

PROGRAM REVIEW

Fairmont State Board of Governors

Program with Special Accreditation Program without Special Accreditation

Date Submitted 3 February 2016

Program **Bachelor of Arts in Spanish**
Degree and Title

INSTITUTIONAL RECOMMENDATION

The institution is obligated to recommend continuance or discontinuance of a program and to provide a brief rationale for its recommendation:

- 1 1. Continuation of the program at the current level of activity;
- * 2 2. Continuation of program with corrective action (for example, reducing the range of optional tracks or merging programs); *One year report due*
- 3 3. Identification of the program for further development (for example, providing additional institutional commitment);
- 4 4. Development of a cooperative program with another institution, or sharing courses, facilities, faculty, and the like;
- 5 5. Discontinuation of the Program

Rationale for Recommendation:

<u><i>Rebecca Baker</i></u>	5 February 2016
Signature of person preparing report:	Date
<u><i>Deanna Shields</i></u>	<u>3-24-16</u>
Signature of Dean	Date
<u><i>Christina Gavorata</i></u>	<u>3-23-16</u>
Signature of Provost and Vice President for Academic Affairs:	Date
<u><i>Maria C. Lopez</i></u>	<u>4-5-16</u>
Signature of President:	Date
<u><i>Mark Pelletta</i></u>	<u>4-14-16</u>
Signature of Chair, Board of Governors:	Date

Executive Summary for Program Review

Name and degree level of program: Bachelor of Arts in Spanish

External reviewer: Dr. Stacie C. Harrington
Faculty Associate & Spanish 226 Coordinator
University of Wisconsin-Madison
1144 Van Hise Hall
Madison, WI 53706-1557

Synopses of significant findings, including findings of external reviewers:

In her review, Dr. Harrington offered a number of trenchant observations about our baccalaureate program in Spanish that will be useful to our faculty as we move ahead with the program.

- Dr. Harrington noted that the program's web page needs to be updated to reflect the different options and student-centered activities available for current, prospective students as well as alumni.
- Dr. Harrington urged us to update the catalog description of the program to highlight both native, bilingual, and heritage speakers.
- Dr. Harrington remarked that the data distortion issue reported in the 2011 review (related to the fact that enrollment data does not account for double majors and Spanish Education majors) is still an unresolved issue. Though she commended faculty for actively working toward increasing enrollment, she reiterated that missing data is needed to gain a real picture of enrollment in the Spanish Program.
- The Spanish Program should state specific resources it needs or plans to request from the university in its strategic plan.
- Dr. Harrington also mentioned the expansion of course offerings in line with MLA recommendations that language & literature departments include course offerings in cultural studies, language for specific purposes, and heritage speakers. She recommended that faculty offer courses through interdisciplinary collaboration, utilizing FSU's Instructor Exchange Program. She also stated that Language Across the Curriculum models increase enrollment and awareness about language and literature programs
- Dr. Harrington observed that assessment plans put in place at the end of the period included in the 2011 review have continued in spite of Spanish faculty turnover experienced between 2011 and 2014.
 - She recommended that the program consider the use of performance-based portfolio assessments for all Spanish courses as well as progress indicators such as NCSSFL-ACTFL Can-Do Statements in the interpersonal, interpretive and presentational modes.

Plans for program improvement, including timeline:

- Spring 2016
 - Revise the catalog description of the Spanish Program
 - Update website to increase recruitment efforts
 - Rewrite Program mission and vision statements
 - Devise common speaking and writing rubrics for all Spanish courses
 - Work with the Registrar to determine data collecting to reflect total enrollment in the Spanish program including double majors, minors, and Spanish Education majors
 - Establish several student-centered opportunities for students to practice Spanish skills and promote cultural awareness and community building
- Fall 2016
 - Implement portfolios in all Spanish classes
 - Incorporate Can-Do Statements in self-assessment instrument
 - Increase the pool of adjuncts
- Spring 2017
 - Redesign special purpose courses using interdisciplinary collaboration
 - Continue to improve learning portfolio contents
- Fall of 2017 through Spring of 2020
 - Continue revising strategies for continuous improvement of enrollment, course offerings, and student and alumni-centered opportunities for career growth and community building

Identification of weaknesses or deficiencies from the previous review and the status of improvements implemented or accomplished: No weaknesses or deficiencies were noted in the approval of the previous review. We have continued to work on more accurate data for the program and are working to track Spanish Education majors. We continue to try to increase the number of majors and graduates.

Five-year trend data on graduates and majors enrolled: The number of majors has remained relatively static likely because of the unexpected resignation of faculty two years in a row. The number of applicants to the program remains at least double and sometimes as much as five times those enrolled; we need to do more to convert these applicants to admitted and enrolled students. Our graduation rates improved in 2012-13. The regression in subsequent years may also be due to faculty turnover. We expect more stability now that Dr. Bircann-Barkey has joined the faculty and is recruiting students as minors and majors.

Summary of assessment model and how results are used for program improvement: The assessment program for the B.A. in Spanish is designed to turn on three approaches: learning portfolios, can-do statements, and rubrics. With the turnover in faculty, much of this work has not been saved.

Data on student placement (for example, number of students employed in positions related to the field of study or pursuing advanced degrees): Of the graduates we were able to contact, two are teaching or employed by educational institutions. Two live abroad in Spain. The study of Spanish language and cultures equipped all four for the situations they are in now.

