

Docket Item:

University Program Approval: University of Oregon, Doctor of Philosophy (Ph.D.) in Spanish.

Summary:

University of Oregon proposes a new degree program leading to a Ph.D. in Spanish. The statewide Provosts' Council has unanimously recommended approval. Higher Education Coordinating Commission (HECC) staff completed a review of the proposed program. After analysis, HECC staff recommends approval of the program as proposed.

Staff Recommendation:

The HECC recommends the adoption of the following resolution:

RESOLVED, that the Higher Education Coordinating Commission approve the following program:

Ph.D. in Spanish at University of Oregon.



Proposal for a New Academic Program

Institution: University of Oregon

College/School: College of Arts and Sciences

Department/Program Name: Romance Languages Department

Degree and Program Title: Ph.D. in Spanish

1. Program Description

a. Proposed Classification of Instructional Programs (CIP) number. 16.0905

b. Brief overview (1-2 paragraphs) of the proposed program, including its disciplinary foundations and connections; program objectives; programmatic focus; degree, certificate, minor, and concentrations offered.

The graduate program in the Department of Romance Languages reflects the depth and breadth of scholarly expertise and collaboration within our faculty across the French, Italian, Portuguese, and Spanish sectors. We are proposing to offer a PhD degree program in Spanish to complement our well-established PhD program in Romance Languages. This new degree program in Spanish will allow graduate students with a primary focus on Literary and Cultural studies or Sociolinguistics in the Spanish-speaking world to more effectively develop the specific types of expertise required of them within these growing academic and professional fields.

The Ph.D. program in Spanish will expand the professional opportunities available to our graduate students, bring us in line with the graduate offerings of our comparator institutions, and greatly expand and diversify our applicant pool. This proposal presents a holistic approach to transforming our graduate programs for a new generation of both faculty and students in ways that will foster the kinds of comparative and interdisciplinary approaches to the study of Spanish (literatures, cultures, linguistics, etc.) that are sought after by employers within the current academic as well as non-academic job markets.

Over the past 15 years, the majority of our Romance Languages PhD graduates whose concentration has been in Spanish (the majority of our PhD graduates overall) have conducted doctoral research relating to the languages, literatures, and cultural histories of the Spanish-speaking world, rather than engaging in comparative studies of two or more Romance Languages. By offering a PhD in Spanish, our department will be able to admit prospective B.A.-holding applicants directly to the PhD program, rather than admitting only those few whose stated interests are in the study of comparative Romance languages and literatures and/or who have already completed the M.A. in our department or at another institution. As we already offer a well-established M.A. degree in Spanish, students holding a B.A. who are admitted to the Spanish PhD program will receive the M.A. after successfully completing the customary two years of coursework, M.A. exams, and thesis project. They will then be prepared to focus on the timely completion of their PhD degree in Spanish while also developing the kinds of interdisciplinary expertise (i.e.: media studies, linguistics, anthropology, history, philosophy, gender and sexuality studies, ethnic studies) that are increasingly valued among PhD graduates within this field.

Students whose research interests are comparative across the Romance languages will continue to be best served through extensive graduate coursework in other Romance languages within the department. The

addition of the PhD degree in Spanish will allow students whose research interests relate to other languages and forms of cultural production in the Spanish-speaking world to have the flexibility to pursue coursework and mentorship opportunities outside the department that will foster the development of their unique research trajectories. By extension, PhD candidates and graduates in Spanish will be positioned more competitively in academic and non-academic job markets.

Offering this PhD degree in Spanish will allow our department to maximize our recruitment of the top applicants to our graduate program whose interests are primarily in Spanish linguistics, literature, and cultural studies. While improving our recruitment odds over the long term will depend in large part on elevating the financial conditions we are able to offer them as GEs as well as strengthening the research impact of our graduate faculty, this new PhD degree program in Spanish is a tangible measure we can take now that will contribute to the growth and excellence of our graduate program overall.

Academic advisors assigned to the students as they enter the program will give them concrete advice on how to fulfill our program requirements (core courses, electives and second language requirement, among other items). Students completing a PhD in Spanish will have the opportunity to develop expertise in primary and secondary fields based on cohesive themes, disciplinary approaches, and linguistic geographies:

- 1) Language in Contact: Sociolinguistics, Second Language Studies, and/or Language Program Director
- 2) Translation Studies
- 3) Poetics, Genre and Form
- 4) Critical Race and Postcolonial Studies
- 5) Gender and Queer Studies
- 6) Media Studies (Visual, Material and Digital Cultures)
- 7) Environment, Food Studies, and Green Humanities
- 8) Geographies: Mediterranean Studies, Transatlantic Studies, European Studies, Latin American Studies

With their advisor's approval and by petition to the Graduate Committee, any graduate student can apply to fulfill a primary or secondary field not represented on this list or in fields outside the department.

c. Course of study – proposed curriculum, including course numbers, titles, and credit hours.

Coursework for the PhD in Spanish allows students to:

- acquire exposure to a broad range of theoretical perspectives and methodological approaches;
- develop expertise in a primary and secondary field;
- broaden and deepen their conception of the Ph.D. Scholarly Project/dissertation;
- acquire exposure to interdisciplinary comparative approaches, transnational connections, and minority languages and cultures;
- join and/or establish professional networks in their chosen discipline(s).

Course requirements depend on students' credentials when admitted. Students entering with a B.A must complete 80 credits; students holding an M.A. degree in an appropriate field (see Admissions section) must complete 40 credits. All credits must be taken graded and at the graduate level (500-600). Distribution of course requirements for the PhD is as follows:

1. RL 636 Language teaching methods (4 credits)

2. RL 620 Graduate Study in RL (4 credits)
3. RL 623 RL Colloquium (4 credits)
4. 4 courses in primary area (16 credits)
5. 3 courses in secondary area (12 credits)
6. RL 603 Dissertation (12-18 credits)

*Students typically will register for RL 601 or RL 605 during the terms that they are preparing for exams or writing their prospectus.

