

Response to the APR External Report
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The faculty of the Department of Spanish and Portuguese thanks the APR Evaluation Committee (Dr. Danny Anderson, University of Kansas; Dr. Dale Koike-University of Texas-Austin; Dr. Amy Williamsen-University of Arizona; Dr. Warren Smith-Foreign Languages and Literatures, University of New Mexico) for their thorough and beneficial review of our department and its programs in January 2008 and their written report, which we received on March 20, 2008.

The report includes positive assessments of the department's strengths and discusses at length a number of critical needs. Primary among these is the serious inadequacy of current faculty numbers with relation to the breadth and complexity of the department's programs, and to the growth in enrollments over the past 10 years. Principal among the reviewers' recommendations is significant financial support from the university for the addition of faculty lines. Also central to their report is the recommendation that the department faculty carry out changes in the literature program—moving from an organization by period and genre to a focus on themes and methods, which would bring the program in line with the new directions in the discipline, and would also reduce the program's fragile dependence on specific faculty members.

The following response and action plan discusses each section of the APR report.

I. Overview/Current Situation and Strategic Planning

Programs appropriate to a Research I institution: The outsider reviewers characterize the programs of the Department of Spanish and Portuguese as both complex and appropriate for a flagship Research I institution. As the reviewers note, “these programs include: three basic language programs (Spanish as a Second Language; Spanish as a Heritage Language; Brazilian Portuguese), undergraduate majors and minors (Spanish; Portuguese), and graduate degrees (M.A. in Portuguese; M.A. in Spanish with possible concentrations in Linguistics, Hispanic Literature, or Southwest Studies; Ph.D. in Spanish and Portuguese with possible concentrations in Linguistics or Hispanic Literature).” The quality of these programs is strong as evidenced by the historical reputation of the department as a leader in producing prominent scholars in both linguistics and literature, the recent record of professional placement of our graduate students, and reports of current student satisfaction. The department also enjoys strength in its dedicated and talented support staff.

Strategic strengths: The Department of Spanish and Portuguese plays a role vital to the mission of the flagship university of a bilingual state, in teaching the language, cultures, and literatures of the Hispanic and Portuguese worlds, with a strong emphasis on Southwest Hispanic culture and Spanish of the Southwest. The department also contributes vitally to the diversity of both the faculty and the student body, with 50% of the faculty and 60% of the student body representing Hispanic minorities. The curriculum of the department, particularly the strengths in heritage language instruction and Southwest Hispanic Studies have played vital roles in the retention of Hispanic students, while language and cultural instruction are essential to the preparation of

professionals ready to serve with cultural and linguistic skills and sensitivity the 42% of New Mexico’s population that is Hispano/Latino and/or bilingual or monolingual Spanish speaking.

The 16 faculty, 63 graduate TAs, and 6 part time instructors teach approximately 3,000 students every semester.¹

Linguistics	Peninsular Lit	Spanish American Lit	Southwest Hispanic Studies	Brazilian Portuguese
Cacoullos (leaving F09) Gonzales (.5 SHL Coordinator) Sykes (.5 SSL Coordinator) Travis (.5 FTE)	Cárdenas Quinn Rivera	K. López M. López K. McKnight (.5 LAII) Santiago-Díaz	Lamadrid (.5 ChHM Studies) Nogar Rebolledo	Lehnen (leave without pay 08-09) Milleret

The Department features three particular areas of distinction that emphasize the University of New Mexico’s geo-cultural position, and make vital contributions to the central mission of the university. The first area is a distinguished program in Hispanic linguistics that has a cohesive basis in the study of language use in its social context, with special attention to Spanish of the Southwest, and a faculty whose research has maintained the national prominence of the program, and has produced doctoral students who have been very well placed. The second is the distinctive focus constituted by the Southwest Hispanic Studies section, with curricula at the undergraduate and graduate level, that contribute to the understanding of the region, and in particular the language and cultural expressions of New Mexico. The third is the Spanish as a Heritage Language Program, which values variations in the Spanish language specific to New Mexico, and also contributes to the university’s mission of valuing and preserving diversity. All three programs focus on regional strengths and promote the retention and success of New Mexico’s majority minority students. While the department’s mission and programs support six of the seven vision points of the “Strategic Framework 2008 and Beyond,” these three areas of particular distinction contribute to building strength through diversity, student success in a majority-minority university, and research and teaching that both highlight Southwest geo-cultural particularities and connect the region’s citizens to international communities.