Final recommendations approved by governing board

PROGRAM REVIEW

**FAIRMONT STATE UNIVERSITY
DEPARTMENT OF LANGUAGE AND LITERATURE
BACHELOR OF ARTS IN SPANISH
PROGRAM REVIEW
FEBRUARY, 2016**

PROGRAM CATALOG DESCRIPTION

With more than forty million Spanish speakers, Spanish is now the second most-spoken language in the U.S., and employment opportunities are significantly strengthened for majors. In education, there is widespread need for Spanish teachers at all levels. In many places, Spanish proficiency has become essential for such professions as social work, criminal justice, business and banking, and allied health areas. Spanish courses at Fairmont State University are designed to develop students' skills in speaking, comprehension, reading, and writing the language. They will also gain an understanding of Hispanic culture both outside and inside the United States.

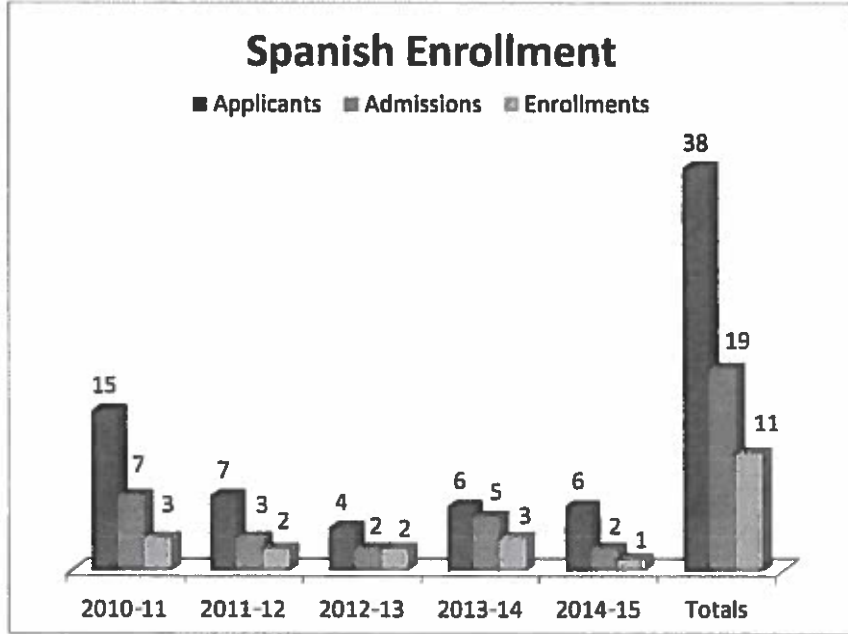
Students preparing to teach Spanish and those wishing to integrate Spanish into their chosen professions will be able to choose from a variety of courses aimed at helping them reach their career goals.

Spanish majors are strongly encouraged to spend at least one semester abroad in a Spanish-speaking country, preferably but not necessarily in their junior year. Students have the option of traveling to a Spanish-speaking country and doing research on an approved topic, for which they will receive 3-6 credit hours (SPAN 4402). Students in approved internships (SPAN 3300) will receive 3-6 upper-division credit hours, depending upon the type and duration of the internship.

Advanced Placement allows Spanish majors and minors with previous experience in the target language to accelerate their program. A placement exam will determine at what level the student may begin.

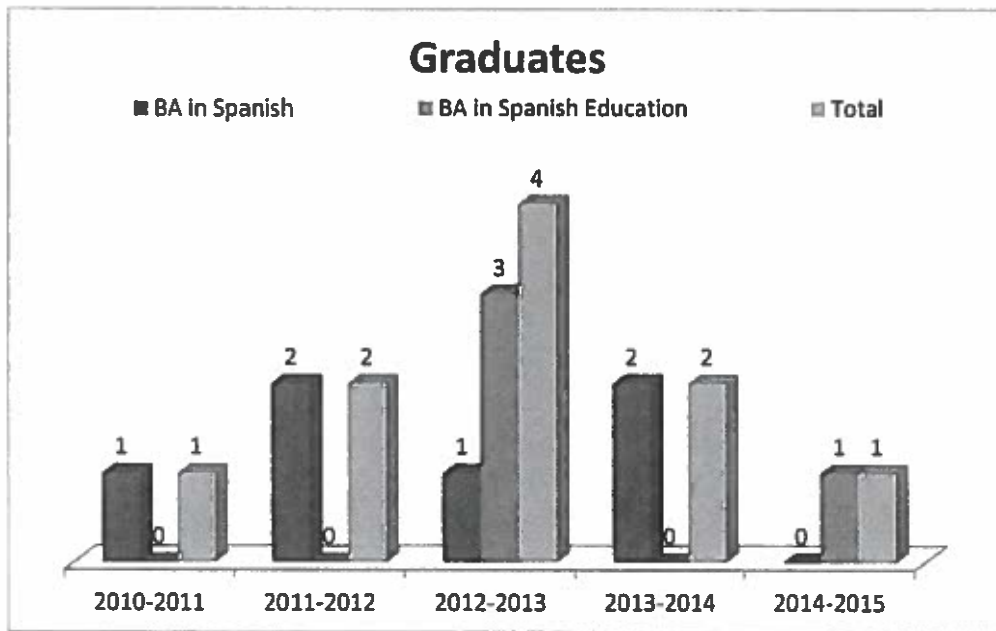
VIABILITY (§ 4.1.3.1)