PhD students who are teaching take Span 609 1st year Pedagogy or Span 609 2nd year Pedagogy (2 credits), which requires weekly meetings with their teaching supervisor and provides training that prepares them further to teach their classes successfully.

Courses should come primarily from the Romance Languages department, but this distribution can be met with courses from any department on campus, with approval from the student's advisor(s). Of the 6 courses taken in Primary and Secondary areas, at least 4 of them should be in Spanish. For courses taken outside RL, research papers should deal with the Spanish language and/or the communities where it is used, and serve to prepare the student for the Scholarly Project and/or dissertation (see below).

Second-language requirement

In addition to Spanish, students must demonstrate proficiency in a second language that is relevant to their research interests and that will allow them to participate in additional academic discourse communities. This may be another Romance language taught in the department (French, Italian, or Portuguese) or another language relevant to their research (Latin, Arabic, or Ladino; Basque, Catalan, or Galician; Nahuatl, Quechua, or Yucatec Maya; Caló or Spanglish, etc.). Students will justify their choice of second language and how they will evidence competency in the annual review at the end of their first year.

Students can fulfill the second-language requirement in several ways, as follows:

- Completing one graduate course (4 graded credits) in a second Romance language: French, Italian, Spanish or Portuguese or RL-prefix course structured around readings in one of these languages.
- Completing one graduate course (4 graded credits) in an approved language outside the Romance Languages department.

With the approval of the adviser(s) and the Director of Graduate Studies, students may design a program of study or language experience on or off campus (e.g., a study abroad program) that evidences/results in a proficiency level appropriate for research.

The students' faculty adviser(s) will indicate that the second-language requirement has been satisfied through one of the options above by submitting an email to the Director of Graduate Studies and the Graduate Program Coordinator.

Students entering the SPAN PhD program with a BA will need take a total of 20 courses (80 credits) to complete their PhD requirements, and prepare in their primary and secondary fields:

1. 3 courses (12 credits) of RL required courses (RL 636, 620, 623)
2. 11 courses (44 credits) in the Romance Languages department. At least 9 courses must have a SPAN prefix; up to two courses may have an RL prefix when the written coursework is completed in Spanish.
3. 3 courses (12 credits) outside the department in fields related to their research (i.e.: Linguistics, Philosophy, History, English, Anthropology, Ethnic Studies, Women and Gender Studies, Education Studies, Comparative Literature).

4. 3 courses (12 credits) with the RL prefix (RL, ITAL, PORT or FR), or in other departments if the courses are related to their primary and secondary fields. (One of these courses may also satisfy the second language requirement).

Students entering the SPAN PhD with an MA will complete a total of 10 courses (40 credits), with their Primary and Secondary Field-satisfying courses drawn from any of the categories below:

1. 3 graduate courses (12 credits) of RL required courses (RL 636, 620, 623)
2. 4 graduate courses (16 credits) in the Romance Languages Department with SPAN prefix
3. 3 graduate courses (12 credits) in Romance Languages, SPAN, FR, PORT, ITAL, or outside the department. (One of these courses may also satisfy the second language requirement).

*Students who have taken RL 608, RL 620, and RL 623 in the course of completing an MA in the Romance Languages department at UO will be considered to have met these requirements.

*Spanish 609 (2 credits) is a required course with the Teaching Language Supervisor for those graduate students who are teaching Spanish 101, 102, 103 (1st year) or Spanish 201, 202, 203 (2nd year), but it's really not a required course to graduate.

Benchmarks

Graduate Portfolio: Students will file the materials they create throughout their progress in the program (Coursework essays, Pre-professional Experience Internship, Prospectus, publications, and their dissertation) in a Portfolio that will allow their committees to track their academic progress and their intellectual commitment to the field.

Professional Development Experience

Students interested in exploring alternative careers as future professional opportunities are encouraged to undertake an internship or a comparable experience in the community in Eugene in the summer or during the year, or in another state or any other Latin American country or Spain, in a place where they can use their Spanish linguistic skills while developing administrative skills. This is not a mandatory professional experience. Faculty advisors or/and the Career Center will work with students to locate appropriate opportunities. This professional development experience is envisioned to train further our graduate students for a career paths outside the academia. The experience does not have to be local; students can contemplate diverse options nationally or internationally. For example, some options would be to work as a volunteer interpreters in a court of law or in a hospital, as assistant teacher in a public school, internship in a government facility, administrative assistant or Public relations in a business, assistant or interpreter in an NGO such as Centro Latinoamericano in Eugene, or another NGO related to their field in the US, Latin America or the Iberian peninsula. The internship or voluntary work could range from 15 hours to 30 hours. It may be completed at any time during their years of study; it is an optional experience, not a requirement. Students must submit a brief reflection (500-1000 words) on their experience to their graduate advisor; the reflection should address how the experience has been formative, and how it affected their thinking about future career option once they finish their PhD. The reflection should also speak to how it may connect to their course of study and enrich their preparation as graduate students. The reflection should be shared with the contact person in the institution they worked with, who should also send a brief letter certifying that the student did the voluntary work.

Annual Meeting: Students provide a progress report, a future plan of study term by term, and meet with their advisor annually during the spring term. We will have a template for the progress report with an advising checklist to assure consistency.

DISSERTATION PROGRESS MEETING In the fall term of the first full year of dissertation writing, the student meets with the advisor and one other member of the dissertation committee to discuss the progress,

status and trajectory of the dissertation, potential publications associated with it, and any factors impeding the work or troubling the student. The student will submit all drafted work to the advisor and second committee member at least one week before the meeting takes place. After this meeting, the advisor will submit a brief description of the student's qualitative and quantitative progress to the Director of Graduate Studies. Please use the First Year Dissertation Status Meeting form to document the meeting. Students may find it useful to have a fall term progress meeting with two members of their committee during each year of dissertation writing. Advisors should submit a Progress Meeting form to the Director of Graduate Studies.

