit transfer agreements for ISEP, 2013-present
- Educational Access Services for Students with Disabilities, Advisory Committee Chair, Colorado Mesa University, 2010-2104
- Educational Access Services for Students with Disabilities, Advisory Committee Member, Colorado Mesa University, 2008-Present
- Faculty Senate, Colorado Mesa University, 2008-2010
- Search Committee Co-chair, Spanish Adjunct, Spring 2007
- Textbook Committee Co-chair, Spanish introductory text, 2007, 2019

- Affirmative Action Representative, Assistant Professor of Teacher Education Search, Fall 2013
- Affirmative Action Representative, Assistant Professor of Music Search, Spring 2012
- Affirmative Action Representative, Assistant Professor of Mathematics Search, Spring 2010
- Affirmative Action Representative, Assistant Professor of Chemistry Search, Spring 2009
- Affirmative Action Representative, search for LPN Program Director Search, Spring 2008
- Scholarship Committee, Department of Languages Literature and Mass Communication, Colorado Mesa University, 2006-Present
- Webmaster, Spanish website, Colorado Mesa University, 2006-Present
- Observation of Matt Hall, Early Scholars Instructor, April 2008

Academic

- Liaison for *Migrant Youth Leadership Institute conference*, Nov 6, 2015
- Liaison for *Colorado Association of Professional Interpreters Annual Conference*, held at Colorado Mesa University, October 3-4, 2014
- Student Showcase session moderator, 2013, 2014, 2015, 2018
- Session Moderator, *Four Corners Conference on Globalization and Media*, October 29, 2011
- Peer Reviewer, *Hispania—A journal devoted to the teaching of Spanish and Portuguese*. 2009-2010, 2012
- Session Moderator, *The 38th Annual Meeting of the Linguistic Association of the Southwest*, September 25, 2009
- Session Moderator, *Four Corners Conference on Immigration*, October 9-10, 2009
- Reviewer, *Experience Spanish, un mundo sin límites*, introductory Spanish textbook. 2010
- Consultation with Ms. Angelica Montoya (graduate student in the Ph.D. program in Bilingualism and SLA at Rutgers University), regarding researching on Spanish-English code-switching, August 14, 2010
- Consultation with Ms. Rebekah Post (Master's student in French Linguistics at the University of Texas at Austin) regarding online surveys and code-switching, May 10 and August 2, 2010
- Consultation with Dr. Almeida Jacqueline Toribio (Pennsylvania State University) regarding research methodologies/technology, April 24, 2009
- Consultation with Dr. Almeida Jacqueline Toribio's (Pennsylvania State University) on her research "Ethnicity and language: Identity issues in the U.S. Southwest", 2008
- Consultation with Dr. Luis Silva-Villar on his research, "Predicative complementation: A new approach to dequeísmo", 2007

- Consultation on with Dr. Almeida Jacqueline Toribio (Pennsylvania State University) on her research "Language attitudes and linguistic outcomes in Reading, Pennsylvania", 2007
- Consultation with Mr. Blake Crossley on translation of a survey to be carried out at St. Mary's hospital, 2007
- Consultation with Dr. Kim Potowski (University of Illinois) regarding language attitudes toward Spanish-English code-switching, 2007
- Organizing Committee, *Four Corners Conference on Immigration*, 2008-2009
- Webmaster, *Four Corners Conference on Immigration*, 2008-2010
- Presentation on the use of Quia (online workbook) to the Spanish faculty, 2007

Professional Development

- January 14, 2015: Attended assessment meeting with Gloria Rogers.
- August 13, 2014: Leslie Myers, Leslie Myers, Chestnut Hill College Understanding and Applying Concepts of Neuroscience to Teaching and Learning in the Higher Education Classroom
- January 5 - 6, 2012: Paul Gaston, Kent State University, The Degree Qualifications Profile
- October 18, 2011: Sonia Brandon, Colorado Mesa University, Learning and Study Strategies Inventory (LASSI) Implementation
- January 13 - 14, 2011: Jessica Herrick, Colorado Mesa University, Revitalizing General Education and Program Assessment
- January 14 - 15, 2010: Patricia Phelps, University of Central Arkansas, The Janus Job: Meeting the Challenge, Restoring the Joy in Teaching, Ways to Promote Learning
- March 7-9, 2008: Visualizing the Future of Spanish Education Workshop, San Juan, Puerto Rico
- January 18, 2008: Diane Nyhammer, McHenry County Community College, Designing Student Learning Outcomes Tools and Techniques for Outcomes Assessment

Recruiting

- *Spanish Language Night*, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018
- *El Camino de Santiago*, 2014
- *Las posadas*, 2014
- *Hispanic food night*, 2014
- Took a group of 4 students to the American Council of the Teaching of Foreign Languages (ACTFL) Annual Convention in Denver, CO in conjunction with my FLAS 442 course, 2011
- Took a group of 5 students to a seminar taught by Stephen Krashen, leading researcher on Second Language Acquisition in conjunction with my FLAS 444 course, 2010
- *Día de los muertos*, 2007, 2008, 2009, 2010
- *Spanish Major/Minors open house*, 2007, 2008, 2010

- *El día de las letras*, 2008
- Presentation/Recruiting event, Hotchkiss High School, 2008
- Presentation/Recruiting event, Grand Junction High School, 2008

Living Abroad

Study Abroad Director

- Costa Rica, July 2011
Took a group of 11 students (with Dr. Mayela Vallejos-Ramírez) to the Universidad de Costa Rica, where they earned 6-credits each for participation in language, literature and culture courses.
- Costa Rica, July 2009
Took a group of 24 students (with Dr. Mayela Vallejos-Ramírez) to the Universidad de Costa Rica, where they earned 6-credits each for participation in language, literature and culture courses.

Living Abroad

- Spain 1993-1995
Lived along the Mediterranean coast, gaining linguistic and cultural experience with the Spanish and Catalan languages and cultures.

Other Experience

- Pennsylvania State University
Research Assistant, Dr. Judith Kroll, 2004
- Brigham Young University
Editorial Assistant, *La marca hispánica*, 2000
Research Assistant, Dr. Orlando Alba, 2000
Research Assistant, Dr. Robert Smead, 2000

AWARDS AND RECOGNITIONS

- Colorado Mesa University
Nominated for Advisor of the Year, ASG, 2021
- Colorado Mesa University
Nominated for Distinguished Faculty Award, 2012
- Colorado Mesa University
Faculty Professional Development Award, 2008
- Pennsylvania State University
Teacher Excellency Award, 2002, 2003

PROFESSIONAL MEMBERSHIPS

Linguistic Society of America
Modern Language Association
Linguistic Association of the Southwest

American Council of the Teaching of Foreign Languages
Teachers of English to Speakers of Other Languages

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WORK: Colorado Mesa University
Grand Junction, Co 81501
(970) 248-1097

e-mail mvallejo@coloradomesa.edu

EDUCATION

Ph.D. University of Nebraska-Lincoln (UNL). May 1997
Area of specialization: 20th Century Latin American Literature
Dissertation: El arte de tejer como eje estructurante en la narrativa
femenina hispanoamericana

M.A. West Virginia University. May 1992
Area of specialization: Latin American Literature and Comparative Literature
Thesis: Un acercamiento a la narrativa de Carmen Naranjo

BA Universidad de Costa Rica. May 1987
Area of specialization: English Literature and Pedagogy

POST DOCTORAL COURSES:

Borges Seminar. Summer Course. University of Costa Rica, 2007
Costa Rican Literature. Summer Course. University of Costa Rica, 2007
Women as gender in Literature. Summer Course. University of Costa Rica, 2005.
Teaching Spanish as a Second languages. Summer Courses. UCR, 2005

HONORS, GRANTS AND AWARDS

Meritorious Evaluation Award Colorado Mesa University, 2018

Meritorious Evaluation Award Colorado Mesa University, 2015

Meritorious Evaluation Award Colorado Mesa University, 2014

Meritorious Evaluation Award Colorado Mesa University, 2013

Meritorious Evaluation Award Colorado Mesa University, 2011

Meritorious Evaluation Award Colorado Mesa University, 2010

Meritorious Evaluation Award, Mesa State College, 2008

Distinguished Faculty Award. Mesa State College. 2007.

Outstanding Achievement in Teaching Award. Mesa State College. 2007.

Teaching Council Grant. University of Nebraska Lincoln. 2000.

(A grant for \$5,035.00 for a project *Enhancement of Spanish 202 (Emphasis on Literature and Culture Through a Multimedia Component)*)

George Hippie Rogers Fellowship. University of Nebraska Lincoln 1996.

Frank and Marie T. Wheeler Fellowship. University of Nebraska Lincoln., 1995 –1996.

(A prestigious fellowship for \$5000)

George Rogers Travel Grant for a conference presentation. University of Nebraska Lincoln 1994 –1995.

George Rogers Memorial Scholarship. University of Nebraska Lincoln, 1994-1995.

M H Fling Dissertation Fellowship. University of Nebraska Lincoln. 1994 – 1995.

(A prestigious fellowship for \$5000)

A Special George Rogers Scholarship. University of Nebraska Lincoln, 1993- 1994.

(Fellowship award for \$2818 exceptionally qualified Ph.D. student of the year).

West Virginia University Travel Grant for a conference presentation. 1991- 1992.

Language Spanish Scholar. Reed College. 1987-1989

Award for my contribution to puppetry from University of Costa Rica. 1985.

BOOK

Twenty Flans of Love and a luscious Chantilly. Chiringa Press, 2020.

BOOK TRANSLATION

Berron, Linda. *The Dossier*. Trans by Edward Hood and Mayela Vallejos. Seguin: Chiringa Press, 2007.

EDITOR OF BOOKS

Cota Torres, Edgar and Mayela Vallejos Ramirez. *Globalización, literatura y Frontera: una visión a las travesías mundiales*. Mexicali: Editorial Artificios, 2019.

Chen Sham, Jorge and Mayela Vallejos Ramirez. *Máscaras, disfraces y travestismos en la narrativa latinoamericana*. San José: Editorial Fundación Interartes. 2013

Chen Sham, Jorge and Mayela Vallejos Ramirez. *Onomásticas e Intertextualidad en el relato corto latinoamericano*. San José: Editorial de la Universidad de Costa Rica. 2016.

BOOK CHAPTERS

“Una radiografía de las madres inmigrantes a los Estados Unidos a partir del texto *La travesía de Enrique* de Sonia Nazario”. Co author Edgar Cota Torres. *Ensayos sobre literatura y cultura una visión desde el otro extremo. Frontera sur*. Editor Edgar Cota Torres. Mexicali: Editorial Artificios. 2017.

“La Malinche como frontera cultural” *Del otro lado: Ensayos sobre literatura y frontera en la diáspora latinoamericana*. Editores Edgar Cota Torres y José Salvador Ruiz Mendez. Mexicali: Editorial Artificios. 2017.

“Revaloración de la vida a través de la muerte en Santitos de Amparo Escandón”. *La fiesta, el duelo y el horror: Representaciones de la muerte en la literatura latinoamericana*. Ed Jojefa Lago Graña. Seguin: Chiringa Press, 2017.

La subversión del nombre propio y el cuestionamiento del mito grecolatino en dos cuentos de Rima de Vallbona. Chen Sham, Jorge and Mayela Vallejos Ramirez ed. *Onomásticas e Intertextualidad en el relato corto latinoamericano*. San José: Editorial de la Universidad de Costa Rica. 2016.

“La desvalorización de la figura paterna en la familia P. Iuche” Roma: *La figura del padre nella serialità televisiva*. Ed. Enrique Fuster. Roma: EDUSC , 2014.

PUBLICATIONS (published)

“El maíz: alimento de tradiciones, mitos y poesía en Costa Rica”. *Revista Pensamiento Actual*. Vol 21 N.37 Aceptada el 23 de agosto. Publicación programada Diciembre 2021.

“Dulce aroma de café: un recorrido culinario por Costa Rica de la mano de los poetas Jorge Chen y Julieta Dobles”. *Revista Boletín Hispánico Helvético*. Vol 37-38. Aceptada 12 de septiembre. Publicación programada Noviembre 2021.

“Poemas que pintan en el poemario *Por Costa Rica de viaje: sus trípticos* de Jorge Chen Sham” *Revista de Pensamiento Actual*. Vol20 N.35. 2020.

“Estampas de ayer: salvaguardando la cultura culinaria guanacasteca”. *Revista de Estudios* de la Universidad de Costa Rica. Vol 41., 2020.