Causes for concern:

The reviewers identify three primary causes for concern: (1) low morale among the faculty, due to being stretched far too thin over a complex and demanding program; (2) fragility of the program as it is structured by a field-coverage model that means that the departure of any

¹ Shared administrative/coordinator appointments mean that in 2008-2009, there are 13.5 instructional FTEs, with one of these a faculty member on unpaid leave, and who may not return (Lehnen). If Lehnen does not return, with Cacoullos’s departure we would have 11.5 instructional FTEs.

individual faculty member creates a significant hole in the program; and (3) tension, divisions, and competition for resources among program components. The reviewers note that while the department has been a leader in the field, and claims faculty and program components that are still highly regarded, the overall reputation of the department has declined. They suggest that the department must either scale back its programs, sacrifice quality, or rebuild faculty strength around a new configuration that reduces fragility and responds to new directions, particularly in the field of literary studies. They also suggest that the department hire an outside chair who can bridge existing fields and aid in the overcoming of internal tensions.

There is strong agreement among the department faculty that we are stretched too thin and that this situation is negatively affecting our ability to respond to student needs and to maintain a high level of scholarly productivity.

Immediate responses to the APR report:

- 1) Subsequent to the APR, the department faculty requested an interim chair from outside the department, to help reduce the immediate tensions of last year and to help the department prepare for future internal leadership. Richard Santos from the Department of Economics stepped in as interim chair in August, 2008.
- 2) The faculty acted on the APR's strong recommendation that the department work with "a skilled outside facilitator to help faculty members develop a shared sense of purpose, to articulate short and long-term goals for the unit." Faculty interviewed two consulting groups in July and carried out a planning retreat September 19-20 under the direction of one of the groups, Cutting Edge Consultants. Our primary objectives included increasing the effectiveness of our planning and follow-through; creating an action plan from the retreat to address ongoing undergraduate, graduate, and faculty needs; and reducing tensions among faculty members. Funding was not forthcoming from the university, so the facilitation was paid for from departmental Foundation monies.
- 3) Faculty in the Hispanic Linguistics section submitted a proposal for immediate steps to take to strengthen the linguistics program, given the understaffing. The proposal was built around work that has been ongoing since May, to obtain approval for a 2008-09 search for a phonologist/phoneticist. At present, ABD students in Hispanic Linguistics teach 2/3 of the required 300-level linguistics courses for the major. Significant progress was made within the department in an agreement on how to meet the needs of the current faculty. The decision not to approve the linguistics hire has undermined this effort. Prof. Cacoullis will join the faculty of Penn State University in fall 2009, leaving no full-time faculty members in Linguistics. She may also take with her 2 ABD students in Hispanic Linguistics. We have three strong Linguistics applicants for the PhD program for F09, whom we will turn down as there is no one with whom they can work. The repercussions for the undergraduate major and SCH of all these departures and the inability to admit more Hispanic Linguistics students will be severe.
- 4) The faculty has begun work toward a hiring plan to respond to immediate and longer-term needs by rebuilding the faculty: strengthening Hispanic linguistics, supporting the Portuguese program, and continuing current efforts to engage new configurations of the discipline.

Current faculty numbers: The reviewers note a looming crisis, related to the fact that too few faculty members are stretched too thin over a large and complex program. According to the outside review, student enrollment in the departmental programs increased 83% between 1996 and 2005, while the number of instructional faculty decreased from 15 to 13. While graduate teaching assistants and teaching fellows teach a significant portion of the increased student credit hours, the corresponding increase in these graduate student numbers (39 to 59) has meant an increased load in supervising, mentoring and advising at the graduate level. According to the reviewers, “these numbers suggest that the Department is operating at capacity, struggling to meet additional enrollment demands, and that its perception of being stretched thin is not exaggerated.” The situation is compounded by the rate of faculty turn-over, particularly in Hispanic Linguistics. During 2008-09, two faculty members resigned from the department (Balestra, Maloof), a third was granted unpaid leave and may resign in January (Lehnen), and a fourth faculty member (Torres-Cacoullous) will leave UNM for Penn State in fall 2009. We were able to replace one of these three faculty members (Hispanic Linguistics/Language Coordinator: Balestra was replaced by Sykes), and to hire for a position that has been vacant for five years in Southwest Hispanic Studies (Nogar).