FIRST CHAPTER REQUIREMENT By the last day of classes of winter term of the first full year of dissertation writing, the student must submit a fully drafted chapter of the dissertation to the Dissertation Advisor and the Graduate Coordinator. "Fully drafted" implies a chapter whose argumentative structure is complete, and which has been proofread and includes references, but which might not be considered "polished" or final text. Students who do not meet this milestone work must meet with the Director of Graduate Studies to discuss available resources and strategies to support their progress and to craft and execute a writing plan. (Such meetings are available to all students at any point of the degree.) As per the GDRS, graduate students must be making satisfactory progress toward degree. Students who fail to submit a fully drafted chapter of the dissertation to the Graduate Coordinator by the end of winter term of the first full year of dissertation writing risk losing their GE appointments, unless the advisor or the DGS can provide and document the reasons for an extension of this submission. Note: It is worth emphasizing that the first fully drafted chapter may be submitted as part of the dissertation progress meeting during the fall term and that, ideally, students will have progressed well beyond a single chapter draft at the end of the first full year of dissertation writing. At the same time, individual paths and timelines to a complete dissertation vary widely among students.

Guided Readings: Taken in the final term of coursework before the Ph.D. exams, these readings have two objectives: (1) to help students prepare for the Ph.D. exams and to reinforce coverage of the areas of expertise students will need as they begin preparing for the dissertation project and (2) to acquire knowledge in areas not covered in their coursework. By the completion of the guided readings (2-4 credits) as Span 605, students should submit two **Annotated Bibliographies** of Primary Works in the Primary Field (15 works; one page per work); and Annotated Bibliography of Primary Works in their Secondary Field(s) (10 works; one page per work).

Ph.D. Statement & Plan of Study: Students work with their primary adviser to compose a one-page statement that explains their interests, the connections among their fields of study, the beginnings of their primary project, and a term-by-term plan of work. The statement is approved by the primary adviser and shared with the members of the Ph.D. exam committee. The statement should be completed by the beginning of the term when students will take their Ph.D. exams. The statement should serve as another academic tool to prepare for the Exams.

Ph.D. Comprehensive Examinations

The comprehensive examination consists of two written exams and an oral defense. Students will submit two **Annotated Bibliographies** the term before their Ph.D. exams (after completing their Guided Readings), which will then serve as the basis for their Ph.D. exam reading lists. Each written examination covers a subfield that pertains to the student's primary fields of interest. The subfields should be defined and prepared with three RL faculty members who will constitute the Ph.D. exam committee. Students will be encouraged to include a fourth member from another UO department. By week 2 of the term of their Ph.D. exams, students submit a form with the signature of each member of the committee, verifying that they have received the final reading list for exams and that they are prepared to participate in the examination committee. The exam committee is selected by the student and the advisor, according to the student's fields of research and in consultation with the faculty members the student has been working with throughout their graduate studies.

In consultation with the members of this committee, students create a reading list for their designated primary field and secondary field. In consultation with their adviser, they may opt to add a third subfield.

Students will prepare a list of critical, methodological, and/or theoretical works that support their primary and secondary fields, which they will then incorporate into their preparation for the second exam. This reading list must be approved by the exam committee no later than week 2 of the term of the exams. Students are responsible for distributing the reading list to each of the committee members as these members sign the exam form. Each written exam will take the form of an essay (maximum 25 pages, double-spaced) that responds to one of two questions formulated by members of the Ph.D. exam committee, and will cover one or more of the subfields. Students will have two weeks to write each of these essays. Two weeks after the successful completion of these written essays, students will then take an oral examination. The oral exam will allow students to integrate the areas addressed in the written exams with the other facets of their declared fields of interest. In this two-hour conversation, the committee members help students to articulate how their written essays will best lead to the development of the dissertation project. Exam 1 should be received in Week 4, turned in in Week 6; Exam 2 should be received in Week 6 and submitted in Week 8; the oral defense should be in Week 10.

Undertaken by the sixth term of study following the M.A., the comprehensive examination should result in clarification of both the subject matter of the dissertation and possible approaches to it. The exam should, in other words, yield a dissertation topic. It is the responsibility of the students to initiate the scheduling of both the written and the oral portions of the comprehensive examination. Upon successful completion of the Ph.D. comprehensive exam, students are formally advanced to candidacy and may begin preparing the dissertation prospectus. Students who fail one or both components of the Ph.D. exam will be allowed to retake it (in whole or in part) once. The Graduate Coordinator and the DGS will make sure that the student retakes the exams no later than 6 months after their first attempt. If their second attempt is deemed unsatisfactory, they are disqualified from Ph.D. candidacy and must withdraw from the graduate program, the department will award them a terminal MA.

During the term the students are taking the Ph.D. Exams they would not be taking courses, but 8 credits RL 600 Exam course.

Prospectus

Students are responsible for putting together their dissertation committee, which normally consists of four members: one director and two readers from the Department of Romance Languages, and one reader from another department. Students must submit a form—either digitally or on paper—two weeks before the defense of the prospectus or by week 7 at the latest—with the signature of each member of this committee, verifying that they have received the final draft of the prospectus and agree to serve on the committee.

Students will submit a ten- to fourteen-page prospectus accompanied by a substantial research bibliography of primary and secondary material to the dissertation committee members in the term following successful completion of their PhD Exam. This prospectus should define the scope of the dissertation; demonstrate the significance and originality of the project; explain the methodology and theoretical grounding; and provide a short summary of each chapter and its main arguments. Occasionally, a student may choose to have two co-directors in the Department of Romance Languages (plus two additional members, one from the department and one from another department).

Students are responsible for putting together their dissertation committee, which normally consists of four members: one director and two readers from the Department of Romance Languages, and one reader from another UO department. Students are expected to consult with each of their committee members while drafting the prospectus. The defense of the Prospectus must be scheduled by week 2 of that term, and it must occur by week 10. Students must submit a form - either digitally or on paper - two weeks before the defense of the prospectus or by week 7 at the latest -- with the signature of each member of this committee, verifying that they have received the final draft of the prospectus and agree to serve on the committee.

Once the dissertation director notifies the Ph.D. candidate in writing that all members of the committee have approved the prospectus, the candidate will schedule a meeting with the dissertation committee members for

a presentation and discussion of the prospectus. Following this conversation, the candidate will make final revisions to the prospectus. Once the committee has given its final approval, the student will file the prospectus with the department.