“Ser poeta y mujer: una manera de revelar y rebelarse. Dos extraordinarias poetas costarricenses: Julieta Dobles y Mía Gallegos” *Revista de Pensamiento Actual*. Vol16. No 27 2016.

“El sujeto marginal en la cuentística de Julieta Pinto”. *Kañina*. Vol 40 N 2. University of Costa Rica, 2016.

“Lo fantástico y lo monstruoso y la violencia en “El huésped” de Amparo Dávila” Co-author Edgar Cota Torres. *Revista de Filología y Lingüística de la Universidad de Costa Rica*. Vol 46. (July- Dec) Número especial, 2016.

“La piedra como símbolo de identidad, Fortaleza y tradición de la cultura maya quiché”. *Revista de literatura y lingüística de la Universidad de Costa Rica* (Vol 42, 1). 2016.

“Catalina Ascencio: una pícaro moderna en la novela *Arráncame la vida* de Ángeles Mastretta”. *Les récits de la marginalité en Amérique*. Ed Cécile Bertin-Elisabeth. Martinique: Crillash (Centre de Recherches en Lettres, Langues, Arts et Sciences Humaines). 2014.

“El ensalmo y otros rituales mágicos en *Conjuros del Alba*” en *Conjuros del Alba* de Jorge Chen Sham. San José: Editorial Universidad de Costa Rica. 2014.

“Gulliver dormido: un espacio para la reflexión y la crítica. *Revista Káñina* de la Universidad de Costa Rica. San José, Costa Rica, 2014.

“La seducción y venganza en *Doña Juana Tenorio* de Cristina Gutiérrez. *Revista Pórtico*, (Año 2, No 4) Universidad Autónoma de Baja California, Mexico. July – Dec. 2013.

“Los enmascaramientos y travestismos en *La señorita Florencia* y *La espada del león* de Dorelia Barahona”. *Máscaras, disfraces y travestismos en la narrativa latinoamericana*. San José: Editorial Fundación Interartes. 2013. (Book Chapter)

“Sueños de una niña” “Dreams of a little girl” *Déjame que te cuente*. Texas:Chiringa Press, April, 2013.

“Radiografía del costarricense: Entre Carmen Naranjo y Fernando Contreras” *Revista de literatura y lingüística de la Universidad de Costa Rica*. San José, Costa Rica. 2011.

“La representación femenina en el cuento “Caña hueca” de Rima de Vallbona.” Co publication with Dr. Edgar Cota-Torres. *Alba de América*. Vol 31, No 59. USA, 2011.

“¿A quién he traicionado?: versiones en tres poemas sobre el mito de la Malinche” at the V Coloquio Internacional de Literatura Hispanoamericana y sus valores. *Acta del IV Coloquio Internacional Literatura Hispanoamericana y sus valores*. Bogotá, Colombia. 2011

“La mujer en el extranjero: traspasando fronteras en un mundo patriacal y globalizado en “La historia de mi cuerpo” y “The Myth of a Latin Woman: I just met a girl named Maria” de Judith Ortiz Cofer. Con-textos: *Revista de Semiótica Literaria*. Universidad de Medellín, 2010.

“El elemento fantástico en un cuento de Rima de Vallbona: “La tejedora de palabras”. *Alba de América*. Volumen 28, Número 53-54, 2009.

“Breve introducción a la literatura costarricense escrita por mujeres”. Francachela: *Revista Internacional de literatura y arte*. Universidad de Los Lagos. Osorno, Chile, 2010.

“Revistando el pasado: Historia y ficción en *Limón Blues* de AnaCristina Rossi”. *Acta del IV Coloquio Internacional Literatura Hispanoamericana y sus valores*. Bogotá, Colombia, January 2010.

“*Fátima de los Naufragios: Realidad y ficción en el contexto español*”. *Revista de literatura y lingüística de la Universidad de Costa Rica*. San José, Costa Rica, 2009

“El compromiso en la escritura femenina en Costa Rica”. *Actas del Segundo Congreso Internacional. Literatura española e hispanoamericana de los siglos XX y XXI*. Madrid, España, July 2009.

“Entre la alucinación y la realidad: *El caso 117.720* de Carmen Naranjo Coto”. *Revista de literatura y lingüística de la Universidad de Costa Rica*. San José, Costa Rica. 2008

“Historia y fantasía: una nueva propuesta en *Malinche* de Laura Esquivel” *Contextos: Revista de Semiótica Literaria*, Medellín. Colombia. June 2008.

“Un acercamiento a la poética de Julieta Dobles Izaguirre”. *Revista de literatura y lingüística de la Universidad de Costa Rica*. San José, Costa Rica. November 2005

“El complejo de Palas Atenas en los personajes de Mamá Elena en *Como agua para Chocolate* y Bernarda Alba en *La casa de Bernarda Alba: como figuras alienantes de su hijas menores*” *Contextos: Revista de Semiótica Literaria*, Medellín. Colombia. November 2005.

“Entre lo real y lo maravilloso: la prosa de María Amparo Escandón”. *De Márgenes y adiciones: novelistas latinoamericanas de los 90*. Editores, Dr. Jorge Chem y Dr. Isela Chiu. San Jose, Costa Rica. November 2004.

“El arte culinario: subversión, erotismo e identidad en tres textos de escritoras Hispanoamericanas de finales de Siglo Veinte”. *Contextos: Revista de Semiótica Literaria*. Medellín. Colombia. October 2004.

“*Tejedora de Sueños* el Nuevo cuentario de Rima de Vallbona: un mundo caótica para la mujer” *Huellas*. San José, Costa Rica. Junio 2004

“La re-creación de Circe: entre lo real y lo imaginario en ‘La tejedora de palabras de Rima de Vallbona’” *Grafemas*, Revista de electrónica de Letras Femeninas. September 2004.

“El coronel no tiene quien le escriba y Villamil no tiene quien lo nombre: un estudio comparado de ambos personajes” *Revista de literatura y lingüística de la Universidad de Costa Rica*. San José, Costa Rica. October 2002.

“El elemento esperpéntico en los personajes de un cuento de Ana Lydia Vega” *Diáspora*. Arkansas. November 2001.

“El mundo de las mariposas: transmutación y metamorfosis en dos cuentos de Eunice Odio”. *La palabra innumerable: Eunice Odio ante la crítica*. San José, Costa Rica. August 2001.

“La parodia como eje central de la re-escritura en ‘Penélope en sus bodas de Plata’ de Rima de Vallbona”. *Nuevos acercamientos a Rima de Vallbona*. Editorial de la Universidad de Costa Rica. San José, Costa Rica. September 2000.

“La desmitificación femenina en Los delitos de Pandora de Julieta Dobles”. *Káñina: Revista de filología de la Universidad de Costa Rica*. July 1997.

“Un día en la vida de Carmen Naranjo” (Interview). *Tropos*. Vol. XX. Spring 1994.

CONFERENCE PRESENTATIONS

Album familiar y otros proyectos de rescate de las tradiciones gastronómicas de Guanacaste. Coloquio Internacional sobre Diversidad Cultural y Estudios Regionales. UCR sede San Ramon, Costa Rica. Septiembre, 2021.

“Liberación femenina y erotismo gastronómico en *Señora de la miel* de Fanny Buitrago” XXVII Coloquio Internacional de Literatura Mexicana e Hispanoamericana. Hermosillo, México. Noviembre 2019.

“El tamal y la tortilla, los alegres manjares de mi pueblo en la poesía de Julieta Dobles” VII Congreso Centroamericano de Estudios Culturales. Liberia, Costa Rica. Agosto, 2019.

“La enseñanza de la literatura en tiempos modernos” III Congreso Internacional de Español como Lengua Extranjera. Puntarenas, Costa Rica. Agosto, 2019.

“El dulce aroma y sabor amargo del café: identidad cultural y división social en Costa Rica en los poemas de Jorge Chen Sham y Julieta Dobles” Latin American Latino/a & Iberian Studies Association of the Pacific Northwest. April, 2019.

“Poemas que pintan en el poemario *Por Costa Rica de viaje: sus trípticos* de Jorge Chen Sham” at *III Coloquio Internacional: INVESTIGACIÓN y creación de la cultura artística centroamericana 2018*. San Ramon, Costa Rica. September, 2018.

Fronteras de cristal: espejos y espejismos en la migración infantil. Lalisa: [Third Annual Conference Bridges and Walls, Muros y Puentes](#). Lewis and Clark, Portland. April 2018.

“La identidad Afro-limonense a la luz de la poesía de Eulalia Bernard Little” at The International Colloquium of Caribbean Culture and Literature at the University of West Indies in Trinidad and Tobago. October, 2016.

“Un pueblo visto a través de la sazón de sus alimentos y frutos en la colección de poemas de Julieta Dobles *Costa Rica poema a poema: un recorrido por el alma secreta de la patria*.” at the Coloquio de sobre la comida y sus relaciones con la literatura.”University of Costa Rica. August, 2016.

“El miedo irracional a envejecer en el cuento ”Don Juvencio” de Yolanda Oreamuno” at Coloquio en homenaje a la escritora Yolanda Oreamuno. San Pedro Montes de Oca. Costa Rica. May 2016.

“Los desengaños de las falsas amistades: entre la ironía y la sátira” Presentación sobre el poemario *Conjurios del Alba* de Jorge Chen Sham. Universidad de Costa Rica, Dec 2014.

“La Malinche como frontera cultural en su papel de la lengua de Cortés” at the Sixth Annual Four Corners Conference, at the University of Colorado at Colorado Springs, Oct 2014.

“Incomunicación y rebeldía en la narrativa de Aline Petterson“ The XXIV Coloquio Internacional de Literatura Mexicana e Hispanoamericana.Universidad de Sonora, México, November 2013.

“Introspección y conciencia ecológica en Ceremonias de la lluvia de Carlos Manuel Villalobos” The 5th Four Corners Conference on Globalization on the Environment at Colorado Mesa University.October 2013.

Gulliver dormindo: un espacio para la reflexión y la crítica. El VI Coloquio de Literatura Costarricense at the Universidad de Costa Rica. May 2013.

“La desvalorización de la figura del padre en la familia Peluche” La Conferencia La figura del padre en la serialidad televisiva at the Pontificia Università della Santa Croce in Rome, Italy. April 2013.

“La (re)construcción del pasado y la historiografía en *Tres golpes de Tacón*” IX Coloquio Internacional de Literatura Hispanoamericana y sus Valores at the University Cergy-Pontoise, France. April 2013.

“*Las mujeres de Las siete Cabritas: liberadora, atrevidas, y subversivas*” XXXVIII Simposio Internacional de Literatura Hispánica y Encuentro de Escritores, CSU Dominguez Hills. March 2013.

“Soledad y monotonía en la novela *Círculos* de Aline Pettersen” Décimo Séptimo Congreso de Literatura Mexicana. El Paso, Texas. March 2012

“Catalina Ascencio: una pícaro moderna. Les récits de la marginalité en Amérique. Campus de Schoelcher –Martinique. February 2012.

“Des(construcción) del mito de Leona Vicario en la novela de *La insurgenta* de Carlos Pascual” XXIII Coloquio Internacional de Literatura Mexicana e Hispanoamericana. Universidad de Sonora. Sonora, Hermosillo. November 2011.

“Todas las mujeres nos repetimos en las Helenas del mundo: un análisis de *La historia vuelve a repetirse*” de Rima de Vallbona. 34th International Symposium of Spanish Literature. California State University, Dominguez Hills. March 2011.

“*La insurgenta* de Carlos Pascual: un estudio sobre Leona Vicario la mujer fuerte de la Independencia y Madre de la patria”. Décimo Sexto Congreso de Literatura Mexicana El Paso, Texas. March 2011

“*Al otro lado*: tres historias enlazadas por un mismo sentimiento de dolor y ausencia”
Conference on Film and Arts. Oregon State University. Portland, Oregon, February 2011

“Cuando la desesperación lleva al límite de la locura: dos historias similares en *La llorona* de Marcela Serrano y *Santitos* de María Amparo Escandón” at the IV Congreso Internacional de Literatura. Arecibo, Puerto Rico. November 2010.

“El cuerpo: traspasando fronteras femeninas en un mundo patriarcal y globalizado” at Four Corners Conference on Globalization. Mesa State College, Grand Junction. October 2010

“¿Dónde quedaron las mujeres de la revolución? Un estudio de la mujer mexicana en su contexto actual”. Décimo Quinto Congreso de Literatura Mexicana. El Paso, Texas. March 2010

“Verdad histórica y verdad social: la existencia del otro en *Mujeres de la colonia* de Tatiana Lobo”. El Segundo Congreso de Literatura y Cultura Francófona. Rancagua, Chile. November, 2009.