Action Plan Options:

The faculty agrees with the outsider review that the best option for responding to the crisis in faculty numbers is to rebuild the program by replacing faculty members who have left, in ways that bridge programmatic components, and make a few strategic additions to areas of significant recent student growth. If we do not do so, we will have to reduce departmental programs such that we can maintain and improve their quality with currently faculty numbers.

Rebuilding faculty and strengthening the department’s national reputation:

The departmental faculty hopes to rebuild its numbers and regain the national reputation of a department whose mission is indispensable to that of the university. New hires are critical to the survival of both the Portuguese and the linguistics programs and in other sections they are key to the national reputation of the department as a whole. We submitted a hiring plan in June that gave priority to hiring a senior linguist in phonology/phonetics and ensuring that the Portuguese program maintains two tenure/tenure-track faculty members, either through the return of Prof. Lehnen or her replacement. The additional four hires proposed in June include:

- a lecturer to coordinate and train graduate students teaching at the 300 level
- one hire each in Peninsular and Latin American studies whose expertise would move the department further toward bridging existing fields
- a senior faculty member in Southwest studies to replace Prof. Rebolledo, when she retires sometime in the next few years

During the August, 2008, retreat we also furthered discussions on the necessity of hiring lecturers to coordinate the daily administrative needs of the language programs (Span 101-276) and free the language coordinators, who are faculty members in Hispanic Linguistics, to advance important research in their fields and contribute more fully to the graduate program. The hiring needs are outlined below.

The consequences of not replacing lost faculty:

If the university cannot support the hires proposed in the plan over the next few years—including hires in Linguistics and Portuguese for fall 2009 and 2010—we will be forced to modify and cut programs. We will consider, among others, the following options:

- 1) Suspend the graduate program in Hispanic Linguistics, which has historically been one of the strongest sections in our department, with the highest national and international profile.
- 2) Suspend the MA program in Portuguese. **Given the very high national ranking of Latin American Studies at UNM and the strength of Brazilian studies within this program, the suspension of the MA program in Portuguese would have a strongly negative impact far beyond our department. It could jeopardize the LAII's upcoming application for vital Title VI funds.**
- 3) Concentrate faculty efforts on the graduate program in Hispanic Literature and Southwest Hispanic Studies, leaving the undergraduate teaching primarily to ABDs and PTIs. (Currently, because of low faculty numbers, the majority of 300-level classes, and some 400-level classes are also taught by ABDs and PTIs. **At the present time it is possible to complete a major in Spanish without ever taking a class with a tenured/tenure-track faculty member.**)
- 4) Eliminate Spanish 101 to ease burden on coordinators, by eliminating the approximately 10 interdepartmental TAs. The coordinators' work load in program development, TA-training, mentoring, and supervising correlates to the number of instructors teaching in the program. If we cannot hire a lecturer to take care of some of the daily running of the program, another way to ease the burden and allow the coordinators to further their research agendas is by reducing the number of TAs with which they work. We could do so without harming our own graduate programs by limiting TAs to our own students. Doing so would negatively affect the home departments of those graduate students who hold interdepartmental TAs.

II. Department's Constituencies

The APR makes a number of suggestions regarding the primary constituencies of the department: undergraduate and graduate students. In the September 19-20, 2008, planning retreat, we began to respond to these issues with an action plan.

A. Undergraduate programs

The review team noted that the Department of Spanish and Portuguese offers a variety of undergraduate programs, has seen rising enrollment, obtains strong general satisfaction responses from students, and claims a pioneering program in the Sabine Ulibarrí Spanish as a Heritage Language Program. They make several specific recommendations regarding undergraduate program needs, including the following:

- 1) Increase contact hours in the first two years of language learning to develop oral proficiency, and meet the 5-hour a week norm at peer institutions.
Response: Increasing contact hours to 4, by creating a hybrid course structure would increase the proficiency of our students, give TAs important experience with hybridized

courses and increase the department's production of SCH (student credit hours), with an additional 950 credit hours per semester for Span 101 alone. The SSL coordinator proposes to develop materials to pilot an optional hybridized component with 2 sections of Span 101 in the spring, to be ready for implementation in summer or fall 2009. The increased credit hour may have implications for TA salaries. TAs might teach 3 4-hour sections, per year, rather than 4 3-hour sections, thus also responding to a need for reduced teaching load addressed in the outside review.