ENROLLMENTS



	2010-11	2011-12	2012-13	2013-14	2014-15	Totals
Applicants	15	7	4	6	6	38
Admissions	7	3	2	5	2	19
Enrollments	3	2	2	3	1	11

GRADUATES



	2010-11	2011-12	2012-13	2013-14	2014-15
BA in Spanish	1	2	1	2	0
BA in Spanish Education	0	0	3	0	1
Total	1	2	4	2	1

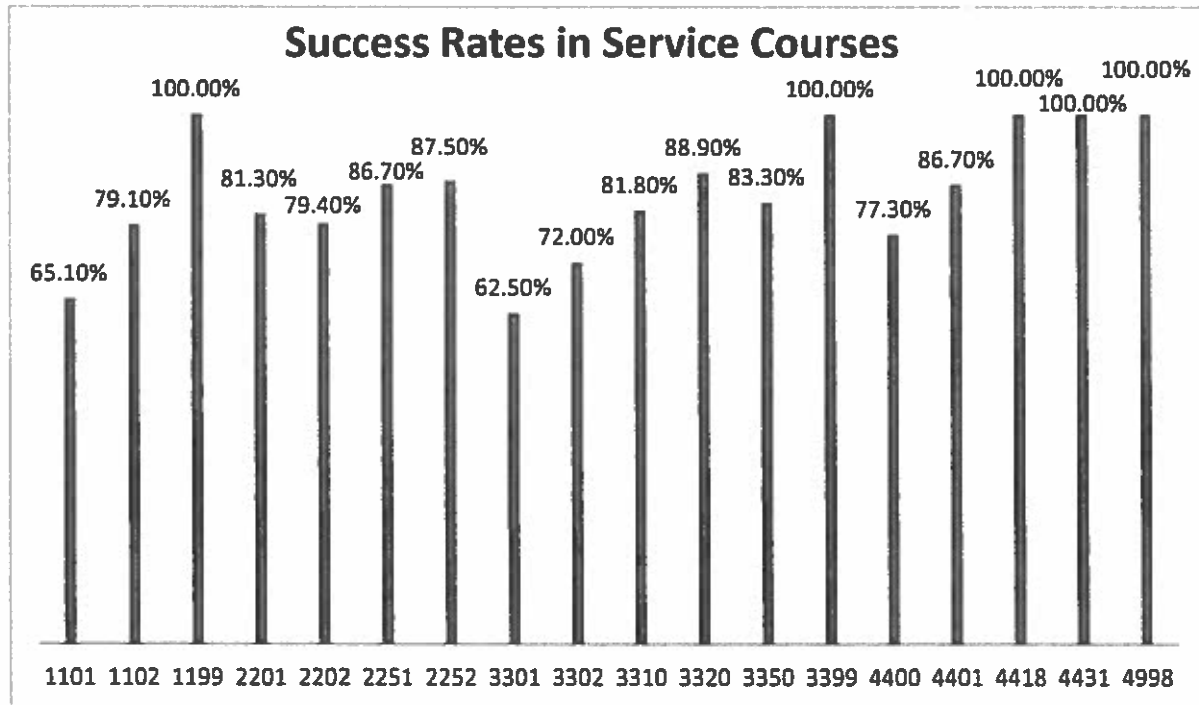
PROGRAM COURSES

			2010-11	2011-12	2012-13	2013-14	2014-15	Total
SPAN	1101	Elementary Spanish I	129	155	147	99	97	627
SPAN	1102	Elementary Spanish II	26	60	32	29	25	172
SPAN	1199	Special Topics		7				7
SPAN	2201	Intermediate Spanish I	18	23	21	15	19	96
SPAN	2202	Intermediate Spanish II	13	17	13	10	15	68
SPAN	2251	Spanish for Criminal Justice		15				15
SPAN	2252	Spanish for a World Economy			8			8
SPAN	3301	Spanish Composition and Conversation I	8	7	5	4		24
SPAN	3302	Spanish Composition and Conversation II	4	8	4	5	4	25
SPAN	3310	Spanish Civilization and Culture	6		5			11
SPAN	3320	Latin American Civilization and Culture		5		4		9
SPAN	3350	History of Spanish Language		8	4			12
SPAN	3399	ST: Advanced Spanish Grammar					3	3
SPAN	4400	Survey of Latin American Literature	6	4	3	3	6	22
SPAN	4401	Survey of Peninsular Literature	2	6	4	3		15
SPAN	4418	U.S. Hispanic Cultures & Literature		6			3	9
SPAN	4431	Spanish Methods & Materials in Teaching	1	4	1	2	4	12
SPAN	4998	Undergraduate Research		2				2
Totals			213	327	247	174	176	1137

SERVICE COURSES

The introductory Spanish courses (1101, 1102, 2201, and 2202) support the General Studies program, and SPAN 2251 serves the Criminal Justice Program, preparing majors to work more effectively with Hispanics. All of the Spanish courses support the B.A. in Education with Spanish as a teaching field.