“*Fátima de los naufragios*: Realidad o Ficción en el contexto español” Four Corners Conference on Immigration. Grand Junction, Colorado. October, 2009.

“¿A quién he traicionado?: versiones en tres poemas sobre el mito de la Malinche” at the V Coloquio Internacional de Literatura Hispanoamericana y sus valores. Passau, Germany. September 2009

“Ana Istarú: Testimonio y apertura en *Verbo Madre*”. II Coloquio: Escritoras y Escritores Latinoamericanos”. San José, Costa Rica. August, 2009.

“Revisando el mito de don Juan en *El Expediente* de Linda Berrón” V Coloquio de Literatura Costarricense: la literatura contemporánea (1980 al presente). San Jose, Costa Rica May 2009.

“*Maridos*: una colección de criaturas indescriptibles de Angeles Mastretta”

Décimo Cuarto Congreso de literatura Mexicana. El Paso, Texas. March 2009.

“Revistando el pasado: Historia y ficción en *Limón Blues* de AnaCristina Rossi”. IV Coloquio Internacional Literatura Hispanoamericana y sus valores. Bogotá, Colombia. November 2008.

“El compromiso en la escritura femenina en Costa Rica”. Segundo Congreso Internacional. Literatura española e hispanoamericana de los siglos XX y XXI. Madrid, España, May 2008

“La seducción como arma de venganza en *Doña Juana Tenorio* de Cristina Gutiérrez”
Décimo Tercer Congreso de literatura Mexicana. El paso, Texas. March 2008.

“Ser poeta y mujer: una manera de revelar y rebelarse”. XXI Coloquio Internacional de Literatura Mexicana e Hispanoamericana. Hermosillo, México. November 2007.

“De la marginalidad al poder: la Malinche como frontera cultural”. Congreso Internacional La Frontera: un nuevo concepto cultural. Ensenada, México, May 2007.

“Historia y fantasía: una nueva propuesta en *Malinche* de Laura Esquivel”. Duodécimo Congreso de literatura Mexicana. El paso, Texas. March 2007.

“Lo abstracto, lo concreto y lo imaginario en *Responso por el niño Juan Manuel*”
Cuarto Congreso de Literatura Costarricense. San José, Costa Rica. May 2006

“Comprar para existir: el paradigma contemporáneo en *Compro, luego existo* de Guadalupe Loeza”. Undécimo Congreso de literatura Mexicana. El paso, Texas. March 2006.

“El cuerpo: traspasando fronteras femeninas en un mundo patriarcal en “La historia de mi cuerpo” de Judith Ortiz Cofer. CSU-Pueblo Latin American Cultura Conference. Colorado Spring, Colorado. February 2006

“El enigma personal de Esperanza: una aventura insólita en *Santitos* de María Amparo Escandón” xx Coloquio Internacional de Literatura Mexicana e Hispanoamericana. Hermosillo, Mexico. November 2005

“La muerte vista por el mexicano de hoy”. Celebración del día de los muertos” Mesa State College. November 2005

“Reconstruyendo la Imagen de *Doña Bárbara* de Rómulo Gallegos” Tierra Tinta Conference. Norman, Oklahoma. October 2005

“Entre la alucinación y la realidad: *El caso 117.720* de Carmen Naranjo Coto”. Tercer Congreso de Literatura Costarricense. San José, Costa Rica. May 2005.

“El complejo de Palas Atenas en los personajes de Mamá Elena en *Como agua para Chocolate* y Bernarda Alba en *La casa de Bernarda Alba*: como figuras” Décimo Congreso de literatura Mexicana. El paso, Texas. March 2005.

“Melodrama a la mexicana en *Santitos* de María Amparo Escandón.” Noveno Congreso de literatura Mexicana. El paso, Texas. March 2004.

“Un pueblo visto a través de la sazón de sus alimentos y frutos en la colección de poemas de Julieta Dobles *Costa Rica poema a poema: un recorrido por el alma secreta de la patria.*” Congreso sobre literatura y comida. San Antonio, Texas. February 2004.

“Las mariposas como símbolo de creación literaria en Eunice Odio y Gioconda Belli”. Undécimo Congreso Internacional de Literatura Centroamericana. San José, Costa Rica. March 2003.

“Palabras que hechizan: entre lo real y lo imaginario en ‘La tejedora de palabras’ de Rima de Vallbona”. XIII Conferencia Internacional ALFH. Santo Domingo. República Dominicana, October 2002.

“La escritura de la ambivalencia: ¿Opresión o liberación en Sor Juana Inés de la Cruz?” AEEA Conference 2002. Portland. Oregon, September 2002.

“La cocina como elemento subversivo en la narrativa latinoamericana de siglo XX” 2nd Interdisciplinary and Multicultural Conference on Food Representation in Literature, Film and the Other Arts. San Antonio. Texas, February 2001.

“Entre el adorno y la subversión: muñecas de carne y hueso en La muñeca menor de Rosario Ferré”. The XI International ALFH Conference. Toronto. Canadá, September 2000.

“La caricaturización de los personajes en cuento de Ana Lydia Vega” Eleventh Annual Afro-Hispanic Literature and Culture Conference. San José, Costa Rica. July 2000.

“Entre lo real maravilloso y la realidad soñada en Soñar en cubano de Cristina García.” Séptimo congreso internacional de escritoras y críticos literarios del Caribe. Mayagüez, Puerto Rico. April 2000.

“La función del poder en Los invasores de Egon Wolff.” Congreso de Teatro Latinoamericano. Lawrence, Kansas. March 2000.

“El tiempo y la memoria como ejes centrales de la creación del espacio periférico en Sobrepunto de Carmen Naranjo.” Congreso literario en honor a Carmen Naranjo. Cartago. Costa Rica. November 1999.

“La parodia como eje central de la re-escritura en “Penélope en sus bodas de Plata” de Rima de Vallbona”. Simposio en honor a Rima de Vallbona. Houston, Texas. September, 1999.

“La intertextualidad y la re-escritura en ‘Penélope en sus bodas de Plata’ de Rima de Vallbona.” Conferencia de Literatura y Cultura Centroamericana. Tempe. Arizona. April 1999.

“De la domesticidad al poder en Mujeres de ojos grandes de Angeles Mastretta.” Cincinnati Conference on Romance Languages and Literatures. Cincinnati, Ohio. May 1998.

“La subversión del personaje de Penélope en las obras ‘Peñelope en sus bodas de plata’ de Rima de Vallbona y ‘Carta de un desterrado’ de Claribel Alegría.” Sexto Congreso Internacional de Literatura Centroamericana. Panamá City, Panamá. March 1998.

“La figura de don Juan del Siglo XX en El expediente de Linda Berrón.” Quinto Congreso Internacional de Literatura Centroamericana. San José, Costa Rica. February 1997.

“Una lectura postmodernista de Arráncame la vida de Angeles Mastretta” El Quinto Simposio Internacional de Crítica Literaria y Escritura de Mujeres de América Latina. Albuquerque, New Mexico. February 1996.

“La imagen de Pandora en los trabajos de Julieta Doblés y Rosario Ferré.” Wichita Foreign Literature Conference. Wichita, Kansas. April 1995.

“Sobrepunto: creación, sobrecreación y descreación de la imagen femenina.” Tercer Congreso Internacional de Literatura Centroamericana. Guatemala City, Guatemala. February 1995.

“Like Water for Chocolate: Magic Realism and its Repercussions in Films.” Guest speaker at University of Sioux Falls. Sioux Falls, South Dakota. January. 1995.

“Fantasía y creación en Responso por el niño Juan Manuel de Carmen Naranjo.” University of Missouri –Columbia Congress. Columbia, Missouri. April 1994.

“Sobrepunto: palabras, tiempo y creación.” Wichita Foreign Literature Conference. Wichita, Kansas. April 1994.

“Costa Rica and its Resources.” Workshop for Telecommunication Spanish Students in Nebraska. Chadron, Nebraska. March 1994.

“Television as a Tool for Teaching.” West Virginia Foreign Language Association. Morgantown, West Virginia. April 1992.

“Carmen Naranjo: hacia una nueva fantasía hispanoamericana” Twentieth Century Conference. Louisville, Kentucky. February 1992.

“Un acercamiento a la poética de Julieta Doblés.” International Conference at Indiana University of Pennsylvania. Indiana, Pennsylvania. October 1991.

“El papel del caminante en Hasta no verte Jesús mío de Elena Poniatowska”. International Conference at Indiana University of Pennsylvania. Indiana, Pennsylvania. October 1990.

GUEST SPEAKER AT CONFERENCES OR SEMINARS OR BOOK PRESENTATIONS

Actualizar la enseñanza de la literatura en tiempos modernos. Workshop. ELE USAL Costa Rica-UNIBE. San Jose, Costa Rica. December, 2019.

“Presentación del libro *Onomásticas e Intertextualidad en el relato corto latinoamericano* en Puget Sound University, November 2016.

“La literatura costarricense escrita por mujeres” Guest speaker at Coloquio centroamericano at the University of Colorado at Colorado Spring. April 2014.

I was invited to present a paper on Julieta Pinto at a special event in her Honor by the Association of Costa Rican writers at The Museum Calderon Guardia in San José, Costa Rica. July 2013.

“Poverty and Literature” A Week Seminar to Students at Oregon State University. May 2010.

“Ana Istarú: a woman of passion and Desire” An Introduction to her presentation at Puget Sound University. March, 2010.

“La pobreza y la Literatura en el mundo hispano”. I gave a two days Seminar at Oregon State University. Corvallis, Oregon. October, 2008.

“Costa Rica: Myth or Reality? A Panoramic View of Costa Rican History within a Central American Context”. Guest Speaker to the International Week 2007 Central America: Land of Beauty and Exploitation. Southern Utah University. October 2007.

“Understanding the Culture of Your neighbor” Invited by the Saint Benedict Center at Schuyler, Nebraska, to present a Saturday program for the community of Nebraska. November 20th, 2004

“Las casas del alma: El Nuevo poemario de Julieta Dobles Izaguirre” Introduction to the presentation of her new book *Casas de la memoria*. Costa Rica. Julio 2004.

“El valor de la intimidad: una constante en la poesía de Julieta Dobles Izaguirre” Guest

Speaker to Segundo Congreso de Literatura Costarricense. San José, Costa Rica. May 2004.

“A World without Frontiers: Understanding Your Neighbors in the New Millennium”. Invited by the Saint Benedict Center at Schuyler, Nebraska, to present a Saturday program for the community of Nebraska. February 8, 2003.

“Myth or Reality? An Approach to the Development of Costa Rican Literature within the Central American Context”. Guest speaker to Hispanic Heritage Month at the University of Puget Sound. Tacoma, WA. September 2002.

“An Overview of Latin American Literature with an Emphasis on Women Writers” Guest speaker for the Annual Workshop for Global Literature Professors. Creighton University. Omaha, Nebraska. August, 1999.

“An Approach to Teaching *Dreaming in Cuban* to College Students”. Guest speaker for the Annual Workshop for Global Literature Professors. Creighton University. Omaha, Nebraska. August. 1998.

PROFESSIONAL GATHERING ATTENDED

How to improve course curriculum. Two days seminar by Pearson. Phoenix, Arizona. October 2013.

Technology in the classroom. Workshop by Wiley. Las Vegas, Nevada. March, 2012

Technology and Teaching Techniques. Workshop by Pearson. Phoenix, Arizona, Jan 2012

ACFTL Conference. Denver, Colorado. November 2011.

Linguistic Association of the Southwest (LASSO). Spanish in the Southwest. Denver, CO, September 2007.

Inauguration of The International Conference on Poetry. Costa Rica. June 2004

UNL Teachers Learning Center. How to Use the Web in the Classroom. Oct. 2001

ASLA Conference. Regional Conference. Workshops. Tempe. AR. April, 1998.

ASLA Conference. Arizona Teachers Association. Workshop. Tucson. October, 1997.

ACTFL Conference. Anaheim, California. November 1995. (Interviewed candidates for a lower division coordinator position at UNL)

Teaching for Proficiency Interviewing Workshop. University of Nebraska. Lincoln. May 1992.

ACTFL Conference. Washington D.C. November 1991.

Youngstown Conference in Methodology. Youngstown, Ohio, October, 1991.

Youngstown Conference in Methodology. Youngstown, Ohio, October, 1990.

West Virginia Foreign Language Association Conference. Bethany College. Bethany, WV. March 1990.