- 2) Articulate the Sabine Ulibarrí Spanish as a Heritage and Spanish as a Second Language Programs and reduce historical tensions between the two programs.

Response: With the hiring of Prof. Sykes, the two Spanish language coordinators have been working closely together, developing a promising relationship between themselves and the respective programs TAs with the goal of greater articulation and collaboration, and elimination of past tensions.

- 3) Change the structure that places high demands on the coordinators, and has led in the past to high turnover in the SSL coordinator position. Hire a full-time lecturer(s) to handle routine matters so directors can turn their attention to larger programmatic issues.

Response: We propose to hire two lecturers to carry out the day-to-day coordination in the language program(s), and allow the current coordinators to develop their research in two cutting edge fields—SHL acquisition and technologically-assisted language acquisition—and contribute to the graduate program in linguistics, thus lessening the burden of teaching, advising, and mentoring, that is currently shared primarily by 1.5 faculty (Torres-Cacoulllos and Travis), one of whom (Torres-Cacoulllos) is departing in F09.

- 4) Supervise and train the TAs who teach at the 300 level, and provide a course in the pedagogy of literature, or provide an experienced faculty member with course release or an RA to supervise and train the TAs.

Response: Currently every TA who teaches at the 300 level has a faculty mentor who reads their syllabus and observes their teaching. Mentoring effectively, particularly with ABDs who are teaching at the 300 level for the first time, requires a significant time commitment. A faculty member with release time or a lecturer could provide important training and give greater support. At current faculty levels, there are not sufficient faculty to cover upper-level and graduate courses, and so release time is not an option. We propose a hire of a lecturer-coordinator at the 300-level.

B. Graduate Programs

The APR notes that the graduate students in the Department of Spanish and Portuguese speak highly of their professors and the education they acquire in the programs. The department also has a strong history of professional placement of its graduates. The APR recommends that the following situations be adequately remedied:

- 1) Substandard office accommodations for the TAs that cause stress.
Response: The Department was able to alleviate some of the stress TAs experience due to a lack of sufficient access to computers in their offices for planning and advising; the help came from a generous long-term loan of computers from the Language Learning Center. The problem of space is critical, and the department does not provide the minimum square-foot required by OGS for each of its 59 TAs. Several faculty members shared their offices with 1-3 graduate TAs, which also decreases the hours in which faculty and TAs are present in the department, thus impoverishing collegial dialogue. The Department requests assistance from the university in resolving this problem.
- 2) The APR notes that there is insufficient mentoring of the graduate students because the faculty is stretched too thin.
Response: Proposed hires will resolve this problem.
- 3) The reviewers suggest professionalization workshops.
Response: The department already provides workshops on funding sources, practice for conference presentations and job talks, and an ongoing dissertation group. More can be done.
- 4) A more active recruitment program is necessary to attract the best graduate students to the program.
Response: Growth and Recruitment for the graduate program is one of the priority objectives identified at the retreat, to be carried out by members of the graduate committee.

III. Faculty

The review team addresses faculty needs and concerns in three ways. They discuss and confirm that the faculty is “spread remarkably thin over a large number of complex degree programs” and that “its perception of being stretched thin is not exaggerated.” They address faculty issues by section: Hispanic linguistics, Peninsular, Portuguese, Spanish American, and Southwest Studies. Finally, they discuss issues of mentoring.

Faculty stretched too thin:

The department feels that the necessary response to the stresses it experienced due to a sharp increase in students and concomitant decrease in faculty numbers over the past ten years is to increase the number of faculty and lecturers in the department, as outlined below. There are some additional important, though ultimately less effective, measures that we can take in the interim and that were discussed at the retreat:

- 1) Committee assignments have been somewhat streamlined to reduce the total service load.

- 2) The chair intends to reduce the number of full-faculty meetings and use committee meetings and electronic communications, making sure that the right people are in the room, to reduce unnecessary meeting time.
- 3) The outside facilitators of the retreat provided a tool for tracking service tasks that may also help reduce the need for meetings by increasing the effectiveness and accountability of committees.