SUCCESS RATES SERVICE COURSES



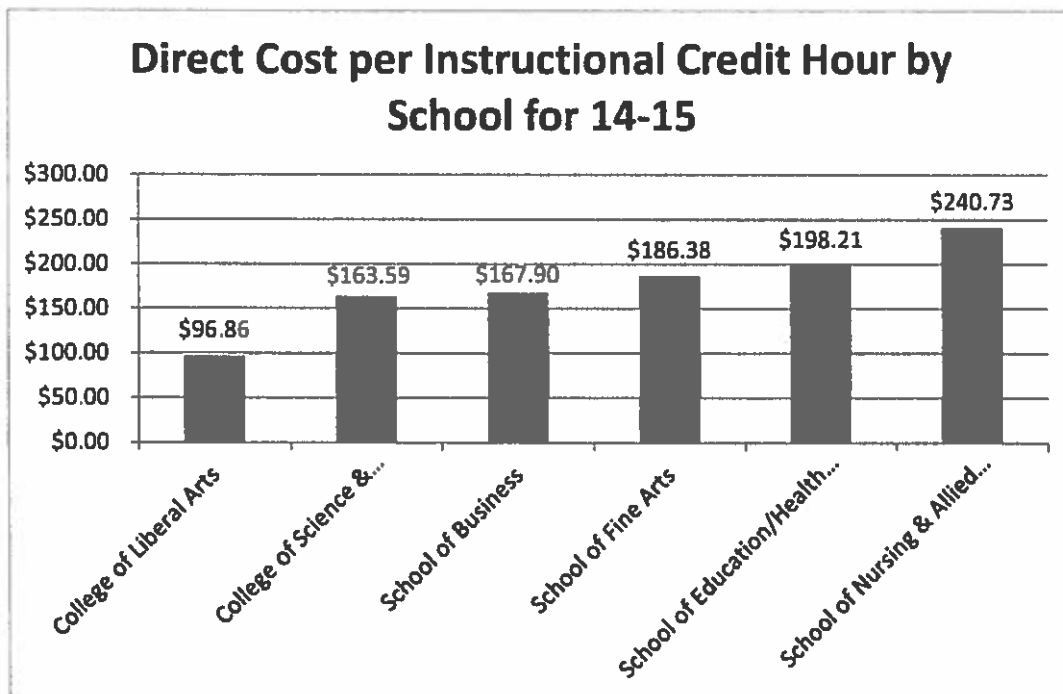
EXT ED/OFF-CAMPUS COURSES The two introductory Spanish classes, SPAN 1101 and 1102 are taught at the Caperton Center and at the Lewis County Center. Additionally, a dual-credit course has been offered at North Marion High School.

	2010-11	2011-12	2012-13	2013-14	2014-15
Caperton Center	1	2	2	2	1
Lewis County	0	2	1	0	0
Dual Credit at North Marion	0	0	1	1	1

COST/STUDENT CREDIT HOUR

The cost per student credit hour for the Spanish program is \$109.48. This figure was derived by determining the percentage allocated to Spanish faculty from the overall labor budget for the department of Language and Literature (4.696%), calculating a similar percentage of the operating budget, and dividing the sum of both of these by the number of credit hours in 2014-15.

While this cost is slightly above the cost per instructional credit hour for the College of Liberal Arts (\$96.8), it is well below the same figure for the other College and Schools of Fairmont State and markedly less than the average cost of \$150.74 and the University's total of \$164.87.



GENERAL STUDIES REQUIREMENTS MET

Attribute 1A – Critical Analysis: ENGL 2220	3 hours
Attribute 1B – Quantitative Literacy: MATH 1107 or higher	3 hours
Attribute 1C – Written Communication: ENGL1104	3 hours
Attribute 1D – Teamwork: COMM 2200 or 2201	3 hours
Attribute 1E – Information Literacy: ENGL 1108	3 hours
Attribute 1F – Technology Literacy: Any course in 1F	3 hours
Attribute 1G – Oral Communication: COMM 2200 or 2201 or COMM 2202 or SPAN 1101 or SPAN 1102	
Attribute II – Proficiency in the Major: Fulfilled by the Major requirements	
Attribute III – Citizenship: HIST 1107 or 1108 or POLI 1103.	3 hours
Attribute IV – Ethics: ENGL 2220 (Satisfied in Attribute IA)	
Attribute V – Health: PHED 1100	2 hours
Attribute VI – Interdisciplinary: Any course in VI	3 hours
Attribute VIIA – Arts: Any course in VIIA	3 hours
Attribute VIIB – Humanities: ENGL 2221	
Attribute VIIC – Social Sciences: Any course in VIIC	3 hours
Attribute VIID – Natural Science: Any course in VIID	4 hours
Attribute VIII – Cultural Awareness: ENGL 2221 (Satisfied in Attribute VIIB)	
Additional General Studies hours:	
Total	36 hours

ASSESSMENT REQUIREMENTS

During the 2014-15 academic year, the Spanish Program worked to assess three outcomes:

1. Speaking

Students will be able to converse easily and confidently in almost all social situations and when confronted with most routine tasks. Students will be able to exchange basic information related to work, school, leisure, personal interests, and specific areas of competence.

Details/Description: Faculty and instructors will evaluate appropriately the linguistic level of students according to the nationally fixed standards of ACTFL. The knowledge of a wide range of vocabulary as well as having the ability to move back and forth between tenses with relative ease is necessary for success.

Satisfactory Performance Standard: All students will achieve a score of 75% or better.

Ideal Performance Standard: All students will achieve a score of 85% or better.

Summary of Findings: Spanish faculty worked diligently to standardize assignments, examinations, and assessments in SPAN 1101, 1102, 2201, and 2202. Part of this effort was a common rubric for assessing the students' speaking proficiency. Faculty used this rubric in SPAN 1101, 1102, 2201, 2202, 3301, and 3302. No students, however, were in their final semester of the Spanish major.