Georgetown Roundtable Conference in Linguistics. Georgetown University. Washington, D.C. March 1990.

Youngstown Conference in Methodology. Youngstown, Ohio, October, 1989.

ACADEMIC AND PROFESSIONAL SERVICE

Higher Education Committee. Colorado Mesa University. 2011-

Basic Spanish Book Search Committee. Colorado Mesa University. 2011-

Academic Policy Committee. Colorado Mesa University 2010-

Four Corners Committee Director. Colorado Mesa University. 2008-

Adviser of the Spanish Club "Pura Vida". Colorado Mesa University. 2003-

Adviser of the Diversity Club La Raza. Colorado Mesa University. 2004-

Advisor and Director of the Summer Abroad Program in Costa Rica. 2005-

Member of the Diversity Cultural Board. Colorado Mesa University. 2005-

Chair of the Search Committee for Spanish 2006-2007

Member of the ISEP Committee 2006-2007

Member of the Classroom Committee. Mesa State College 2006-2007

Member of the New Evaluation Committee. Mesa State College. 2006-2008

Member of the Merit Committee. Mesa State College. 2006-2007

Facilitator for a Literary Readers Group with Hispanic Ladies of the community that meets once a month to discuss the readings. 2004-

Spanish Professor for the Honors Program at Mesa State College. 2004-2007

Member of the Strategy Committee at Mesa State College. 2004 and 2009

Member of the Travel Committee at Mesa State College. 2004-2005 /2005-2006

Spanish for the Professions. I taught a special course: Spanish for Fire Department, the Police and other leaders of the community of Grand Junction. March 2004.

Coordinate a Spanish Program for Saint Mary's Catholic School in Lincoln, Nebraska. I designed the program and recruited the instructors for this project. 2002-

Member of the 4H's committee. We are designing a Summer Language Campus for Nebraskan children. My colleague Jill Greff and I were in charge of the Spanish area. 2002.

Elected to the Academic Senate. University of Nebraska. 2002-2005.

Advisor for an Undergraduate Honor Thesis. The student is working on three Latin American female writers: Isabel Allende, Rima de Vallbona and Angeles Mastretta. Her work is specifically oriented to analyze shorts stories of each writer that deal with the area of creation from a feminine perspective: 2002.

Partner with a student from Nebraska Wesleyan University to help professor Joyce Michaels' project on her Latin American Literature course. The student and I worked on Carmen Naranjo's novel Responso por el niño Juan Manual.

Member of the Executive committee. Dept. of Modern Languages UNL 2001-2002.

Teaching and Learning Center Liaison for the Department. of Modern Languages 2001-2002.

Member of the Language Fair Committee. University of Nebraska 1999-2001.

Member of the Departmental Articulation Committee. University of Nebraska 1998-

Member and Representative of Northern Arizona University in the ASLA Association 1997-1998.

Member and Director of the Language Floor Committee at NAU 1997-1998
(I organized several activities for the Spanish Students on the Foreign Language Floor)

Member of Tongue. (Annual Journal for Students Publications). Northern Arizona University. 1997-1998.

Member of the Language Lab Committee. Northern Arizona University. 1996-1997.

Member of Search Committee for a Lower Division Coordinator in Spanish. UNL 1995-1996.

Vice-president of Sigma Delta Pi. (Honor Society in Spanish) University of Nebraska. 1994-1996. (I organized a series of lectures by scholars and other activities).

Student Representative to the Department of Modern Languages Graduate Committee, 1994-1995.

Editorial Assistant, Journal of Interdisciplinary Literary Studies. University of Nebraska. 1994-1996.

Teaching Methodology Workshop. Department of Modern Languages. NAU
(I conducted a methodology workshop for all the Spanish Instructors) 1993.

Assistant to the West Virginia Foreign Language Association. Morgantown. W V. April 1992.

Assistant to Dr. Janice Spleth in the Annual Colloquium in Literature. West Virginia University. Morgantown, WV. October 1988 and 1989.

TEACHING EXPERIENCE

Spanish Associate Professor at Colorado Mesa University, August 2003.

Courses taught at CMU:

FLAS 111 (First Year Spanish Honors)

FLAS 111 (First Year Spanish)

FLAS 112 (First Year Spanish)

FLAS 112 (First Year Spanish Honors)

FLAS 211 (Second Year Spanish)

FLAS 212) Second Year Spanish)

FLAS 311 (History and Culture of Spain)

FLAS 321 (Introduction to Literature of Spain)

FLAS 322 (Introduction the Literature of Latin American)

FLAS 312 (History and culture of Latin America)

FLAS 314 (Advance Spanish Conversation)

FLAS 422 (Spanish Prose)

FLAS 421 (Spanish Poetry)

FLAS 423 (Spanish theater and Film)

FLAS 442 (Teaching Spanish as a Second Language)

FLAV 498 (The History and Culture that we Inhered)

FLAS 498 (Spanish Practicum)

Independent Studies: 1. The patriarchal figure of some female characters in the
Hispanic Literature.

2. Women as gender in the Hispanic Literature

3. Hispanic Drama and Film

Director of the Summer Abroad Program in Costa Rica Colorado University June- July 2005, 2007, July 2009 and July 2011.

Courses taught at UNL:

Independent Study on Central American Female Writers

Thesis Advisor (Honor Bachelor Degree) on Latin American Female Writers

Spanish 204 (Advanced Composition)

Spanish 202 (Fourth Semester Spanish. Literature and Culture)

Spanish 201 (Third Semester Spanish)

Spanish 102 (Second Semester Spanish)

Spanish 101 (First Semester Spanish)

Spanish 311 (Representative of Spanish American Authors) in Costa Rica.

Latin American History and Culture. in Costa Rica.

Director of the Basic Spanish Program and Resident Director of Language Program in Queretaro and Monterrey in Mexico. Director of the Program of Studies for the Spring Semester in Costa Rica. University of Nebraska. August 1988 – 2003

Visiting Assistant Professor. Northern Arizona University. Flagstaff, AR. 1996 – 1998.

Courses:

Spanish 321 (Introduction to Literature) (3 courses)

Spanish 123 (Immersion program) (1 course of intensive grammar)

Spanish 304 (Advanced Composition) (2 courses)

Spanish 201 and 202 (Intermediate Spanish) (4 courses)

Graduate Student at UNL. Ph.D. Candidate 1993 – 1997. Responsibilities:

Resident Director of UNL Language Program in Queretaro and Monterrey, Mexico. Summers, 1995 and 1996.

Spanish Coordinator at UNL. Spanish 101. 1995 –1996.

Graduate Assistant to Dr. Harriet Turner. Fall 1995.

Assistant to the Coordinator of Spanish 101. 1994 –1995.

Instructor of Spanish 101 and 102 1993- 1997.

Visiting Lecturer at Northern Arizona University. Flagstaff, AR. 1992 – 1993. Classes taught:

Spanish 101, 102, 201

Spanish 301 (Conversation)

Teaching Assistant at West Virginia University. Morgantown, WV. 1989 – 1992.

Assistant to Dr. Pablo González. Summer program in Guanajuato, Mexico for two summers, 1991 and 1992.

Director of the Spanish Floor. 1990 –1992.

Spanish 1 –2 –3 –4 (Basic Spanish)

Spanish 103 (Composition)

Spanish 191 (Advanced course in culture and history)

Spanish Scholar and Language Fellow for the Spanish House at Reed College. Portland, OR. 1987 – 1989.

Spanish Teacher. Glencoe Primary School. Portland, Oregon. 1987 – 1989.

English Teacher. Liceo Laboratorio. (An experimental high school affiliated with the University of Costa Rica). Moravia, Costa Rica. 1986 –1987.

Director of the Puppetry Group of the University of Costa Rica. San Pedro, Costa Rica. 1983 – 1987.

Private Tutoring.

During summers, I have taught English as a second language to young children in Costa Rica. I have also done individual tutoring in USA. I have worked with small groups of children teaching them Spanish and Italian.

Additional work experience:

Instructor of Latin American dance. Mesa State College

Program director at Radio Pampa, Nicoya, Costa Rica. Summers, 1994 and 1997.

Instructor of Latin American dance. University of Nebraska. 1994.

Instructor of Latin American dance. West Virginia University. 1990 –1992.

Instructor of Latin American cuisine. Reed College. 1987 – 1989.

MEMBERSHIPS:

Asociación de escritoras de España y de las Américas (1300-1800)

Modern Language Association of America (MLA)

American Council Teachers of Foreign Language (ACTFL)

Asociación Internacional de Letras Femeninas Hispánicas. (AILFH)

Instituto Literario y Cultura Hispánico. (ILCHJA)

LANGUAGE COMPETENCIES

Spanish -- native speaker

English -- fluent

Italian -- intermediate

Portuguese -- reading knowledge

CV

Name: Luis - Silva-Villar

Professor

Full-time Faculty Vita

PhD UCLA Hispanic Languages and Literatures 1996

Start Year: 2000

Program: Spanish and Hispanic Studies

Department: Languages, Literature, and Mass Communication

Education: (List all degrees beginning with most recent-include post docs and external certificates)

- Ph.D., Hispanic Languages and Literatures, University of California Los Angeles (UCLA), 1996.
- M.A., Spanish Linguistics, University of California Los Angeles (UCLA), 1991.
- M.A.+, Licenciatura, Hispanic Language and Literature, Universidad Complutense de Madrid, 1988.
- Dual M.A., Music and Classical Guitar, Real Conservatorio Superior de Música de Madrid, 1982.

Teaching 2003-Present: Courses Taught

FLAS 111 -- First-Year Spanish I

FLAS 112 -- First-Year Spanish II

FLAS 211 -- Second-Year Spanish I

FLAS 290 -- Sp-in-Spain I. Study Abroad Program/Sp-in-Costa Rica I.

FLAS 290 -- Sp-in Spain II. Study Abroad Program/Sp-in-Costa Rica II.

FLAS 301 -- Advanced Spanish Grammar

FLAS 302 -- Advanced Spanish Composition

FLAS 304 -- Advanced Oral Production and Composition

FLAS 305 -- Advanced Spanish Grammar and Spanish English Contrasts

FLAS 311 -- History and Culture of Spain

FLAS 312 -- Culture and Civilization of Latin America

FLAS 341 -- Introduction to Hispanic Linguistics

FLAS 411 -- Spanish and the Nature of Language

FLAS 424 -- Language and Literature of the Southwest

FLAS 441 -- Introduction to Spanish Phonetics and Phonology

FLAV 396 -- Topics: The Sounds of Spanish

FLAV 495 -- Spanish Lyrics and Musical Composition (Independent Study)

FLAS 498 -- Spanish Senior Practicum

SUPP 101 -- FYI (Freshman Year Initiative) Introduction to Higher Education

FLAV 496 -- Topics: Spanish for Native Speakers.

FLAV 496 -- Topics: Latinos and Spanglish

Honors Program Professor:

HUMA 396 -- Topics: From Latin to Romance: Language History.

HNRS 396 -- Topics: From Latin to Romance (with special attention to Spanish).

Scholarship Related to Discipline

Books

- Morphology. Linguistic series 1: EditInde. 2021. (Author and editor).

- El forro y el fondo del idioma. Ed. Independiente. 2021. (Author and editor). - Introducción a la gramática para hablantes con acceso inglés español (Spanish Edition). Print: Ontario, Massachusetts & Wisconsin. Ed. Independiente. Colorado. 2018. See Amazon.com for details.

- Curso Introductorio de Gramática. Print: Ontario, Massachusetts & Wisconsin. Ed. Independiente. Colorado. 2018.

- Tres melodías de Rogelio Villar. Print. Ontario, Massachusetts, and Wisconsin. Ed. Independiente. 2017.

- Tetralogy *En la Cresta de la Lengua: Hablaciones* (2009), *Lenguados y más lenguados* (2010), *Hablacadabra* (2012). *Resortes del Lenguaje* (2016). Editora Independiente, Colorado. [300+ selected and reviewed language research articles. Hénrik Rehebinder, Gabriel Lerner, and Róger Lindo editors/reviewers (ImpreMedia)].

- *Poemas de paz y de guerra*, Editora Independiente, Colorado. Lulu Enterprises. Two editions: 2009, 2011.

- *Aprendizaje gramatical*. “Parte 1”, *Aprendizaje gramatical* (2011). “Partes 1 y 2” (2012), Editora Independiente, Colorado. Presented at 2011 Frankfurt International Book Fair. 2010-2012. Reviewed by Spanish Linguistics Professors Javier Gutiérrez Rexach (OSU, Columbus) and Jaqueline Toribio (University of Texas at Austin) and Julie Bruch (CMU, Grand Junction).