Hires Proposed for 2009-2012

Highest Priority Hires

- 1) Portuguese (open rank) or retain Lehnen (F2009)
- 2) Linguistics (open rank) to replace Torres-Cacoulllos (F10)
- 3) Linguistics (open rank) to replace Clements² (F10)
- 4) Spanish as a Second Language Coordinator (lecturer) (F10)
- 5) Southwest Hispanic Studies (full professor) to replace Rebolledo, who plans to retire when replacement is assured (F11)

Second Priority Hires

- 6) Portuguese (lecturer) (F11)
- 7) Spanish as a Heritage Language Coordinator (lecturer) (F11)
- 8) Coordinator/Instructor 300 level (lecturer) (F12)
- 9) Peninsular (assistant professor or open rank) (F12)

Additional Medium-Term Hires (after F12)

- 10) Spanish American Literature (assistant professor or open rank) to replace Maloof
- 11) Peninsular (assistant professor or open rank)
- 12) US Latino Studies/Creative Writing (assistant professor or open rank)

Explanation of Staffing Needs by Section

Linguistics:

Our highest priority is to fill the positions left vacant by Clancy Clements's departure in 2007 and Rena Torres-Cacoulllos's departure in fall 2009, with open-rank hires in the fields of sociolinguistics and phonology/phonetics. The phonology/phonetics hire is recommended by the outside review; the sociolinguistics hire was not anticipated, as Torres-Cacoulllos was not considering a move at that time. Torres-Cacoulllos's departure is a direct result of the extremely heavy burden that she shouldered for directing dissertations, and mentoring graduate students and new faculty, and the inability of the university to commit to hiring a replacement for Clements to share this work load. The recent history of staffing and the current number of faculty in the linguistics section have led to a temporary moratorium on PhD admissions and an endangering of the medium-term viability of this program. The consequences for the MA and

² Or work with the Linguistics Department to divide up the hires (1) and (3) so that both proposed new faculty can teach students in both programs.

undergraduate programs are also severe. 2/3 of the required UG courses in Hispanic Linguistics are taught by ABDs. We may lose 2 ABDs currently teaching in the program, who may follow Torres-Cacoulllos to Penn State. Even without these departures, the effect of the admissions moratorium will severely impact our ability to staff 300-level linguistics courses at the latest within two years. **Research and teaching in the area of Hispanic Linguistics, particularly in the area of language variation and change in New Mexico are central to the mission of both the department and the university. Both Phonology/phonetics and Sociolinguistics are fields that are vital to this area. Historically, the Hispanic linguistics section has enjoyed a position of national prominence, arguably the most distinguished section of the department.** Currently the Hispanic Linguistics graduate program depends on the efforts of a single full-time faculty member, a half-time faculty member, and the support of two other faculty members whose primary responsibilities lie in coordinating the Spanish as a Second Language and Spanish as a Heritage Language programs. **With Torres-Cacoulllos's departure, there will be no full-time Hispanic Linguistics instructional faculty in the department.**

The next hiring priority in the Hispanic Linguistics section is the hiring of 2 lecturers to coordinate the Spanish language programs (SSL and SHL). Current coordinators would retain overall programmatic planning, but would be freed to contribute more courses to the graduate and undergraduate programs and to pursue research that will contribute to the Hispanic Linguistics program regaining its past national prominence. **The outside review recommends this structural change.** Each of the current language coordinators carries out research in a field vital to the future of language acquisition in Spanish: Prof. Gonzales studies acquisition of Spanish as a heritage language acquisition in research that supports heritage language revitalization; Prof. Sykes works at the cutting edge of language acquisition technology in the field of pragmatics.

Portuguese:

The hire of an Assistant Professor of Portuguese or retention of Prof. Lehnen. This hire was not addressed in the outside review, as Prof. Lehnen's leave without pay request came after their visit.