Results: Satisfactory Performance Standard Achievement: Not Met

Recommendations: After some discussion, Drs. Bircann-Barkey, the Spanish professor; Angela Schwer, chair of the department's Assessment Committee; and J Robert Baker, chair of the department, agreed that the time line prevented us from having a useful assessment of this outcome. All agreed that the time line needs to be modified so that assessments being used in the lower-level courses are useful for program assessment.

2. Writing and Analysis

Students will be able to demonstrate critical and analytical skills when writing in Spanish.

Details/Description: Currently, majors in Spanish are required to take a total of 8 upper level Spanish courses which focus on a variety of cultural, literary, and historical topics.

Evaluation by Spanish faculty of samples of senior majors will be conducted using a rubric devised by the Spanish Program. The benchmark will be satisfactory for this assessment. The samples will be collected at random. The following categories will be used in analysis: Structure/Methodology, Critical Thinking, and Appropriate Use of Grammatical Structures.

Satisfactory Performance Standard: All students will achieve a score of 80% or better, showing that they are able to critically analyze literature and write a structurally/grammatically sound essay.

Ideal Performance Standard: All students will achieve a score of 95% or better.

Summary of Findings: Dr. Bircann-Barkey developed a standard rubric to assess students' writing in the four lower-level courses and another rubric for upper-level courses. She and the adjuncts used these rubrics in individual courses, but the time line for this outcome calls for an assessment of students' work in their final semester. No Spanish majors were in their final semesters during the 2014-15 academic year.

Results: Satisfactory Performance Standard Achievement: Not Met

Recommendations: After some discussion, Drs. Bircann-Barkey, the Spanish professor; Angela Schwer, chair of the department's Assessment Committee; and J Robert Baker, chair of

the department, agreed that the timeline prevented us from having a useful assessment of the writing outcome. All agreed that the time line needs to be modified so that assessments being used in the lower-level courses are useful for program assessment. It would be more helpful to assess students' proficiency at each stage of their work in the Spanish major.

3. Professional and Graduate Readiness

Students will demonstrate professional readiness for language-related fields of study and work.

Details/Description: In order to complete upper level courses, students will have to have reached a very high level of Spanish. A brief exit survey will be administered to seniors assessing students' knowledge of at least three upper level course topics. The survey will ask 30 questions.

Satisfactory Performance Standard: The Program goal is 70% passing of this survey as satisfactory.

Ideal Performance Standard: 90%+

Summary of Findings: We had no majors in their final semester of the Spanish major.

Results: Satisfactory Performance Standard Achievement: Not Met

Recommendations : Drs. Bircann-Barkey, the Spanish professor; Angela Schwer, chair of the department's Assessment Committee; and J Robert Baker, chair of the department, agreed that we need to reconsider the time line for this outcome. It might be better to begin this assessment prior to the last semester.

ADJUNCT USE

	2010-11	2011-012	2012-13	2013-14	2014-15
Full-time Faculty	1	1	1	1	1
Part-time Faculty	2	1	3	2	1
Fulbright Foreign Language Teaching Assistants	1	1			
Totals	4	3	4	3	2

GRADUATION/RETENTION RATES

Fall	Cohort Size of Spanish First-time Freshmen	Count of this Fall Cohort Retained until Next Fall in the Spanish Program	Spanish FT Program Retention Rate	First-time Graduated on Time	First-time Graduated 150 Time	First-time Graduated 200 Time
2009	1	1	100%	0	0	0
2010	1	1	100%	0	0	0
2011	0	0	N/A	0	0	0
2012	0	0	N/A	0	0	0
2013	2	2	100%	0	0	0
2014	0	0	N/A	0	0	0
2015	0	0	N/A	0	0	0
7-Yr Mean	0.57	0.57	100.00%	0	0	0

PREVIOUS PROGRAM REVIEW RESULTS

The previous review of the baccalaureate in Spanish was submitted on 1 February 2011. At 28 April 2011 meeting, the Board of Governors voted to approve the report (<http://www.fairmontstate.edu/aboutfsu/sites/default/files/bog-meeting/minutes/20110616.pdf>).

ADEQUACY (§ 4.2.4.2)

Program Requirements for Bachelor of Arts in Spanish	128 SEM. HRS.
Spanish Curriculum (see below)	42 SEM. HRS
General Studies Requirements	36-38 SEM. HRS.
Free Electives	19-21 SEM. HRS
Minor (optional)	24 SEM. HRS.

Spanish Curriculum

Required Courses (27 hrs.)

SPAN 1101	Elementary Spanish I	3
SPAN 1102	Elementary Spanish II	3
SPAN 2201	Intermediate Spanish I	3
SPAN 2202	Intermediate Spanish II	3
SPAN 3301	Spanish Composition & Conversation I	3
SPAN 3302	Spanish Composition & Conversation II	3
SPAN 3310	Spanish Civilization & Culture	3
-OR-		
SPAN 3320	Latin American Civilization & Culture	3
SPAN 4400	Survey of Latin American Literature	3
SPAN 4401	Survey of Peninsular Literature	3
SPAN 4998	Undergraduate Research	0-6

Spanish Electives (15hrs.)

(Students may select from the following list or choose other courses approved by their advisor.)