It is the candidate's responsibility to have a dissertation committee in place and to have filed all necessary documents with the Graduate School six months before the dissertation defense. Upon completion of the Prospectus Defense, the student will be advanced to candidacy.

Any student making significant changes to the dissertation project after the final approval of the prospectus must schedule a meeting with the dissertation committee before proceeding.

Scholarly Project or Versatile Ph.D. Project: The student chooses a seminar paper or project to develop into an article or other scholarly project that complements the student's chosen professional goals and plan of study. Students preparing for an academic job are strongly encouraged to pursue publication of one scholarly article or a Translation project. Working with their adviser or in the context of a graduate course, they prepare the article or text, choose a publication venue, and submit the article or translation for publication by the end of the fourth year. Students may propose and prepare other versatile Ph.D. projects, however, in consultation with their advisers and the DGS. Students will also be encouraged to develop an Individual Development Plan (IDP) to actively prepare for jobs outside the academia.

Dissertation/Thesis

Students must form a dissertation committee (at least 4 members; 3 from Romance Languages and one UO faculty member from outside the RL department), defend their dissertation proposal to their committee, must take a minimum of 18 dissertation credits while writing the dissertation, submit at 6-3 weeks in advance the final dissertation to the committee (if the committee does not receive the dissertation 3 weeks in advance the defense has to be postponed) and give an oral defense of their dissertation. All UO Graduate School dissertation requirements must be adhered to.

RL 607 Professionalization and Dissertation Workshop This course will be offered every other year for students who have submitted their prospectus, and before or while they enter the job market. While the course will allow students to examine the range of career opportunities within and outside the academic job market, the focus will be on drafting cover letters, teaching statements, CVs, and grant proposals; throughout the term, workshop participants will draft a journal article, most likely from a dissertation chapter in progress, and identify an appropriate journal for submission and peer review. As part of this course requirements the students will be developing **Professional Portfolio**, and an **Individual Development Plan (IDP)** to explore professional, career opportunities outside the academia, and how to prepare for them competitively.

Original Dissertation/Oral Defense

Students must complete a PhD Thesis Progress form at least 6 weeks before the defense of their dissertation with the signature of each member of the committee, verifying that they have received the final draft of the dissertation and that they will participate in the defense.

The dissertation should constitute an original and significant contribution to scholarship in the student's field of expertise. It should be characterized by mature literary, cinematic, linguistic, and/or cultural interpretation; by informed and reasoned argument; and by an awareness of the means and goals of research. In the context of a PhD in Spanish this means that their dissertation will be showing the new paths of Latin American and/or Iberian Studies, for example in dialogue with African Studies, Mediterranean Studies, Caribbean Studies. Dissertations might be written in Spanish or in English, making its contribution in a wide range of fields such as Translation Studies, Linguistics, Gender Studies, Holocaust or Memory Studies, and Visual Culture, among many others.

Students must also, of course, familiarize themselves with the stringent formatting and structure guidelines for the dissertation (the information is provided by the Graduate School and is available online or in pamphlet form). A final copy of the dissertation must be distributed to the dissertation committee for final approval at least six weeks before the dissertation defense.

Final Oral Dissertation Defense

When all members of the dissertation committee have agreed that it is a defensible the dissertation, a public oral presentation and defense of the work is held. If a member of the committee does not think that the dissertation can be defended then they must notify the advisor three weeks in advance of the defense.

Typical Timeline for students entering with a BA:

	Fall	Winter	Spring	Summer
Year 1	Coursework +RL 608	Coursework +RL 620	Coursework +RL 623	
Year 2	Coursework +Fall Forum	Coursework	Coursework +MA Exams +MA Essay MA awarded	
Year 3	Coursework	Coursework +Guided Readings (SPAN 605)	Ph.D. Exam	
Year 4	Prospectus Defense	Dissertation	Dissertation Submit Scholarly publication/ Versatile Ph.D. Project	
Year 5	Dissertation RL 607	Dissertation	Dissertation Submit Professionalization Portfolio	
Year 6	Dissertation	Dissertation	Dissertation Defense	

Typical Timeline for students entering with a relevant MA from another institution:

	Fall	Winter	Spring	Summer
Year 1	Coursework +RL 608	Coursework +RL 620	Coursework +RL 623	
Year 2	Coursework	Coursework +Guided Readings (SPAN 605)	Ph.D. Exam	
Year 3	Prospectus Defense	Dissertation	Dissertation Submit Scholarly publication/ Versatile Ph.D. Project	
Year 4	Dissertation RL 607	Dissertation	Dissertation Submit Professionalization Portfolio	
Year 5	Dissertation	Dissertation	Dissertation Defense	

Advising

As in our Romance Languages PhD program, upon admission to the SPAN PhD program, students are assigned a faculty advisor who oversees their academic progress. During the first term, students are required to meet with their faculty advisor in order to facilitate their entry into the program, initiate their program plan and training goals, review their academic and professional backgrounds, and meet any specific needs regarding class scheduling or support services. The assigned faculty advisor will not necessarily take on the role of dissertation advisor. Students will need to form a Ph.D. Committee with their main dissertation advisor and the other members of the committee (at least two from RL) by the winter term of their second year.

Annual Review Evaluation

Student evaluations will occur annually. Evaluation is a central component in research training and supervision. Additionally, students will be provided regular feedback by their faculty advisor. The evaluation process includes an annual student report and a core program faculty report on the student's performance.

In week 7 of Spring term in every year, students will need to submit to their academic advisor or dissertation advisor a one-page statement of their academic progress. In it they should talk about how they are working towards completing our requirements such as the second language requirement, their conference presentations, articles to submit for publication or if advanced to candidacy how they are developing their Professionalization Portfolio. The dissertation advisor submits their report to the DGS and Head of the department, and we all give a summary of the report to all the tenure track faculty in a meeting on Week 9 of

Spring term every year. The advisor and the graduate student should complete the form of the PhD Degree Advising Checklist to submit the report.

d. Manner in which the program will be delivered, including program location (if offered outside of the main campus), course scheduling, and the use of technology (for both on-campus and off-campus delivery).