In addition to its own small but vibrant community of undergraduate majors and minors and MA students, the Portuguese program plays an important role in supporting the department's graduate students in Hispanic linguistics and literatures, and the undergraduate and graduate programs in Latin American Studies. The MA program in Portuguese requires two tenure/tenure-track faculty members. Prof. Milleret directs the program, teaches at the undergraduate and graduate level and coordinates and trains the TAs. Prof. Lehnen has taught in the program since 2004. She is currently on unpaid leave (2008-09) at Macalester College, when UNM could not provide a spousal hire for her husband Jeremy Lehnen. Prof. Lehnen will advise the department by January as to whether she will return in fall 2009 or resign. Her departure would cut the Portuguese faculty by 50%. If she is not replaced by either a tenured, tenure-track or visiting professor, the MA Program in Portuguese will no longer accept MA students, which in turn will have a significantly negative effect on the undergraduate program, whose basic language courses are taught by the MA students. This drastic reduction of the program would endanger the application by the LAII for its large and vital Title VI grant. The department asks the university

to either provide employment for Jeremy Lehnen, who is completing a PhD in Latin American Studies with a concentration in Latin American film studies, in an effort to retain Prof. Leila Lehnen or to replace Prof. Lehnen with a visiting professor in 2009-2010 and approve a tenure-track hire for fall 2010.

Prof. Milleret's work over the past four years in program evaluation and development has increased enrollments sharply at the undergraduate level and has subsequently increased the number of TAs in Portuguese that the department needs from three to five. In order to maintain this investment in language-program coordination and TA training, Prof. Milleret needs either a course-reduction or the help of a lecturer. Given that the traditional number of faculty in Portuguese is 2, a course-reduction does not seem like a wise choice, since it will reduce course offerings. A better option would be to **hire a lecturer (in 2010 or 2011)** to teach in the Portuguese program and provide supervision of the teaching assistants.

Peninsular:

The Peninsular section has lost two full-time positions since 1990, and agrees with the reviewers that new hires are necessary to adequately serve our student population. **The APR recommends one hire in Peninsular, with a focus on methodological approaches or cultural themes/topics that would bridge Peninsular and Latin American literature.** Two hires would strongly promote recovery of our national standing. The section proposes hires who would engage literature in innovative ways and whose focus would go beyond Castilian Spain and would also include Portuguese, Catalan, Hebrew, Arabic and/or Trans-Atlantic studies. In this way, the faculty would also be instrumental in moving us away from the "coverage model" as suggested by the external reviewers.

Southwest Hispanic Studies:

The APR recommends a hire in Southwest Studies in a more theoretical field than is currently represented among the faculty. Professor Tey Diana Rebolledo plans to retire within the next two years. Her retirement will leave Southwest Hispanic Studies—including the MA program—with 1.5 faculty members, and the department with 1.5 full professors. Given our unique geocultural position, Southwest Hispanic Studies is critical to the department and university. The timing of Prof. Rebolledo's retirement could move this position to a higher priority in the hiring plan. In the future, Southwest Studies proposes two additional hires: a faculty member in sociolinguistics and a faculty member in U.S. Latino Studies who could also teach in creative writing.

Spanish American:

The section lost one faculty member this year, with the resignation of Professor Maloof. While in a "coverage" model, this leaves the section without expertise in either Central America or the Southern Cone (Maloof's areas) or in the Andean region, the section is open to considering theoretical or thematic expertise in responding to the loss of Prof. Maloof, in a section that responds to the numerically strongest interest among graduate students in Hispanic literature.

Assistant Professor or Lecturer to coordinate ABD Teaching Associates and to teach at the Spanish 302-302-307 level:

Currently, the ABD students who teach these key entry-level courses for the major receive loosely-coordinated mentoring from faculty members, minimal supervision, and no training in the teaching of literature and culture. These students have strongly expressed their need for such training and coordination, and a trial year of coordination was highly successful. **The outside reviewers signaled this situation as a pressing need to be addressed at least by giving release time to a faculty member to mentor this cohort. They suggested as an alternative designating a lecturer to supervise at this level.** We propose to hire a lecturer to coordinate and train the TAs.

IV. Mentoring and Faculty Development

The outside reviewers perceived that untenured faculty felt vulnerable to the tensions of the faculty, and felt called on to align themselves with one group or another. In discussions at the departmental retreat, faculty expressed the problem as a need to find more inclusive means of discussion and decision-making in the context of a highly diverse faculty, and to engage each other in a more respectful and productive manner. The team that worked at the retreat on meeting faculty needs set as its first priority doing fact-finding and research in professional publications to bring to the faculty a discussion on working together with greater inclusivity and respect.