Encyclopedic Articles

“Periodismo de la lengua en la prensa escrita”. *Enciclopedia de lingüística hispánica*. Routledge Publishing Co. (London, New York). 2016.

Journal Articles

“El Gran Diccionario de la Lengua Castellana como cápsula del tiempo”. Co-author. *Proceedings of XIII Congreso Internacional de Lingüística Xeral*. June 13-16, 2018. Vigo, Spain.

“Autonomía en el paradigma verbal español”. *Proceedings of XIII Congreso Internacional de Lingüística Xeral*. June 13-16, 2018. Vigo, Spain.

“Flora Osete: Entre autoridad lexicográfica y personaje de ficción”. *Historiografía lingüística: IX Congreso Internacional de la Sociedad Española de Historiografía Lingüística*. 11-13 September 2013. Córdoba, Spain. Coauthor. *Nodus Publicationen (Münster)*. 2015. 712-721.

“Venturas y desventuras del Mano Fashico”. *Historiografía lingüística: IX Congreso Internacional de la Sociedad Española de Historiografía Lingüística*. Córdoba, Spain. September 11-13, 2013. *Nodus Publicationen (Münster)*. 2015. 703-711

“Origen de las estrategias distributivas por reduplicación en español y portugués antiguos”. *The European Scientific Journal (ESJ)*. 2015.

“La autoría en la traducción: a propósito de la traducción al español de *Woman & Labour* de Olive Schreiner”. *The European Scientific Journal (ESJ)*. Co-author. 2015.

“Pérez Hervás: borrado del mapa y del Espasa”. *Estudios de Lingüística del Español (ELiEs)*. María Luisa Calero and Carlos Subirats (editors). Vol. 36. 2014.

“La supresión lexicográfica en el Espasa: el caso Pérez Hervás”. *Actas del VIII Congreso Internacional de la Sociedad Española de Historiografía Lingüística*. Universidad Rey Juan Carlos, Fuenlabrada, Madrid, Spain (co-autor). *Nodus Publicationen (Münster)* 2012. 843-852.

“Historiabilidad de la Reduplicación Numeral Distributiva”. Actas del VIII Congreso Internacional de la Sociedad Española de Historiografía Lingüística. Universidad Rey Juan Carlos, Fuenlabrada, Madrid, Spain. Nodus Publicationen (Münster) 2012. 832-842.

“Explorations into Racial Humor through Linguistics”. The International Journal of Interdisciplinary Social Sciences. 2008

“Lo bueno del humor racial”. Proceedings of the 11th International Conference "The Border: A New Cultural Concept", May 2, 3, 4, 2008 (2007).

“Predicative Complementation: A new approach to Dequeísmo”. Hispanic Linguistics Symposium (Proceedings). University of Western Ontario. 2006.

“Dequeísmo”. IV Conferencia Científica Internacional de Lingüística (Proceedings). Instituto de Literatura y Lingüística “José Antonio Portuondo Valdor”. La Habana (Cuba) 2005. (n.p.).

“En lenguaje de prensa: Cuatro calas en el Spanglish,” in Conferencia Científica Internacional. Instituto de Literatura y Lingüística “José Antonio Portuondo Valdor” 2003. La Habana, Cuba. e-conference: ISBN: 959-7152-04-5.

Conference Presentations

“Concordancia de género e interpretabilidad”. Author. International Presentation: CILG, XIV International Linguistic Conference 2021 (2020). Seville (Spain): A selected number of papers will be published.

“Del silencio enciclopédico a la reposición lexicográfica”. International Presentation: CILG, XIV International Linguistic Conference. Seville 2021 (2020). A selected number of papers will be published.

“Rubén Darío y los músicos modernistas”. III Coloquio Internacional Investigación y creación de la cultura artística centroamericana. September 5-7, 2018. Univ. De Costa Rica. San Ramón. Interartes.

“El Gran Diccionario de la Lengua Castellana como cápsula del tiempo”. Co-author. XIII Congreso Internacional de Lingüística Xeral. June 13-16, 2018. Vigo, Spain.

“Autonomía en el paradigma verbal español”. XIII Congreso Internacional de Lingüística Xeral. June 13-16, 2018. Vigo, Spain.

“One hundred Years Later. Unpublished songs by Rogelio Villar set to Rubén Darío’s poems”. CMU. Grand Junction, CO. November 2nd, 2016.

“Evolución y revolución en la desafricación de [tʃ]”. 25th Conference on Spanish in the United States/10th Spanish in Contact with Other Languages. The City College of New York, NY. March 26-29, 2015.

“El mercado del cine latino cruza fronteras”. Sixth Annual Four Corners Conference: “New Borders in the 21st Century”. University of Colorado at Colorado Springs 24-25. October, 2014.

“Origen de las estrategias distributivas por reduplicación en español y portugués antiguos”. 2nd Mediterranean Interdisciplinary Forum o Social Sciences and Humanities (MIFS 2014) 26-28 de November 2014, Almería, Spain. 2014.

“El problema de la autoría en la traducción”. AESLA (Asociación Española de Lingüística Aplicada). Sevilla, Spain: April 3-5, 2014. Another version: “La autoría en la traducción: a propósito de la traducción al español de Woman & Labour de Olive Schreiner”. 2nd Mediterranean Interdisciplinary Forum o Social Sciences and Humanities (MIFS 2014) 26-28 de November 2014, Almería, Spain. 2014.

“Mano Fashico: Fuentes historiográficas y filológicas”. Fifth Annual Four Corners Conference. Grand Junction, Colorado. October 25-26. 2013

“Flora Osete: Entre autoridad lexicográfica y personaje de ficción” IX Congreso Internacional de la Sociedad Española de Historiografía Lingüística. 11-13 September 2013. Córdoba, Spain. Co-author. 2013

“Mano Fashico: origen I desventura”. IX Congreso Internacional de la Sociedad Española de Historiografía Lingüística. Córdoba, Spain. September 11-13, 2013.

“Flora Osete: abanderada del feminismo hispano”. XXIII International Conference in Hispanic Feminine

Literature and Culture in The Claremont Colleges October 10-12, 2013.

“De cuando pasaporte no tenía tanto porte”. La frontera una nueva concepción cultural XVII Reunión

Internacional. La Paz, Universidad de Baja California, Mexico. In collaboration with the Université Paris Sorbonne III and Arizona State University. February 20-22, 2013.

“Antes del Spanglish”. Four Corners Conference on Globalization. Culture and Ethnicity. October 26-27. 2012.

“La supresión lexicográfica como represalia en el Espasa: el caso de Pérez Hervás”. VIII Congreso Internacional de la Sociedad Española de Historiografía Lingüística. Universidad Rey Juan Carlos, Fuenlabrada, Madrid, Spain (co-autor). 2011.

“Distributividad medieval por reduplicación numeral: microhistoria”. VIII Congreso Internacional de la Sociedad Española de Historiografía Lingüística. Universidad Rey Juan Carlos, Fuenlabrada, Madrid, Spain. 2011.

“Órale pachuco”. MSC, Colorado, October 11, 2010.

“Univervation”. 39th Linguistic Symposium on Romance Languages (LSRL 39). University of Arizona, Tucson, March 26-29, 2009: <http://w3.coh.arizona.edu/lrsl39/index.htm>. 2009.

“La inserción velar y la función temática”. HLS 2009 (Hispanic Linguistic Symposium). San Juan de Puerto Rico, Universidad de Puerto Rico, Riopiedras. October 21st to October 24th. 2009

“The Linguist in the cupboard”. Spanish in the United States and Spanish in Contact with Other Languages, held in Coral Gables/Miami, University of Florida, Florida. February 19-21, 2009. (read in absentia).

“Understanding Diversity”. Structures of the English Language. 4/17/09. MSC. Guest Speaker. 2009.

“La inserción velar y el paradigma verbal irregular o la vida interna de un verbo a través de la inserción verbal.” Luis Silva-Villar, Mesa State University. Location: Hagerty Hall. April 4, 2008. (Postponed to Fall 2008).

“Flora Ossette: La igualdad por el trabajo”. Escritoras y compromiso. II Congreso Internacional. Madrid (Spain), del 27 al 30 de mayo, 2008.

“Separable prefixes in Western Romance”. Hispanic Linguistics Symposium (LSRL). San Antonio, Texas. November 1st-4th, 2007.

"Command Spanish: A communicative approach?" LASSO XXXVI. September 21-23, 2007.

University of Colorado at Denver and Health Sciences Center (co-author).

“You want sell?": Fictitious, fictional, or what else?" LASSO XXXVI. September 21-23, 2007.

University of Colorado at Denver and Health Sciences Center

“Explorations into Racial Humor through Linguistics”. The Second International Conference on Interdisciplinary Social Sciences. University of Granada. Granada (Spain). 10-13 July 2007.

“Lo bueno del humor racial”. The 11th International Conference "The Border: A New Cultural Concept",

Ensenada, México. May 2, 3, 4, 2007.

“Predicative Complementation: A new approach to Dequeísmo”. Hispanic Linguistics Symposium. University of Western Ontario. October 2006.

“In quest of the old Galician-Portuguese AR-ER”. The XVIIth International Conference on Historical Linguistics. Madison, Wisconsin (U.S.A.). July 31-August 5, 2005

“SPAM-glish”. 5th Latin American Literatures and Cultures Conference (Colorado Springs, Colorado). February 22-25, 2006.

“Testimonios falsos y falsos testimonios: Hasta no verte Jesús mío” de Elena Poniatowska. Undécimo congreso de la literatura mexicana contemporánea (El Paso, Texas) March 2-4, 2006.

“The sounds of Gringo: A new approach”. 2006 National Conferences of NAAAS, NAHLS, NANAS, & IAAS (Baton Rouge, Louisiana) February 13-18, 2006.

“Growing expletives,” in Conference on Expletives, Konstanz University, Germany. November 11-14, 2004. Invited speaker.

“Los diccionarios de spanglish,” in I Congreso Internacional de Lexicografía Hispánica. Asociación Española de Estudios Lexicográficos (AELex) Universidade da Coruña. A Coruña, Spain, September 14-18, 2004 (accepted for presentation).

“En lenguaje de prensa: Cuatro calas en el Spanglish,” in Conferencia Científica Internacional. Instituto de Literatura y Lingüística “José Antonio Portuondo Valdor”. La Habana (Cuba), November 24- November 28, 2003.

Book Chapters

“Musicological study of Rogelio Villar and Rubén Darío’s relationship”. In: Tres melodías de Rogelio Villar. Print. Ontario, Massachusetts, and Wisconsin. Ed. Independiente. 2017. 7-33.

“Historiabilidad de la Reduplicación Numeral Distributiva”. Historiografía lingüística: líneas actuales de

investigación. -- 2 vols. [VIII Congreso Internacional de la Sociedad Española de Historiografía Lingüística (SEHL). Madrid, España, del 12 al 15 de diciembre de 2011]. December 2012. Elena Battaner Moro, Vicente Calvo Fernández, Palma Peña Jiménez (eds). Nodus Publicationen. 2012.

“La supresión lexicográfica en el Espasa: el caso Pérez Hervás”. Historiografía lingüística: líneas actuales de investigación. -- 2 vols. [VIII Congreso Internacional de la Sociedad Española de

Historiografía Lingüística (SEHL). Madrid, España, del 12 al 15 de diciembre de 2011]. December 2012. Elena Battaner Moro, Vicente Calvo Fernández, Palma Peña Jiménez (eds). Nodus Publicationen. 2012.

“Dequeísmo: Formal Approaches and Criticism”. Current Formal Aspects of Spanish Syntax and Semantics. Melvin González-Rivera & Sandro Sessarego (eds.). Cambridge Scholars. 2012.

Media Columnist

OpEd of Impremedia (La Opinión (LA), El Diario (NY), Hoy (NY), El Mensajero (SF), Rumbo (Houston), La Raza (Chicago), Hispanic L.A. (LA) and 6 other publications in the US. (2000 to Present).

I have also collaborated with the following media newspapers/news services:

La Prensa

La Tribuna

El Sentinel

Entérelatino

Portada

Diálogo Ciudadano (Panamá)

El Latinoamericano

FOLK

Enciclopedia.cc: <http://enciclopedia.cc>

AABE (Arizona Association for Bilingual Education)
<http://rds.org/hn/listas/cultura/documentos.htm>

Pórtico Semanal

Enciklopedio.com (Esperanto)

Krizia (the largest community of friends in internet)

Enciclopedia.ws Diario y radio: Colombia y el mundo: <http://perso.wanadoo.es>, <http://>

latino.myglobsite.com/blog.