The Ph.D. in Spanish program will be part of the curriculum in the Department of Romance Languages, at Friendly Hall. The program will be delivered through courses taught on the University of Oregon main campus in Eugene, OR.

e. Adequacy and quality of faculty delivering the program.

Professors of Spanish in the Department of Romance Languages hold PhDs in Spanish and Portuguese, Comparative Literature, Latin American Studies, Linguistics, and Romance Studies, and are nationally and internationally recognized specialists in their fields. They publish articles in prestigious journals such as *Latin American Literary Review*, *Signs*, *Latin American Research Review*, *MLN*, *Hispania*, *Comparative Literature*, *CENTRO Journal of the Center of Puerto Rican Studies*, and *Revista Hispánica Moderna*, and books in highly selective university presses such as Northwestern University Press, Purdue University Press, University of Toronto Press, University of Texas Press, Pennsylvania University Press, and University of Arizona Press. They have helped establish and grow new fields of study and have been awarded fellowships from sources such as the National Endowment for the Humanities, Fulbright, The Harvard Center for Judaic Studies, and the Kluge Center at the United States Library of Congress. Our faculty's wide-ranging expertise, from Medieval Studies and Colonial Studies to Holocaust Studies and Caribbean Studies is reflected in our current Ph.D. program in Romance Languages, and their courses will provide the foundational requirements for the degree in Spanish. At least three Romance Languages faculty members will serve on each graduate examination committee, prospectus committee, and dissertation committee. Faculty members in French and Italian bring additional expertise in fields such as Cinema Studies, Queer Studies, Medieval and Early Modern Studies Mediterranean Studies, African Studies, Postcolonial Studies, Food Studies, Travel Writing, Poetics and Gender Studies.

f. Adequacy of faculty resources – full-time, part-time, adjunct.

The Romance Languages Department currently has eleven full-time TT faculty members in Spanish, and one TT faculty member with a joint appointment in Spanish and Comparative Literature. We have a search underway during 2018-2019 to hire an additional TT faculty member. Another six faculty members in French and Italian studies support our students' research in allied areas.

Core Spanish Faculty:	Areas of specialization:
Robert Davis Professor	Second language teaching and learning, technology in second language learning, Romance linguistics
Cecilia Enjuto Rangel Associate Professor	19th and 20th century Spanish and Latin American Poetry; Cinema Studies; Transatlantic Studies; Comparative literature; Memory Studies; Spanish Civil War;
Pedro García-Caro Associate Professor	Nationalism, Postmodernity, Postcolonial Studies, Environmental Studies, US Hispanic Literatures, Mexican Literature, Border Literature, Comparative American Studies, Transatlantic Studies, Satire, Drama, Translation

Amalia Gladhart Professor	Translation Studies (theory and practice), Latin American theater
Devin Grammon Assistant Professor	Sociocultural Linguistics, Second Language Studies, Quechua and Andean Spanish
Gina Herrmann Associate Professor	Communist and Leftist Studies, Holocaust Studies, Spanish Memory Studies, Spanish Civil War
Sergio Loza Assistant Professor	Spanish Heritage Language Education, Critical Language Awareness, Sociolinguistics
Leah Middlebrook Associate Professor (Spanish and Comparative Literature)	Early modern Spanish and Spanish American literature, early modern French and English literature, poetics, discourses of the lyric, theories of the subject
Lanie Millar Associate Professor	20th-21st century Caribbean literature, Latin American literature, African literature, Lusophone literatures, Global South studies, Postcolonial studies, Critical Theory
Analisa Taylor Associate Professor	Transborder Mexican and Central American Studies; Cultures, Racial Formations, and Social Movements in the Americas; Testimonio, translation, and literary non-fiction; Mesoamerican foodways and diasporas
David Wacks Professor	Medieval Iberian literature and culture, Sephardic studies, Mediterranean Studies

French and Italian Core Faculty	Areas of specialization:
Cory Browning Assistant Professor	19th, 20th, 21st century French and Francophone Studies, Critical Theory, Aesthetics and Violence,
André Djiffack Associate Professor	Francophone literatures, 20th-century French literature, African Studies, Colonial and Postcolonial studies
Nathalie Hester Associate Professor	Renaissance and Baroque literature, Travel literature, Early Modern French and Italian historiography, Early Modern Italian convent culture, Feminist theory, Seventeenth-century women's writing.
Diana Garvin Assistant Professor	Modern History of Southern Europe and East Africa, Fascism and Neo-Fascism, Feminist and Postcolonial Theory, Food Studies, Film Studies

Fabienne Moore Associate Professor	Prose poetry, European Enlightenment and counter-Enlightenment, the French and Haitian Revolutions, the "querelle des anciens et modernes," the Encyclopédie, the evolution of the novel, European Romanticism, Chateaubriand, Staël, Translation Studies
Sergio Rigoletto Associate Professor	European Cinema (especially Italian), Queer Cinema, Stars Studies, Film Comedy, and Television.

g. Other staff.

Linda León Office Manager
 Maria Heider Graduate Coordinator
 Sarah Weiner Undergraduate Coordinator

h. Adequacy of facilities, library, and other resources.

The University Knight Library is home to numerous collections relevant to scholars in Spanish Literature and Linguistics, Latin American Studies, Romance Languages and Cinema Studies. Students will also use interlibrary loan and summit as resources to do research and receive books and documents from a wide variety of libraries in the region.

As our CLLAS (Center of Latino/a Latin American Studies) states: “The University of Oregon has significant resources relating to Latino history in the state of Oregon and elsewhere. This research action project brings together the Latino Roots in Oregon project, The PCUN-UO Partnership, and the Oregon Latino Heritage projects to partner with schools, community organizations, libraries, and other public venues to make resources in Latino History available to a broad public audience.”

Those are some of our library resources and archives, among others.

i. Anticipated start date. Fall 2022

2. Relationship to Mission and Goals

a. Manner in which the proposed program supports the institution’s mission, signature areas of focus, and strategic priorities.