SPAN 1199	Special Topics	3
SPAN 2220	Language through Video	3
SPAN 2250	Spanish for Medical Professions	3
SPAN 2251	Spanish for Criminal Justice	3
SPAN 2252	Spanish for a World Economy	3
SPAN 3300	Undergraduate Internship	3
SPAN 3350	History of the Spanish Language	3
SPAN 3399	Exploring Careers for English Majors	3
SPAN 3300	Undergraduate Internship	3-6
SPAN 4402	Independent Study	3-6
SPAN 4418	U.S. Hispanic Cultures & Literature	3
SPAN 4431	Methods: Second Language Acquisition	3

Faculty Data

Please See Appendix A

Accreditation/national standards

The American Council on the Teaching of Foreign Languages (ACTFL) accredits the Spanish education program. Oversight extends to courses in the Spanish B.A., certifying them as more rigorous and, therefore, more valuable to the students.

The American Council on the Teaching of Foreign Languages has published national standards, which our program in Spanish has embedded in its learning outcomes.

Outcome 1: Communication

Students engage in conversations; provide and obtain information; understand and interpret written and spoken language on a variety of topics; and present information, concepts, and ideas to an audience of listeners or readers.

Outcome 2: Cultures

Students demonstrate an understanding of the relationship between the practices, products, and perspectives of the culture studied.

Outcome 3: Connections

Students reinforce and further their knowledge of other disciplines through the foreign language and acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

Outcome 4: Comparisons

Students demonstrate an understanding of the nature of language and the concept of culture through comparisons of the language and cultures studied and their own.

Outcome 5: Communities

Students demonstrate an understanding of the opportunities to use the language both within and beyond the classroom setting.

NECESSITY (§ 4.1.3.3)

One of our graduates went on to earn a master's in Spanish Literature from West Virginia University. She worked as an interpreter and now uses her skills in diverse cultures and with individuals with disabilities in her work as the Outreach Coordinator in the Division of Diversity, Equity, and Inclusion at West Virginia University. Another graduate now lives in Indonesia where she homeschooled two children from the U.S; she now volunteers and teaches at an international school and attends an Indonesian language school. Two graduates now live in Madrid. Another is deceased.

Other colleges and universities in West Virginia offer degrees in Spanish. The B.A. in Spanish remains a necessity for Fairmont State University's service region because it affords students in that region an education at a relatively low tuition close to home. The Spanish program serves the General Studies program and other degree requirements as noted above. The program has the potential to make our graduates in nursing, criminal justice, psychology, social work and business more attractive to employers because of the rising numbers of Spanish speakers in the United States and the number of international companies recruiting multilingual employees.

Moreover, the B.A. in Spanish serves the Strategic Planning goals of fostering high levels of teaching and learning, and of strengthening the educational, economic, and cultural well-being of our region. In Spanish classes, students develop a global awareness by studying both the language and the cultures of Spanish-speaking regions. Their ability to think critically is enhanced, and they are prepared to take up roles as global citizens. With the demographic spread of Spanish speakers into Appalachia, Spanish equips students to engage with Spanish speakers in a variety of contexts. One of our graduates, who went on to become a certified interpreter and was employed at West Virginia University in that role, exemplifies the contribution that graduates with a Spanish degree can make to the educational, economic, and cultural well-being of our region.

CONSISTENCY WITH MISSION (§ 4.1.3.4)

The Bachelor of Arts in Spanish trains students in the four skill areas of Spanish language learning: speaking, listening, reading, and writing, and fosters the understanding and appreciation of Spanish-speaking cultures. In this, the Spanish program serves the mission of Fairmont State University in fostering "individual growth, professional and career development, lifelong learning, global understanding, and a commitment to excellence in academic and community pursuit." In the acquisition of the Spanish language and the study of Spanish-speaking cultures, majors grow intellectually and morally as their understanding of the world is broadened. Many are prepared for careers as teachers, and others establish the foundations necessary to pursue training as interpreters or translators. Students of Spanish are also well equipped for service in criminal justice, business, social work, and the medical professions. Graduates with the B.A. in Spanish have developed intellectual skills and habits

that will serve them well in law school or graduate study in Spanish. The program cultivates the virtue of life-long learning, and it enhances the students' grasp of cultures around the globe while calling students to meritorious achievement academically and civically.

The B.A. in Spanish develops ever-higher levels of language proficiency and cultural understanding that will help students to be engaged citizens in our Republic, which has an increasing number of Spanish-speaking citizens. It also prepares them for employment in a range of fields in West Virginia or the United States and around the world.

The Spanish program supports the general studies curriculum. It also serves as a teaching field in the B.A. in Education.

The Spanish B.A. shares facilities with other programs—two majors, four minors, and a master's program—in the Department of Language and Literature and the School of Education. It also provides the teaching methodology course for students who have elected Spanish as a teaching field as well as those minoring in Teaching English to Speakers of Other Languages (TESOL).

With reference to the University's mission statement in the "Philosophy and Objectives" section of the 2014-15 catalog (page 5):

- The baccalaureate in Spanish contributes to the breadth and range of traditional degree programs in the arts and sciences.
- Spanish courses are routinely offered at branch campuses, but were not offered online. Moreover, through service learning, students in Spanish work actively with community groups, most particularly schools.
- Spanish faculty exert themselves consistently to welcome non-traditional students and military personnel, and to support their progress; the faculty are sensitive to the large number of first-generation college students.
- Spanish faculty select textbooks with costs in mind. Faculty members also prepare their own course materials to augment course content.
- Spanish faculty formally and informally counsel students about academic, career, and personal matters.
- Spanish faculty offer cultural, recreational, and social activities that supplement and reinforce traditional classroom learning.