Internet Contributions

Wikipedia

LatinOL.com

WordReference Forums

Todoele.net

Fundéu

Elcastellano.com

CABE (California Bilingual Education)

YouTube

Citations

41 entries in WorldCat. (100%, January 2021)

35 entries in EBSCO Discovery Service (2019). Author and Editor.

30 articles at the MLA International Bibliography. Author and Editor.

160 articles uploaded to Academia include the author “Luis Silva-Villar” (2021).

About 150 citations in Google Scholar under “Luis Silva-Villar” (January 2021).

9,400 citations at Google Books under “Luis Silva-Villar” (100%, October 2021).

240,000+ visits in Youtube. (100%, 2021). Interpreter and Composer.

Reviewer

Enciclopedia de lingüística hispánica. Routledge Publishing Co. (London, New York). To appear 2015.

Articles: Studies in Hispanic and Lusophone Linguistics, The International Journal of Interdisciplinary Social Sciences.

Conference Proceedings and Abstracts: LSRL, HLS. Multiple years.

Assistant Editor: The International Journal of Interdisciplinary Social Sciences (Victoria, Australia).

Chief Editor: Perspectives on Spanish Linguistics, Linguistics series. UCLA, Los Angeles; OSU, Columbus.

Professional Translator

Translations include medical, administrative, legal technical and literary. Some clients: Kentucky Fried Chicken, American Airlines, San Diego Local Government, Mark Allen Online, District 51 (Colorado). Grand Junction City Hall. Roper Music, Community Hospital. Mesa State College (Western Colorado Community College: Construction Technology).

Scholarship Related to Pedagogy in Discipline

Much of the scholarship mentioned in the previous section can fit in this one too. Probably, more than 50 out of the 175 articles integrated in the tetralogy *En la Cresta de la Lengua* could be listed under this category.

Books

Aprendizaje gramatical. Parte 1, Aprendizaje gramatical (2011). Aprendizaje gramatical. Partes 1 y 2 (2012), Editora Independiente, Colorado. Lulu Enterprises. Presented at 2011 Frankfurt International Book Fair. 2010-2012.

Conference Presentations

“Los diccionarios de spanglish,” in I Congreso Internacional de Lexicografía Hispánica. Asociación Española de Estudios Lexicográficos (AELEX) Universidade da Coruña. A Coruña, Spain, September 14-18, 2004.

“Command Spanish: A communicative approach?” LASSO XXXVI. SEPTEMBER 21-23, 2007.

University of Colorado at Denver and Health Sciences Center (co-author).

Book reviews

Dicho y Hecho, 9th Edition. Dawson, Potowski, Sobral. Wiley and sons, Inc. 2012

Technical Reports:

Dicho y Hecho, 9th Edition. Chapters 3 and 8. Dawson, Potowski, Sobral. Wiley and sons, Inc. 2012

International Research in Spain

Research in the National Library (BNE, Madrid, Spain), Library in the School of Music (Conservatorio Superior, Madrid, Spain), Authors and Editors Society (SGAE, Madrid, Spain), Hemeroteca Municipal (Madrid, Spain). November 2016)

Other

Creative Work Related to Discipline

Performances

“Technopoetics. Machine translated poems and some of its consequences”. Poets, writers, and performers reading series. February 15th, 2018. A creative work based on performing machine translations and poetry. (with J. Nizalowski). Another version was presented at Google in CA to Google Translator Division. Spring 2018.

“400 + 1 Years Together. Ten texts that assist in the recognition of famous people from the 21st Century”. Poets, writers, and performers reading series. A tribute to Shakespeare and Cervantes. February 16th, 2017. CMU Poets, Writers and Performers Series. 2013-2016. Youtube: <https://www.youtube.com/watch?v=-jUsyK0pG7g>

Guitar concert (with Luis López and John Nizalowski). Lithic Bookstore and Gallery. Fruita, Colorado. September 23rd, 2016.

CMU Poets and Writers Reading Series 2011-2012

“Queimada dabuti, drink Cultura”. Planet Earth and Four directions Gallery, Grand Junction, Colorado. October 21. Presentation at the Poets and Writers Reading Series 2010. 2010.

“España: de cabo a rabo”. Bilingual School/Escuela DIA. 2010.

“An Evening of Poetry and Music”. Western Colorado Center for the Arts. L. Luis Lopez, Richard Sandoval, Dr. Luis Silva-Villar, Alyson Connally (Soprano), and Javier de los Santos. Poems written and recited by L. Luis Lopez and Richard Sandoval. Spanish Poems recited and music performed on the guitar by Dr. Luis Silva-Villar Classical Guitar Music with Javier de los Santos. 2010.

“Las Posadas” (Fall 2009, 2010) Traditional Hispanic Christmas Carols from Spain and Latin America. (Club de español).

Reviewer and Translator (Spanish text): AlfaDINObet. L.S. Sugar. 2004.

Other:

Grants

Faculty Professional Development Grant (multiple years)

Department of Languages, Literature Travel Funding (multiple years)

Professional Presentation/Academic Enrichment Committee (multiple years)

Budget Increase (A colloquium on Chicano Studies)

Unpublished research

The Sounds of Spanish. A course on Spanish Phonetic and Phonology. (2005-)

Professional Memberships

LASSO (1993-)

Linguist List (1995-)

Comala (1994-)

SAG. Screen Actors Guild (California). Actor Member. (1996-)

SGAE (Sociedad General de Autores y Editores Españoles), senior composer. (1980-)

Academia de la Artes y de las Ciencias de la Música de España. Member. (Academy of Arts and Music Sciences of Spain).

Academic (since 2002). MLA (Modern Language Association)

Service 2003-Present:

University

Spanish Program Coordinator (2015-2021)

Faculty Focus Group member: Strategic Plan. (2015)

Committee member: Pre-tenure Review Committee (2014-present)

Committee member: Sabbatical Committee. (2013-2015)

Committee member: Faculty Policies (2003-2008)

Committee member: Promotion and Tenure (2009)

Committee member: Library Acquisitions Committee (2000-2004)

Committee member: Distinguished Faculty Award Committee (20XX)

Department

Committee member: Travel Committee (2009-2011, 2015-2021).

Committee member: Spanish and Hispanic Studies Program (2000 to present)

Committee member: Spanish Assessment Program.

Spanish Program Brochure and other promotional materials.

Codirector and Coordinator: Study Abroad Program in Europe [with Andrew Gordon until 2010] (2002 to 2020). Study Abroad Program in Costa Rica [with Mayela Vallejos 2014-2020].

Chair for the selection of the new textbook for FLAS 111/112.

Chair: Spanish Search Committee (new tenure professor [2]) [2005, 2006]

Committee member. Faculty authorization committee for a new tenure professor.

Chair: Spanish Search Committee (new 0.8 instructor [2]) [2007, 2008]

Committee member and coordinator: Textbook Selection (2010, 2012)

Committee member: Spanish Program Curriculum Development

Committee member: Spanish Program Review

Coordinator of Mesa de conversación

Honors and Awards 2003-Present:

International

Finalist. Excellence in Journalism 2007 Award (Sociedad Interamericana de la Prensa, SIP)

Regional

Local

Exemplary Faculty Award Candidate (multiple years)

Sabbatical Leave (Spring 2018)

Summary

Please record the number “items/events” you have listed above in the following categories.

If you specify items/events under "other," please provide an explanation/definition.

12 Books

1 Encyclopedic Articles

14 Journal Articles

40 Conference Presentations

4 Book Chapters

9 Performances

3 Book Reviews

5 Grants-funded and non-funded

2 Patents

4 Creative Publications

300+ Other (related to discipline) Research articles in the media (2003-2021)

BLAKE C. CROSSLEY

588 Greenfield Cir W. Grand Junction, CO 81504 – e-mail: senorcrossley@gmail.com

Home – (970) 210-3539, Work – (970) 248-1526

EDUCATION

2007 M. A., Spanish Pedagogy, Brigham Young University

Thesis: “Relationships between Learning Styles and Oral Error Correction Strategies.”

2004 B. A., Spanish, Brigham Young University

Minor: French

2002 A. A., Spanish, Brigham Young University – Idaho

2001 A. A., General Studies, Northwest College

POSITIONS HELD

2007-present Spanish Instructor

- Colorado Mesa University; Grand Junction, CO

2005-2007 Graduate Teaching Associate:

- Brigham Young University; Provo, UT

COURSES TAUGHT

Colorado Mesa University

FLAS 211: Second Year Spanish I

FLAS 112: First Spanish II

FLAS 111: First Year Spanish I

FLAS 111: First Year Spanish I Online

UNIV 101: First Year College Success

Brigham Young University

Span 105/106: University Spanish 1 & 2 Accelerated

Span 105: University Spanish 1

Span 102: Foundational Spanish 2

Span 101/102: Foundational Spanish 1 & 2 Accelerated

Span 101: Foundational Spanish 1

SERVICE

2011-Present: Spanish Language Night Co-chair

2017-2019: Textbook Committee Co-chair, Spanish Introductory Text

2016-2018: Advisory Committee for Text and Student Learning Outcomes for UNIV 101

2011-2012: Textbook Committee Co-chair, Spanish Introductory Text

2008-2009: Spanish Club Co-advisor

HONORS AND AWARDS

- Sigma Delta Pi Honor Society, Brigham Young University, 2005
- Golden Key International Honor Society, Brigham Young University, 2003
- Honor Student, Brigham Young University-Idaho, 2001
- Phi Theta Kappa Society: Beta Gamma Psi Chapter, Brigham Young University-Idaho, 2001
- Outstanding Student Award, Northwest College, 2001

SOFIA LEON

3126 Chipeta Avenue, Grand Junction, CO. 81504

970.986.5351

sleon@coloradomesa.edu

EDUCATION

2018

M.A. In Spanish & Spanish American Literature,

Department of Spanish & Portuguese, University of Colorado Boulder

2010

B.A. In Spanish- Literature & Language/Spanish- Applied Professional,

Department of Spanish, Colorado Mesa University

LANGUAGES

Spanish – Native Speaker

English – Native Speaker

Portuguese – Reading Knowledge

TEACHING EXPERIENCE

2021 – 2021 - Spanish Teacher (Conversational Spanish)

Mesa County Public Library

2016-2017 – ESL Teacher

Chatfield Elementary

Lincoln Orchard Mesa Elementary

New Emerson School @ Columbus

2002-2003 - ESL Aide

Palisade High School

COURSES TAUGHT

INSTRUCTOR OF RECORD

Intermediate- FLAS 111 (Currently teaching)

Intermediate- SPAN 1010 (Two Semesters)

Intermediate- SPAN 1020 (Two Semesters)

PUBLICATIONS

2010

“Globalization: Blurring The Lines” Con-Textos: Revista de Semiótica Literaria de Medellín, 2010.

CONFERENCE PRESENTATIONS

“Globalization: Blurring the Lines” in Just Like Us by Helen Thorpe. Four Corners Conference on Globalization. Colorado Mesa University, Grand Junction, Colorado

INVITED PRESENTATIONS

2017

“Through My Lens: The Chicano in Me”. University of Colorado at Boulder

REFERENCES

Dr. Leila Gómez Associate Professor, Department of Spanish & Portuguese

University of Colorado Boulder leila.gomez@colorado.edu

Dr. Juan Pablo Dabove Associate Professor, Department of Spanish & Portuguese

University of Colorado Boulder juan.dabove@colorado.edu

Anne Becher Senior Coordinator, Department of Spanish & Portuguese

University of Colorado Boulder anne.becher@colorado.edu

Dr. Arturo Aldama Associate Professor, Department of Ethnic Studies

Colorado Mesa University

Program Review: Spanish

AY 2015-2021

Contents

- I. [Narrative](#)
- II. [Executive Summary](#)
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 2. Observations & Recommendations

I. NARRATIVE

The Spanish program at the Department of Literature, Languages, and Mass Communication is a degree plan with a solid design, considerable accomplishments, high levels of scholarly productivity, potential for growth, and a demonstrated ability to adopt flexible solutions and envision future development consistent with institutional needs and discipline-specific best practices.

A bullet point summary of the criteria for evaluation is included below, with a more detailed commentary provided in expanded paragraphs following the brief overview.