The Mission Statement of the University of Oregon declares some of our primary goals as a community of scholars: “we help individuals question critically, think logically, reason effectively, communicate clearly, act creatively, and live ethically.” Our proposed program addresses these intellectual and ethical goals by creating a set of academic experiences that promote critical cultural competencies, including effective argumentation and reasoning, and clear communication in both English and Spanish, as well as in a third language. Our program also seeks to address larger issues of ethical living by addressing the histories of colonization, the role of Spanish in the world throughout history, and the institutional configurations of power-knowledge involved in the development of the different fields to which students are exposed within our program: Colonial and Post-colonial Studies, Indigenous and African Studies, Latin American and European Studies, Iberian and Mediterranean Studies, to name a few. As students of color and international students have historically comprised the majority of those matriculating into Spanish doctoral programs, our program would continue to promote and support the diversity of the graduate student body.

The Mission Statement of the UO also identifies our purpose as follows: “through these pursuits, we enhance the social, cultural, physical, and economic wellbeing of our students, Oregon, the nation, and the world.”

b. Manner in which the proposed program contributes to institutional and statewide goals for student access and diversity, quality learning, research, knowledge creation and innovation, and economic and cultural support of Oregon and its communities.

As the only PhD -granting program in Romance Languages in Oregon and one of two in the entire west coast, our department already plays a leadership role in guiding school districts and community colleges across Oregon as they develop their second language curricula. Over the past thirty years, however, Spanish has become the predominant curricular focus of these second language programs in Oregon school districts and community colleges, and programs in French and Italian have been scaled-back. Against the tide of these changes, and as an element of preparing Oregon secondary and higher education students for effective participation in global affairs and commerce, our department continues to advocate for continued instruction in a wide range of languages, and particularly in these historically strong Romance Languages.

At the same time, the demographic shifts in Oregon and indeed in the Pacific Northwest over this same period have made instruction in Spanish as a second language particularly relevant to institutional and statewide goals for student access and diversity, quality learning, research, knowledge creation and innovation, and economic and cultural support of Oregon and its communities.

To offer a PhD degree program in Spanish would allow the Department of Romance Languages to more effectively contribute to institutional and statewide goals for student access and diversity, quality learning, research, knowledge creation and innovation, and economic and cultural support of Oregon and its communities.

c. Manner in which the program meets regional or statewide needs and enhances the state's capacity to:

- i. improve educational attainment in the region and state;**
- ii. respond effectively to social, economic, and environmental challenges and opportunities; and**
- iii. address civic and cultural demands of citizenship.**

Given the documented history of white supremacy in Oregon and its effects on public education and its curriculum, a PhD in Spanish will serve as a door for graduate students and faculty teaching, researching, and producing scholarship that will help address the state's educational vision of promoting a more multilingual, multicultural community. Oregon curriculum for K-12 education, offers Spanish as a second language or offers multiple bilingual schools. Our Ph.D. program will have a valuable impact for Oregon educators to acquire the cultural, linguistic, historical, political, and pedagogical tools to continue this goal of a multilingual Oregon, that embraces its racial, ethnic, cultural diversity.

As research and article in Oregon Live in 2016 shows "Oregon's Latino population is growing faster than the national rate and is significantly younger than others in the state, a report from the Oregon Community Foundation finds. The numbers of Latinos here increased by 72 percent since 2000, compared to only 50 percent nationwide. Nearly 474,000 Latinos live in Oregon, up from 275,000 in 2000. Most of that growth, researchers found, is coming from within: Nearly two-thirds of Oregon's Latinos were born in the United States. And the median age for Latinos in Oregon is only 24, compared to 41 for whites. While Latinos make up only 12 percent of Oregon's total population, they account for nearly a quarter of school-age children. Millennials make up more than half of eligible Latino voters." Oregon's population is changing, and a PhD in Spanish not only diversifies our academic offerings in the University of Oregon, it brings attention to Spanish studies, representing it as a language and complex research field. Therefore, our PhD in Spanish will respond effectively to social, economic, and environmental challenges and opportunities in Oregon. The fact that in 2019 nearly 23% of K-12 students in Oregon are Latinx, may mean that our program will be able to train graduate students who can work with that growing population if they pursued a career in Education. Our graduate program in Romance Languages and our PhD in Spanish, with its intersectional analytical perspectives, and our commitment to community engaged teaching will help us address civic and cultural demands of citizenship.

3. Accreditation

Not Applicable

4. Need

a. Anticipated fall term headcount and FTE enrollment over each of the next five years.

We anticipate enrolling a cohort of three to five students each year for the first five years. The first cohort will commence in Fall of 2021 or more probably by Fall 2022 if the new PhD is not approved for offering before then. We expect that we will divide our GE allocations between the PhD in Spanish and the PhD in Romance Languages. We also expect that with a PhD in Spanish, and by accepting students with a BA into both our doctoral programs, we will have more students applying to our PhD program.

b. Expected degrees/certificates produced over the next five years.

In the first five years, we expect to award between 3-5 Ph.D.s in Spanish, depending on the successful completion of their qualifying exams, and depending also on the number of students who are already enrolled in our program (before Fall 2021) and who want to complete a Ph.D. in Spanish.

c. Characteristics of students to be served (resident/nonresident/international; traditional/nontraditional; full-time/part-time, etc.).

We expect to serve resident, nonresident, and international students. Like most Ph.D. programs, we will serve traditional and nontraditional students primarily full-time.

d. Evidence of market demand.

We are currently producing PhDs (RL with emphasis in Spanish) who are competing for teaching jobs in Spanish, and are at a disadvantage entering the market with a degree in Romance Languages as opposed to Spanish. In this sense, we are not creating additional PhDs in Spanish, but moving RL PhDs into a Spanish PhD program.

e. If the program's location is shared with another similar Oregon public university program, the proposal should provide externally validated evidence of need (e.g., surveys, focus groups, documented requests, occupational/employment statistics and forecasts).