The outside review also suggests clearer articulation of expectations for tenure and promotion to full as well as frank feedback on progress to both goals. The action plan that came out of the retreat has identified the goal of fully implementing the mentoring policy we already have in place. It is incumbent on the chair to give frank feedback on progress toward tenure and promotion.

V. Recommendations

The review team recommends that “because of the stated mission of UNM, Spanish and Portuguese should be a key unit of the university and should be supported as such.” Their primary recommendations in this and other sections are the following:

- 1) **Vision for the future:** The Department should articulate a clear vision of the future beyond 2010 that builds on existing strengths. This vision should consider a reconfiguration of the literature program to catch up with a field that is moving away from period and genres and toward research and instruction by themes and methods. While this recommendation has brought a generally enthusiastic response from faculty and was placed on the table for the retreat, the more urgent demands of the current staffing crisis and need to address departmental tensions was seen as more pressing. Nevertheless, all four sections that carry out teaching and research in literature have expressed in the June 3 preliminary response both a current (if limited) practice of bridging fields as well as a desire to increase that practice, both among current faculty and with strategic hires. The discussion and planning of this vision for the future will require significant time investment and given the current

- 2) **Leadership:** In addition to the strategic hires outlined above, which build on regional strengths, respond to the changes in our fields of study, and seek to bridge current programmatic components, the APR recommends that the department hire a chair from another institution in a field that bridges current existing departmental field, as a way to unite the department. At the end of spring semester, then chair Prof. Rebolledo stepped down. In August, Prof. Richard Santos was brought in from the Economics Department to lead the department during 2008-2009 and to assist in developing a leadership plan for the future. Past experience with hiring an outside chair has been problematic as it is very difficult for an outsider to step in and immediately lead, given the complexity and specificity of the Department. Additionally, we found in the prior chair search that senior salary levels at UNM are not competitive enough to bring in top candidates.
- 3) **Dispute resolution:** The APR recommends that the university support the Department in resolving internal disputes by providing an outside facilitator to “develop a shared sense of purpose, to articulate short and long-term goals for the unit,” and insure that faculty become stakeholders. On September 19-20 the faculty held a planning retreat facilitated by William Dudeck and Patty Emord of Cutting Edge Consultants. The goal was to work toward better models of decision-making and resolution of disagreements through the process of creating an action plan in response to the APR. The consultants provided models of communication ground-rules, operational planning and tracking of task realization in a manner intended to assure greater ownership by faculty members. The faculty will implement some of the models provided. The discussion of ground-rules and respectful, inclusive modes of discussion and decision-making are ongoing.
- 4) **Office Space:** The APR notes the dire need for sufficient office space for faculty and TAs. The Department has no means to provide this itself and requests support from the College and university to identify adequate office space.

Perceived Institutional Barriers to Success and Recommendations

The review team made the following recommendations for institutional support:

- 1) A significant investment in technology to support language learning directions. Prof. Sykes is working with the director and staff of the Language Learning Center to develop proposals for software and hardware, including mobile labs with I pod Touch for TAs to use in classrooms, software to engage learners in virtual worlds, and online language placement testing. The language program (101-276) is moving in a direction that will require all classrooms to be equipped with computer projection capabilities. Prof. Sykes is also exploring with the chair possibilities for distance learning.
- 2) The recommendations, particularly the consideration of reconfiguration, will require considerable work by an already overburdened faculty. The reviewers recommend the institution provide incentives for curricular development, such as summer grants, travel

- 3) The reviewers see Study Abroad as requiring immediate attention, given what they perceived as a Study Abroad office that is underfunded. They suggest that the means to reorganize study abroad be explored. Given the strengths of the Latin American and Iberian semester exchange programs coordinated through the LAII, it seems this recommendation refers to the support for study abroad led by UNM faculty. Progress on this issue campus-wide is looking better than in past years, and the Department has faculty representation in these efforts.
- 4) The reviewers place in this section a recommendation that the Department seek opportunities to complement our curriculum with courses from other departments, and to encourage students to complement coursework. We do not see this as an issue of institutional barriers, and have included this goal on the action plan we began to develop at the retreat.