Evaluation Criteria Summary:

PROGRAM OVERVIEW

- Disciplinary relevance is reflected in the curriculum, which is consistent with the mainstream of national language programs built around a core of language skills, literary studies, and cultural competence. In addition, it is one of the rare undergraduate programs with a strong linguistics branch – this is uniquely beneficial for creating and sustaining offerings in Translation Studies.
- Academic rigor is at the forefront of program building, as evidenced by a robust, 21-cr. hr. Spanish minor and a solid suite of linguistics-oriented courses.
- Adaptability is demonstrated through the implementation of recommendations stemming from the previous program review, especially the added flexibility for students taking courses, and the merging of complementary classes.
- Alignments with the institution mission and initiatives, as well as with the professional standards of the Modern Language Association (MLA) and the American Council of the Teaching of Foreign Languages (ACTFL) transpire in the program mission statement.

STUDENT DEMAND

- Overall stable enrollment: although mirroring the nation-wide trend of decreasing enrollments in humanities programs in general and language programs in particular, the Spanish program has maintained enrollment and graduation numbers at a less steep slope

of decrease compared to similar programs in-state and nation-wide. Introductory courses may trend upward if the momentum recorded in Academic Year 2019-20 is sustained.

- High student satisfaction: intramural comparisons show that students minoring or majoring in Spanish rank at the highest levels of the satisfaction scale, compared to other programs offered by the university. This is a testament to the actual and perceived quality of the program.
- Valued representation: in conversation with students during the external consultant's site visit, both heritage/native speakers of Spanish and learners of Spanish as a second language voiced appreciation for seeing themselves represented in the diverse faculty who teach them.
- The Spanish program already acts as a dedicated Hispanic-serving unit within the University.

PROGRAM RESOURCES

- Facilities support program needs. Especially notable are the Foreign Language laboratory, as well as the access to two TV studios.
- Instructional technology and equipment are high quality and accessible.
- Library support is robust, offering a broad selection of books, monographs, reference sources, electronic resources (databases; journals), and periodicals.
- Efficient use of resources is evident in the fact that currently the Spanish program has no need for special budgetary support.
- Faculty are both engaged instructors and active scholars.
- Faculty have spearheaded significant student and community-facing activities.

LEARNING OUTCOMES AND ASSESSMENT

- The curriculum is well-developed and carefully structured. Course-level Student Learning Outcomes are clearly stated and mapped to course activities and assessments.
- Program-level goals align with the CMU baccalaureate degree SLOs, especially as formulated for the categories of Communication Fluency, Critical Thinking, and Information Literacy.

- Assessment artifacts are collected from a number of courses: FLAS 300, FLAS 311, FLAS 341, FLAS 213, FLAS 441, FLAS 448. Results from the analysis of course-based artifacts are used to improve course design.
- Specially designed assessment (pre-test, survey, post-test), as well as an Alumni Survey were also implemented for data collection in Spring 2020. Results from the specially designed course-independent assessments are used to improve program parameters.
- The program is lauded by the AVPAA for Assessment for conducting meaningful assessment practices and closing the feedback loop.

FUTURE OF THE PROGRAM

- The program faces profound changes, as 3 out of the 4 tenured professors will not be returning over the course of the next academic year. Two new hires will join the department at the rank of Assistant Professor in Fall 2022.
- The program is well-positioned to support the University in seeking and successfully maintaining a Hispanic-serving designation.
- Provided that incoming faculty bring specializations similar to those of outgoing faculty, a strong background in linguistics will successfully reinforce and potentially help expand offerings in translation and interpreting.
- The program's strong record in student-serving initiatives is a good indicator of its continued relevance. Students report high satisfaction with the quality of their degree, with the applicability of their degree to placement in diverse professional fields, with the life-long impact of their learning experience. Future positive outcomes are to be expected, based on the program's established reputation.

In Detail

PROGRAM OVERVIEW

As an external consultant, I was asked to meet with a variety of stakeholders, examine the Spanish program closely, and then report on the quality of the curriculum, faculty, and facilities. I was also asked to view the program in the context of the university's mission, goals, and areas of desired development. Finally, I was asked to assess the future potential of the program.

To gain a clear sense of the Spanish program, I was sent several documents, including a Program Review Report that included a detailed overview, faculty C.V.s, information about assessment and other aspects of the program. I then had the opportunity to meet with the department chair Dr. Laga, students in the department, members of the department's faculty (Drs. Acker and Anderson), the Director of Library Sylvia Rael, the Head of Instruction Librarian Anne Bledsoe, the AVPAA for Assessment Dr. Bridge, the AVPAA Dr. Middleton, and the VPAA Dr. Haas.

The Spanish program at CMU provides high-quality curriculum that responds to the needs of the student population, reflects discipline-specific organization in the major in Spanish and Hispanic Studies, and includes a number of novel course offerings, especially under the category of Applied Studies (Spanish for the Professions; Spanish for Medical and Social Services; Introduction to Translation; Introduction to Interpreting). In addition, it is one of the rare undergraduate language programs with a strong linguistics branch, which is uniquely beneficial for sustaining and further developing offerings in Translation Studies.

It is obvious that academic rigor is at the forefront of program building. This is evident in the robust, 21-cr. hr. Spanish minor, and the comprehensive culture, literature, and linguistics offerings in the major. The program has also demonstrated forward thinking and adaptability by implementing recommendations stemming from the previous program review and resulting in the merging of complementary classes, and in added flexibility for students to complete their coursework. The renaming of several courses (FLAS 341, 433, 434) also reflects a desire to set appropriate expectations and to clearly convey the scope of each class.

In my conversations with upper-administration, I recorded the following areas of desired output and growth:

- A. Develop options in translation and interpreting.
- B. Develop offerings for the professions (language for specific purposes).
- C. Support the Hispanic-serving mission of the institution and assist CMU in aspiring for a HSI designation.
- D. Engage in outreach with communities outside of the university.
- E. Contribute to intramural integration through collaborative projects and cross-disciplinary connections.

The program has already planted seeds in all five areas outlined above and has shown remarkable results in several of them.

Translation and interpreting (T&I): faculty are qualified and professionally involved with the T&I field; there is developed curriculum in BOTH translation and interpreting, which is rare – typically programs tend to specialize in one or the other. Dr. Luis Silva-Villar is also a professional translator with experience in medical, administrative, legal, technical, and literary translation. Dr. Tyler Anderson served as Liaison for the Colorado Association of Professional Interpreters Annual Conference, held at CMU in 2014. Dr. Thomas Acker has volunteered as both medical and legal interpreter, is a member of the American Translators Association (ATA) and the Colorado Translators Association (CTA); and has involved students in professional venues such as the CTA annual conference in Boulder, the orientation into Court Interpreting, and the Colorado Court’s Language Access training for court interpreters (hosted by CMU in the Fall of 2019). The program has two specific courses in translation and interpreting, woven into the major. Translation and interpreting as professional skills added to students’ bilingual abilities are prominently highlighted in the description on the program’s webpage:

<https://www.coloradomesa.edu/spanish/index.html>. The current course offerings can be used as the foundation for a Certificate in Translation Studies, which can be structured with minimal effort thanks to the already existing high-quality curriculum: some suggestions on how to approach certificate designs are offered in the Recommendation section of this report.

Language for the professions: the program has already developed curriculum in this vein. It is woven into the major, under Applied Studies. A new course, FLAS 211 Spanish for Criminal Justice, is currently being developed. One recommendation would be to mirror the upper-division courses as standalone lower-division offerings with level-appropriate learning outcomes, as options for novice learners of Spanish who need specific formulas for their professional field while not aiming to develop comprehensive language skills.

Hispanic-serving mission: as highlighted in the program self-narrative, the Spanish program at Colorado mesa University is the higher education regional provider in Western Colorado and essential for the Hispanic/LatinX community. The growing population of heritage and native Spanish speakers in the region benefit from the service this program provides. Conversely, the community offers excellent opportunities for students to apply their language skills in service to different programs, events, and initiatives. CMU is striving to become a Hispanic Serving

Institution, which would imply that at least 25% of the campus population would identify as Hispanic/LatinX – potentially, the Spanish program would be of service to over one-quarter of the student body. Faculty have a history of facilitating professional placement for students; supporting a student Spanish Club and a Latino Student Association; and promoting excellence through participation in the Student Showcase. Currently, the proportion of Hispanic/LatinX students completing the Spanish major and minor is second only to Metropolitan State University of Denver (a HSI designated institution) in Colorado. Cultural identity is celebrated through the numerous cultural events hosted by the Spanish program: the semiannual Spanish Language Night; Día de las Letras; Día de los Muertos; Las Posadas/La Navidad en el mundo hispano; Hispanic Food Night. Student club events have included guests such as Spanish speaking Pediatricians, Physical Therapists and Emergency Room Doctors.

Community outreach: in addition to the active engagement outlined under the Hispanic-serving mission, faculty have been the driving forces behind a broad spectrum of community-facing activities: collaborating with the Latino Chamber of Commerce; engaging with organizations and initiatives such as the Colorado Coalition Against Sexual Assault (CCASA), Western Slope Against Trafficking, Colorado Human Trafficking Counsel, Western Colorado Justice for Immigrants Committee, Hispanic Affairs Project, Oral History Project: Hispanic Workers in Western Colorado, Literary Readers Group with Hispanic Ladies; contributing to US media outlets in Spanish such as *La Opinión* (LA), *El Diario* (NY), *El Mensajero* (SF), *Rumbo* (Houston), *La Raza* (Chicago).

Cross-disciplinary connections: the Spanish program complements most BA programs (as well as several non-BA programs) where a foreign language is required for degree completion. Subject areas include Anthropology, Art History, Studio Art, Criminal Justice, Dance, English, History, Mass Communication, Mechanical Engineering, Political Science, Psychology, Social Work, Sociology, Teacher Education, Theater Arts. A minor in Spanish is a beneficial enhancement to any major. Many students combine their studies in Business, Criminal Justice, Biology, Education, English and Sociology with a minor or second major in Spanish. In 2020 the Spanish program collaborated with the Business department to create an International Studies Minor which includes 12 cr. hrs. in Spanish and 12 cr. hrs. in Business. As the Spanish program develops other cross-disciplinary projects, a good venue to consider is working under the umbrella of Language and Cultural Competence for the Professions (LCCP) by using existing

curriculum – some ideas are shared in the Addendum to this document. The program is to be commended for its foresight to seek collaborations with other disciplines.

In addition to the above, Spanish faculty have been active in creating Study Abroad opportunities in Spain and Costa Rica. A special highlight is the exchange program between CMU and the Universidad de Córdoba (Spain) spearheaded by Drs. Acker and Anderson: it is only the second international program of its kind at the University.

The Spanish program “seeks to develop enlightened citizens with the capacity for original and unique thought” by “producing linguistically well-prepared and culturally insightful graduates” who can skillfully contribute to a broad spectrum of professional areas. The program’s mission “to provide a standards-based curriculum leading to bilingual and bicultural education that [...] will provide students with the foundation to create and develop their own future in multiple life scenarios” shows alignments with the institution mission and initiatives, as well as with the professional standards of the Modern Language Association (MLA) and the American Council of the Teaching of Foreign Languages (ACTFL). It is a program that is a key contributor to the educational goals of the University, and instrumental in the pursuit and support of a Hispanic Serving Institution status.

In sum, the Spanish program showcases curriculum that has both breadth and depth, serves the mission of its institution, has faculty who bring a unique mix of talents and specializations, continuously enriches student’s academic experience with personalized attention and guidance, connects with a variety of other disciplines, and has a well-established reach into the community.

STUDENT DEMAND

Enrollment trends for the Spanish program show overall stable enrollment. Although the nation-wide trend of decreasing enrollments in humanities programs in general and language programs in particular is felt, the decrease in enrollment and graduation numbers is at a less steep slope compared to similar programs in-state and nation-wide. Introductory courses showed an upward trend in Academic Year 2019-20; hopefully this momentum will be sustained.

One noticeable characteristic of the Spanish program is the high degree of student satisfaction. Intramural comparisons show that students minoring or majoring in Spanish rank at the highest levels of the satisfaction scale, compared to other programs offered by the University. This is a testament to the actual and perceived quality of the program.

In conversation with students during the external consultant's site visit, both heritage/native speakers of Spanish and learners of Spanish as a second language voiced appreciation for seeing themselves represented in the diverse faculty who teach them. The unique mix of faculty backgrounds, personalities and specializations has been instrumental in creating a solid sense of community: students kept referring time and again to finding a home at the department, a place where they feel they belong, which inspires them, broadens their horizons, and opens opportunities.