There is no Ph.D. program in Spanish in the state of Oregon. The proposed program, once established, would be unique within Oregon and one of the very few in the Pacific Northwest.

f. Estimate the prospects for success of program graduates (employment or graduate school) and consideration of licensure, if appropriate. What are the expected career paths for students in this program?

While academic positions are the expected career path for many Ph.D. in Spanish graduates, non-academic careers in non-profit administration, research institutions, government, media, and consultation are also important possibilities for employment. Many of the PhD alumni in Romance Languages who have graduated from our department, who do not find tenure track positions in the academy, have excelled in areas such as Translation, Interpretation, Language instruction in High School or College, Government (Diplomacy) and non-profit organizations. The broader field of Latin American and Iberian Studies often embraces intersectional frameworks and interdisciplinary scholarship. Our program will prepare our graduates to excel in a diversity of fields from Environmental Humanities, Visual Cultures, Postcolonial Studies to Queer Race Studies, Transatlantic Studies and Translation Studies. Given our department and faculty's strengths in literary and cultural studies, our doctoral graduates specializing in these fields may also rank highly for academic positions in Comparative Literature, Cinema Studies, Latino Studies, English, Literature, and/or Media

Studies. Our doctoral students can also excel in academic and professional positions in university administration, Study Abroad offices, and Publishing (University Presses, or journals, for example).

ALTERNATIVE CAREER and PROFESSIONAL DEVELOPMENT OPPORTUNITIES

Recognizing the changing nature of the profession and the restrictions of the job market, the department supports and encourages PhD students to prepare themselves for a broad range of professional opportunities and careers.

- 1) In March 2020, we will pilot an annual workshop on alternative careers paths and professional development opportunities. We will work with the Career Center and the Graduate School to make our workshop on alternative careers an annual event, integrating it into our fall RL Orientation, making sure that all our graduate students from all levels receive this training as participation will be mandatory.
- 2) We have added to our proposal a Professional development Experience/Internship, where students are encouraged to volunteer 15-30 hours and explore different ways of using their linguistic and academic skills.
- 3) We will offer our graduate students the possibility of teaching courses like Latinos and Education, Spanish and Business, Spanish for Health Professionals, along with a variety of courses that range from 100 and 200 to 300 level, so that our graduate students have a diverse set of teaching experiences throughout our graduate program.
- 4) In our MA program we have already developed an initiative in collaboration with Linguistics to offer students the chance to do Language Teaching Studies (LTS) and RL concurrent MAs, and we are working with the School of Education to offer students the chance to do our MA in RL, Spanish, French or Italian and the UO Teach program. These are possibilities mainly for MA students, but our PhD Students in Spanish might also benefit from working closely with our colleagues in Linguistics, Education, or other professional schools such as the Business School or the Law School. Students are also encouraged to collaborate with Law School's Wayne Morse Center, the Center for Women and Society, and Center for Latina/o and Latin American Studies.
- 5) The RL faculty is active in the Translation Studies Graduate Specialization, a designated group of courses and research or translation project that prepares students for further work in literary and scholarly translation. The department also works closely with the Oregon Center for Translation Studies, and students interested in this professional development type of experience should consider doing this Specialization—or other specializations such as the Museum Studies Specialization or Gender Studies Specialization.
- 6) We will also track the career paths of our alumni and connect some of them with our current students as alumni mentors.

Students will be encouraged to open an account with Imagine PhD, “a career exploration planning tool after they have passed their Prospectus”, in <https://www.imaginephd.com>. This will start preparing them for a diversity of professional opportunities according to their respective skills and set of goals.

5. Outcomes and Quality Assessment

a. Expected learning outcomes of the program.

The goals and objectives of the program reflect our program philosophy and training model in teaching language, literature and culture in Spanish. We aim to produce graduates who are competitive, well-grounded scholars and teachers, committed to promoting and enhancing multicultural, multilingual, multiethnic, multiracial, and gender inclusivity in our classrooms. There are many varied learning outcomes of the program, and students will achieve them through coursework, research, and professional activities in the course of completing their degree.

List of expected learning outcomes:

1. We expect our student will acquire with a PhD in Spanish a thorough familiarity with several fields (a cultural/literary movement, a genre, a period, a literary problem, a region, etc.). To promote these

learning outcomes, we will ask students to focus in primary and secondary fields. We will give them the opportunity to situate their special interests in the wider context of Iberian and Latin American literatures and cultures. They will develop the ability to examine new and challenging literary or theoretical perspectives. Through their dissertation they will demonstrate mastery of their field's chosen subject material. Specifically, they will be able to articulate, explain, and apply a comprehensive understanding of theoretical frameworks.

2. Our graduate students will be able to conceptualize and articulate robust and significant research questions and engage in original research for academic publication. The readings, assignments and group discussions in graduate courses will provide a substantive orientation in the basic research methods and best practices at the graduate level of literary and cultural studies.
3. We also encourage the development of productive working relationships with faculty and fellow students. Thus, another aspect of the graduate program is to support the student in figuring out how to establish a community of intellectual interlocutors—among fellow graduate students and our faculty. Writing circles, Grant writing or Professionalization workshops, the Work in Progress series have proved successful experiences for this purpose in our department. We will continue to motivate our students enrolled in the PhD in Spanish to participate in our intellectual community in those ways.
4. Our graduate students will acquire the teaching skills to excel in undergraduate education, developing a professional portfolio, with a specific pedagogical skill-set focused on teaching Spanish language, linguistics, literature, cinema and culture in general in Spanish. By the end of the program students may teach their own survey courses.
5. Students should conduct research and scholarly or professional activities in responsible, ethical ways. The skills we will emphasize include: how to identify and use relevant research databases, how to prepare an annotated bibliography based on Modern Language Association protocols, and how to write a well-researched, scholarly essay and publish it in a peer-reviewed journal. They will have the teaching and research experience relevant to succeed in the job market (such as a professional portfolio with awards/grant applications, publications, syllabi, conference presentations, academic experiences and/or advanced administrative skills) to teach and conduct research at an institution of higher education and/or assume a leadership position in an organization within their field or in alternative careers.

a. Methods by which the learning outcomes will be assessed and used to improve curriculum and instruction.