Signatures and Recommendations

APPENDIX A
FACULTY *Vita*

INGRID MERCEDES BIRCANN-BARKEY

Curriculum Vitae

2015

1445 Woodland Drive
Morgantown, West Virginia 26505
804-873-2811
ingridbircann@yahoo.com

EDUCATION

PhD Spanish/Latin American, Caribbean and U. S. Latino Cultural Studies

University at Albany, State University of New York

2013

MA Latin American, Caribbean and U. S. Latino Cultural Studies

University at Albany, State University of New York

2005

BA Anthropology

Columbia University

1986

EMPLOYMENT

Fairmont State University. Department of Language and Literature. Temporary Assistant Professor and Program Coordinator. Spanish. 2014-current

Hampton University. Online Distance Education. Spanish Instructor. 2011

Santa Fe Community College. World Languages. Spanish Instructor. 2009-2010

Virginia Union University, English and Foreign Languages. Associate Professor. 2006-2009

Randolph-Macon College, Modern Languages. Visiting Assistant Professor. 2005-2006

College of the Atlantic, International Studies. Adjunct. 1995-2001

Altos de Chavón School of Design, Anthropology. Instructor. 1990-1994

Pontificia Universidad Católica Madre y Maestra, Center for Urban and Regional Studies and Sociology Department - Joint Appointment. Assistant Professor. 1987-1989

Pontificia Universidad Católica Madre y Maestra, Council on International Educational Exchange CIEE. Instructor. 1986-1989

PUBLICATIONS

Raider-Roth, M., Albert, M., Bircann-Barkey, I., Gidseg, E., and Murray, T., (2012). Resisting boys, resisting teachers. *Thymos, Journal of Boyhood Studies*, Volume Six, Number One, Spring 2012, p. 33-55.

Raider-Roth, M. et al. (2008). Teaching boys: A relational puzzle. *Teachers College Record*, Volume 110 Number 2, p. 443-481.

FELLOWSHIPS

Ford Foundation Fellowship "Gender Studies in Global Perspective." University at Albany, State University of New York. 2001-2004

CONFERENCES

Attendee. Consortium for Faculty and Course Development in International Studies-FACDIS Annual Conference "The Arts and Politics: Defending-or Challenging- the Status Quo" West Virginia University, Morgantown, WV, November 2015

Attendee. West Virginia Foreign Language Teachers Association Annual Conference, West Virginia State University, Institute, WV, October 2015

Attendee. American Council for the Teaching of Foreign Languages-ACTFL Annual Convention "Reaching Global Competence" San Antonio, November 2014

Attendee. Consortium for Faculty and Course Development in International Studies-FACDIS Annual Conference "Global Climate Change: Science Meets Society" West Virginia University, Morgantown, November 2014

Attendee. West Virginia Foreign Language Teachers Association Annual Conference, West Virginia State University, Institute, WV, October 2014

Presenter. "Tabaqueras en la galera: Women workers, labor process and labor force changes in the Dominican cigar factory, 1940-2011." LASA Latin American Studies Association 2012 Congress May 23-26, San Francisco. Labor Studies and Class Relations Track. Labor on the Margins: Gender, Informality, and Evolving Rights Panel

Presenter. "Enhancing Boys" 2004 New England Educational Research Organization (NEERO), Annual Conference Portsmouth, New Hampshire

Presenter. "Enhancing Boys' Learning: The Centrality of Relationships" 2004 Ethnographic and Qualitative Research in Education. Educational Theory and Practice Department Annual Conference, University at Albany, SUNY

CAMPUS TALK

"Relational Theories in Teaching and Learning: Overview and Applications" Faculty Enrichment Meetings. Virginia Union University. 2007

TEACHING EXPERIENCE

Spanish

Fairmont State University

Elementary Spanish (2014-2015)

Intermediate Spanish (2014-2015)

Advanced Spanish Grammar (2014)

Conversation and Composition (2015)

Methods: Second Language Acquisition (2014, 2015)

Latin American Literature Survey (2015)

U. S. Latino Cultural History (2015)

Survey Peninsular Literature (2015)

Language through Video (2015)

Hampton University Online
Beginning Spanish (2011)
Intermediate Spanish (2011)
Santa Fe Community College
Elementary Spanish (Fall, Spring//2009-2011)
Virginia Union University
Elementary Spanish (Fall, Spring/ 2006-2009)
Intermediate Spanish (Fall, Spring/ 2006-2009)
Randolph Macon College
Elementary Spanish (Fall, Spring 2005-2006)
Intermediate Spanish (Fall, Spring 2005-2006)
College of the Atlantic
Spanish Applications (Fall, Spring, 1995- 2001)
Advanced Conversation (Fall, 1995-2000)

Latin American and Caribbean Cultural Studies

University at Albany, State University of New York
Introduction to Colonial History of the Caribbean (Summer, 2003, 2004)
College of the Atlantic
Women's Issues in Latin America (Fall, 1996, 1997)
Altos de Chavón School of Design
Introduction to Anthropology (Fall 1991,1992,1993)
Pontificia Universidad Católica Madre y Maestra
Latin American Society and Culture for Foreign Students (Fall, Spring/ 1986-1987)
Introduction to Anthropology (Fall 1987, 1988)
Social Anthropology (Fall 1987, 1988)
Urban Sociology (Fall 1987, 1988)
Rural Sociology of the Dominican Republic (Spring 1988, 1989)
Sociology for Architecture Students (Spring 1988, 1989)
Social Research Methodology (Fall, Spring, 1988-1889)