The demographic of the group which participated in the conversation was varied:

- A non-traditional student pursuing a Spanish major (male, White)
- A traditional student pursuing a Spanish major (male, Hispanic)
- A student pursuing a degree in Education (female, White)
- A student pursuing a Spanish minor (female, White)
- A student pursuing a Spanish major, sophomore (female, Hispanic)
- A student pursuing a Spanish major, senior (female, Hispanic)
- A graduate of the Spanish major (female, White)

While representing different points of view, students coincided in most conclusions: all saw value in their degree and would recommend pursuing a similar degree to their family and friends; many were personally touched by the care they received by faculty; all were inspired by the breadth and depth of knowledge they saw in their teachers; all were apprehensive about the upcoming changes (retirements, new hires); all felt a sense of belonging; many referred to the field of translation and interpreting as an area of interest.

The non-traditional student pointed out that his only regret was that he didn't start language studies earlier: it would have been beneficial to his professional growth. He shared that he missed out on opportunities where knowledge of a second language was key: hiring managers

were preferring people with bilingual skills and less experience than what he was bringing to the table (Motto: “You know the language, you are in, we’ll train you.”).

While observing a class where the Hispanic male student was a participant, an interesting topic came up: the invited speaker asked the class whether there were specialized services at the University for minority students. The silence was deafening. Students weren’t aware of such services, even if they existed. Hispanic/LatinX students shared that they found support in the Spanish program: faculty were there to help with the next step in further education, to find a job, to address a personal hardship, to solve a cultural conundrum. The Hispanic male student remarked that “if the HSI thing is only lip service, better not apply; don’t use us just to get more money, give back by paying attention to our needs.” It was a strong sentiment that put in focus both the responsibility of the institution, and the fact that the Spanish program is already acting as a Hispanic-serving unit.

To summarize: the Spanish program has a good outlook on enrollments, provides students with a high degree of satisfaction with their studies, hones applicable and transferable professional skills, creates a sense of belonging, and has informally established itself as a Hispanic-serving unit within the University.

PROGRAM RESOURCES

The Spanish program is housed in a contemporary building with good access and comfortable learning spaces. Facilities support program needs. It is especially notable that there is a Foreign Language laboratory, as well as access to two TV studios. Instructional technology and equipment seem to be of high quality, well-functioning and well maintained. If more in-depth interpreter training is something that will be offered in the future, it is advisable to have at least partitions between the work stations in the language laboratory – it is best to have sound-proof booths, but in terms of realistic spending and renovations, it may not be possible.

Library support is robust, and offers a broad selection of books, monographs, reference sources, electronic resources (databases; journals), and periodicals. Participation of faculty in the selection of materials is good. Although the Reference Collection needs updating, other collections are rich and varied, and provide a strong base for the Spanish program.

Efficient use of resources is evident in the fact that currently the Spanish program has no need for special budgetary support.

The quality of faculty engaged with the Spanish program during the reviewed period is outstanding. All hold appropriate degrees. Tenured faculty all show production at or above the expected level for the Carnegie classification of the institution, and all are remarkably productive both academically and in service. As engaged instructors and active scholars, faculty have spearheaded significant student and community-facing activities (see the [Program Overview](#) section for numerous examples). Faculty feedback indicates that they are generally supported by the administration, but that some efforts seem to be underappreciated. This is possibly due to the fact that humanities tend to be undervalued because they are not specifically career-training disciplines. One point of miscommunication seems to be the expectations related to translation and interpreting options: Spanish faculty, who are the experts in the field, know that they cannot provide in-depth training for the language services professions within the framework of a generalist undergraduate program (and any translator/interpreter needs at least a minimal generalist foundation before specializing in a translation area); non-specialists seem to believe that a small number of targeted courses can prepare future translators/interpreters for immediate placement in the field. With proper “education of the client” such discrepancies are easily ironed out – realistic expectations can be established, and launch-pad credentials can be made available to students interested in pursuing options in the language services industry. (Some ideas are listed in the Addendum to this report.) It is a good idea to establish connections with extramural partners who are professional providers of translation/interpreting services, and arrange for any of the following: invited presentations; demos; mini-lecture series; workshops; service-learning projects; internships, etc. Based on the already proven track record, using established connections to set these initiatives into motion is a realistic goal.

In sum, the Spanish program is supported by well-appointed facilities, robust library resources, highly qualified faculty, and institutional encouragement for further development of specialized programs.

LEARNING OUTCOMES AND ASSESSMENT

The curriculum is well-developed and carefully structured. Course-level Student Learning Outcomes are clearly stated and mapped to course activities and assessments. Assessment done within the department is appropriately designed and placed at fitting measuring points to provide a comprehensive view of student learning.

Program-level goals align with the University's baccalaureate degree student learning outcomes, especially as formulated for the categories of Communication Fluency, Critical Thinking, and Information Literacy.

Assessment artifacts are collected from a number of courses: FLAS 300, FLAS 311, FLAS 341, FLAS 213, FLAS 441, FLAS 498. Based on the results presented, improvements to course design are suggested and implemented. Overall, the data collated by program SLOs shows that students are on target, and courses serve to improve the starting baseline of the particular skill being assessed.

Specially designed assessment (pre-test, survey, post-test), as well as an Alumni Survey were also implemented for data collection in Spring 2020. Results from the specially designed course-independent assessments are used to improve program parameters.

What is notable in many assessments is that they are based on small sample sizes. At the course level this may be unavoidable for a certain period, due to typical enrollment in upper-division classes.

The Spanish program uses assessment to bring improvements both at the course and the program levels. The program is lauded by the AVPAA for Assessment for conducting meaningful assessment practices and closing the feedback loop.

FUTURE OF THE PROGRAM

The Spanish program has an established reputation for quality, depth and breath. At the same time, it faces two major challenges: profound changes to the faculty body, and nation-wide trends in language instruction.

Shrinking enrollments and majors in language courses are a nation-wide phenomenon: the most quoted comprehensive data comes from 2016, showing a 16% decrease in total enrollments from 2009 to 2016 (See: <https://www.mla.org/content/download/110154/2406932/2016-Enrollments-Final-Report.pdf>). Contemporary data (expected in Spring 2023) will likely show intensification of this trend. It is in this light that any language program should be understood. Enrollment numbers for the Spanish program show that although there is a decrease, the overall decline is smaller than the national average, and in this respect, it is at the higher-performing side of the spectrum. The program should continue its efforts to maintain visibility and attract students, while taking advantage of the promising demographic shift in the area. Department efforts reflect a clear understanding of the current trends and show an openness to creative approaches in the efforts to maintain the Spanish program.

As of Spring 2022 it is known that 3 out of the 4 tenured professors will not be returning over the course of the next academic year. Two new hires will join the department at the rank of Assistant Professor in Fall 2022. Provided that incoming faculty bring specializations similar to those of outgoing faculty, a strong background in linguistics will be maintained and will successfully reinforce current and future offerings in Translation Studies.

The Spanish program is well-positioned to support the University in seeking and successfully maintaining a Hispanic-serving designation. One important area of advocacy in the future may be the use of professional translation services for outward-facing materials that represent the university. Hispanic-serving institutions are eager to publish bilingual materials and certain offices are tempted to resort to their in-house bilinguals. Unless said staff are well trained translators, the results are frequently subpar, and the need to correct and redo ends up in a higher cost per project.

The Spanish program's strong record in student-serving initiatives is a good indicator of its continued relevance. Students report high satisfaction with the quality of their degree, with the applicability of their degree to placement in diverse professional fields, with the life-long impact of their learning experience. Future positive outcomes are to be expected, based on the program's established reputation.

II. EXECUTIVE SUMMARY

3. Table

Table 3. Executive Summary Template for External Reviewer's Observations

Program Review Element	Check the appropriate selection				Provide explanation if not agree with element and/or why unable to evaluate
	Agree	Not Agree	Unable to Evaluate	Not Applicabl	
The program's self-study is a realistic and accurate appraisal of the program.	✓				clearly structured and easy to cross-reference
The program's mission and its contributions are consistent with the institution's role and mission and its strategic goals.	✓				multiple alignments are evident
The program's goals are being met.	✓				
The curriculum is appropriate to the breadth, depth, and level of the discipline.	✓				
The curriculum is current, follows best practices, and/or adheres to the professional standards of the discipline.	✓				solid curriculum, forward-thinking planning of course offerings
Student demand/enrollment is at an expected level in the context of the institution and program's role and mission.	✓				
The program's teaching-learning environment fosters success of the program's students.	✓				
Program faculty members are appropriately credentialed.	✓				
Program faculty members actively contribute to scholarship, service and advising.	✓				
Campus facilities meet the program's needs.	✓				
Equipment meets the program's needs.	✓				
Instructional technology meets the program's needs.	✓				
Current library resources meet the program's needs.	✓				
Student learning outcomes are appropriate to the discipline, clearly stated, measurable, and assessed.	✓				
Program faculty members are involved in on-going assessment efforts.	✓				
Program faculty members analyze student learning outcome data and program effectiveness to foster continuous improvement.	✓				
The program's articulation of its strengths and challenges is accurate/ appropriate and integral to its future planning.	✓				a clear vision for the future is evident: development of translation/interpreting options; HSI alignment; student-serving orientation

September 7, 2012

4. Recommendations

- Improve visibility. Certain achievements of the program, as well as its relevance may remain unnoticed if not publicized more prominently. For example, the mission alignments of the program should be highlighted: include an abbreviated mission statement on the program's webpage, and link to an extended document showing the cohesion between program goals, student learning outcomes, and larger institution objectives (this is eloquently represented in the Program Review narrative and can be replicated as a separate document). Designate a space on the website to highlight events, student achievements, and community partnerships. As a future HSI, CMU and the surrounding community benefit tangibly from efforts in the Spanish program – make this explicit in the program's virtual presence and printed publicity.
- Capitalize on existing curriculum. Consider the creation of certificates from the prism of Translation Studies, based on already existing courses. Most of the groundwork is done, it is a matter of appropriately packaging a strong credential. Ideas on how to approach the design of such a credential are listed in the Addendum to this document.
- Streamline the Spanish and Hispanic Studies major. Currently, the core section is crowded, and course rotations may prove to be too rigid for the completion of the major at a faster pace. Additionally, it is not known at this point if incoming faculty will have the same linguistics-based backgrounds.
 - One simple and easy change is to move FLAS 341 Introduction to Hispanic Linguistics to the Hispanic Studies category within which students should choose 2 out of 3 classes. This is unlikely to impact enrollments radically, especially if there is a Translation/Interpreting certificate in existence which would have FLAS 341 incorporated.
 - A more radical step would be to also move FLAS 441 to the Applied Studies category, within which students should choose 2 out of 5 classes. Benefit to the category: by allowing 2 classes, students who pursue a Translation/Interpreting certificate basically will have the two Translation/Interpreting courses seamlessly incorporated into their major, without having to take an extra course. Drawback: this may result in de-emphasizing linguistics content. Depending on the direction the program wants to take, this decision is very much a judgement call.

- Expand desired specialized areas.
 - Consider creating a new course, *Foundations of Translation and Interpreting*. If designed in English, it will be applicable to multiple languages and will provide the opportunity to create additional branches of the Translation Studies credentials.
 - When developing offerings for Language for the Professions, consider lower-division versions that are not comprehensive skill-builders, but rather limited-context competencies (think of it as not so much as training a musician, but as teaching a person to play 1-2 songs). Scale expectations on outcomes appropriately.
- Consider pipelines
 - Explore concurrent enrollment options with schools that have AP or IB programs and offer a clear path from high school to completing a university credential (certificate, minor) in the first year of university studies.
 - Help heritage or native speakers of Spanish to capitalize on their existing skills by offering a micro credential or certificate that acknowledges functional biliteracy.
 - Establish service-learning or internship options with a reputable professional provider of translation services – this will tremendously boost the reputation and real-world applicability of the Translation Studies track.
- Essential Learning. Revisit the possibility of reincorporating a language option, university-wide, under the Humanities category. It will be necessarily limited to 3 cr. hrs. Think in terms of “exposure” rather than “comprehensive skill building.” It is critical for Colorado students to get exposure to a foreign language: since it is not a requirement in the K-12 system, only 20% of students get such exposure before coming to the university, and certain fields that offer BS degrees can end up with graduates who have never attempted a language other than English. In today’s world, this is a disservice to students who will miss out on cultural competencies that are key to successful intercultural communication.

Conflict of Interest Declaration:

I have no prior association with Colorado Mesa University nor any member of the Department of Literature, Languages, and Mass Communication.

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