RESEARCH EXPERIENCE

Dissertation. Qualitative social research in two cigar factories. Direct observation, interviews, archival, and oral history of women workers. 2010-2012

Member. Educational Theory and Practice interpretative community of graduate Students using the Listening Guide, a voice-centered relational theory analytical method under the direction of Dr. Miriam Raider-Roth 2003-2005

Member. Center for Urban and Regional Studies Pontificia Universidad Católica Madre y Maestra, Evaluation and analysis of Rural Sanitation and Applied Native Technology for ENDA-Caribbean projects in Zambrana, Cotui 1987-1988

UNIVERSITY SERVICE

Fairmont State University
Coordinator, Spanish Language Program
Coordinator, Spanish PreK-Adult Teacher Education Specialization

Language and Literature Department Representative, Campus Visitation Day
 Adviser, Spanish Majors/Minors
 International Student Organization ISO Faculty Advisor
 Assessment Committee Member, Language and Literature Department
 Main Writer. NCATE SPA Program Report, Teacher Education Spanish Specialization
 Virginia Union University
 Coordinator, Foreign Languages Department, 2008-2009, Foreign Language Christmas
 Festival, 2006-2008, Spanish Club, 2006-2009
 Faculty committee secretary, SACS 2010 accreditation self-study, 2007-2009
 Chair, Quality Enhancement Plan (QEP) committee, 2007-08
 Chair, winning QEP topic, "Reading and Writing as Foundations for Success" 2008-2009
 Main writer, faculty development grant proposal. United Negro College Fund UNCF/Ford
 Foundation Faculty Enhancement Initiative Planning Grant 2007
 Delegate, UNCF Institute for Capacity Building, Atlanta 2008
 Member, nominating committee of a faculty member to the State Council of Higher Education
 for Virginia (SCHEV) Outstanding Faculty Award 2008
 Junior faculty marshal, 2007-2009
 College of the Atlantic
 Founding member of the Winter Term in Yucatán study abroad program 1996-2000
 Main writer, study abroad orientation handbook 1996

NON-ACADEMIC WORK

University at Albany, State University of New York 2001-2004
 Assistant to the chair, Initiatives for Women University at Albany, State University of New
 York. Database entry and maintenance, grant proposal review and analysis.
 Co-managing Editor, *Gender & Society*, Sociology Department, University at Albany, State
 University of New York. Manuscript processing: Preparation for reviews, facilitating
 communication between the editor and reviewers, proof reading of in-print manuscripts,
 translations from Spanish to English when needed. Editorial Assistant, *Gender & Society*,
 Sociology Department, University at Albany, State University of New York Albany, New
 York. Database entry, manuscript filing, clerical work.
 Manager, Abbe Museum Store. Bar Harbor, Maine. 1995-1998
 Budget development. Inventory purchasing and maintenance. Sales and store set-up. Staff
 hiring, training, supervision, and scheduling. Museum exhibit supervisor. Developing of
 relationships with Native American basket makers and craftspeople. Co-organizer of Native
 American Summer Festival. Volunteer recruiter and coordinator.
 Program Assistant, International Studies Program. College of the Atlantic, Bar Harbor, Maine
 1995-1998, 2000
 Initial communication with preliminary academic contacts in Yucatan. Winter term in Yucatán
 orientation handbook. Student adviser and culture shock management. Faculty residence
 management. Assistance in developing and implementing orientation sessions. General
 consulting language and cultural issues.
 Director, Altos de Chavón Regional Museum of Archaeology. Altos de Chavón Cultural Center
 Foundation, La Romana, Dominican Republic 1990-1994
 Curator, permanent pre-Columbian art collection. General management and budget
 development, coordination and supervision of museum building renovation and museography,

lectures and conferences by archaeological experts, educational presentations at public and private schools in towns and cities in the country.

Organization of four art exhibits per year for the museum gallery. Guided tours and lectures on the Taino culture. Coordination and implementation of the transfer of artifacts for EXPO '92 in Seville, Spain, and the 1994 Taino art exhibit at the Petit Palais Museum in Paris, France.

Development and administration of museum shop.

Managing Editor, 1992 Spanish-English Museum Catalog.

1993 Archaeological Summer Camp for ages 8 to 14.

Conceptual development, budget creation, grant proposal writing, and planning for the conference "The Aboriginal Cultures of the Greater Antilles" for archaeologists and social scientists in the summer of 1994.

Altos de Chavón / The School of Design. Altos de Chavón Cultural Center 1990-1994

Orientation Workshops for Foreign Students. Coordinator of the Artists - In - Residence Program, The School of Design

Lodging, community relations, studios, public lectures, and coordination of each group's collective exhibit. Simultaneous translation from English to Spanish of public seminars and lectures by visiting artists of The School of Design. Hosted visiting guests of the Museum and The School of Design.

LANGUAGES

Spanish, native

English, near native, distinguished proficiency

French, advanced reading proficiency

Portuguese, advanced reading proficiency

PROFESSIONAL MEMBERSHIPS

American Council for the Teaching of Foreign Languages, ACTFL.2014 - current

Consortium for Faculty and Course Development in International Studies. FACDIS.2014 - current

West Virginia Foreign Language Teachers Association.2014 - current

Latin American Studies Association, LASA, Labor Studies section.2009-current

REFERENCES

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Latin American & Latino Studies, Merrill Academic Room 30
University of California, Santa Cruz
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