Learning outcome 1 will be assessed through the following requirements and activities:

Student performance and competency development will be evaluated through course examinations, Ph.D. examinations, evaluations of their work as Graduate Employees by supervisors or faculty mentors, advising feedback on professional and academic development as well as research production process, and annual student reviews. As described above, ten of these courses (40 credits) must be graduate-level seminars with the SPAN prefix. Four of these courses (16 credits) must be in a student's primary field, and two courses (8 credits) must be in their secondary field. These courses will strengthen the student's ability to understand more thoroughly their primary and secondary fields, while exploring areas of research they have not examined in the past. Many of our courses offer a historical perspective on the Spanish and Latin American cultural context. Students must pass all of their Ph.D. written and oral exams. Papers and exams will be evaluated for critical analysis, grasp of major field and comprehension, native or near-native linguistic skills in Spanish evaluated throughout their academic progress.

Learning outcome 2 will be assessed through the following requirements and activities:

Students must take 12 credits in Romance Languages, 40 credits in Spanish and 12 credits outside the department in courses related to their fields of research. Completing a second language requirement that will be relevant to their dissertation topic or to their primary and secondary fields of research will strengthen their

academic and professional portfolio. Most departments in the US that offer a PhD in Spanish have a second language requirement. Our graduate students will be able to have the linguistic proficiency they need in their second language to make sure that they can do research in that language, and that they can establish a dialogue with international scholars in their research fields. These language courses, along with the other required courses in RL, will help the student explore innovative and original ways to contribute to their respective fields of study.

Learning outcome 3 will be assessed through the following requirements and activities:

All graduate employees/students must participate in once and attend every year the MA Fall Forum (which is held on week 3 of Fall term); and they should at least once in their studies present and attend the Works in Progress series, which is held every term, usually in week 7 or 8. We will also ask our PhD students to participate in the Fall Forum in their second year of studies. We also encourage our graduate students to write and publish their research in peer-reviewed journals, at least one article per year beginning on their second year in the program, and participate in the graduate students' writing circles. For that purpose, we ask them that at the end of their MA Exams or the end of their second year in the PhD program, they submit an essay to a peer-reviewed journal; and to help them we organize one or two workshops per year on professionalization, offer the Span or RL 607 (depending on the year) on Professionalization and Dissertation Writing.

Learning outcome 4 will be assessed through the following requirements and activities:

Processes in place for improving the program, curriculum, and instructional and research opportunities include engaging in routine student feedback, instructor evaluations, connecting with advisors and cohort members through student surveys and meetings, and other methods. GEs in their first year will teach Spanish 101, in their second and third year they will teach Spanish 200 (depending on departmental need); once they pass their prospectus, GE's will be able to teach one survey course (SPAN 341/342/343/344 or TA for SPAN 150). Similar to the other training programs in our department, GEs in Spanish will also hold weekly meetings with their language supervisor, or a meeting per term with the Director of Undergraduate Studies if they are teaching the 300 level survey courses; and two meetings with their faculty advisor per term. Finally, we will hold a one-day annual retreat for all Core Faculty who teach in the Spanish graduate program to engage in program review and planning.

Learning outcome 5 will be assessed through the following requirements and activities:

Our Romance Languages department already offers support up to a maximum of \$1000 to our graduate students who apply for funds to attend and participate in a conference to present their research. Our graduate students are encouraged to apply to grants inside and outside the department to finance their research trips (summer or throughout the year) and/or to try to secure a non-teaching, research term. RL 607 Professionalization and Dissertation Workshop is designed for students who have submitted their prospectus and is intended to regularize assessment of Learning Outcome #5. The workshop will be offered every other year." This course will offer a wide range of alternative paths to the academic career but it will also focus on preparing our students for the academic job market. We will discuss their research and teaching experience and how to write cover letters, teaching statements, CVs, and grant proposals. Graduate students will draft a journal article, which will count as their annual publication to submit for peer review. As part of this course requirements, the students will be developing a **Professional Portfolio**.

b. Nature and level of research and/or scholarly work expected of program faculty; indicators of success in those areas.

The faculty vitae show evidence of research and creative activity, productivity and annual expectations for UO faculty members in an AAU institution. It is expected that our faculty get tenure with one monograph

and other publications, or eight to ten linguistic articles, to get tenure. Publications, teaching, awards and grants, and service are key activities, and faculty evaluations will occur on an annual basis as outlined in the University of Oregon and United Academics Collective Bargaining Agreement.

6. Program Integration and Collaboration

a. Closely related programs in this or other Oregon colleges and universities.

There are no directly competing programs within the state of Oregon—UO would be the only Oregon university with a Ph.D. in Spanish. In fact, Oregon is one of only three states in the U.S. that does not offer a PhD in Spanish. The other two states are Wyoming and Idaho.

Within the UO, Romance Languages already has in place collaborations with several departments and colleagues, including Latin American Studies, Comparative Literature, History, Philosophy, English, Education Studies, Judaic Studies, among other programs and departments.

b. Ways in which the program complements other similar programs in other Oregon institutions and other related programs at this institution. Proposal should identify the potential for collaboration.

There are a number of existing programs that may offer strong opportunities for collaboration at Oregon; such as MA in Spanish at Portland State University and a Spanish Language Teaching MA at Southern Oregon University. We have already nurtured a network of colleagues in those universities, and we have collaborated on conferences and bringing invited speakers. Besides the departments and programs mentioned above, the doctoral program in Spanish will collaborate consistently with units such as Center for Latino and Latin American Studies, Latin American Studies, Center for the Study of Women and Society, the UO Language Council, Yamada Language Center, among other UO units.

c. If applicable, proposal should state why this program may not be collaborating with existing similar programs.

N/A

d. Potential impacts on other programs.

N/A

7. External Review

If the proposed program is a graduate level program, follow the guidelines provided in *External Review of New Graduate Level Academic Programs* in addition to completing all of the above information.

External review requirement was met.

University of Oregon Proposed PhD in Spanish in the Romance Languages Department

A brief description of the anticipated program

The graduate program in the Department of Romance Languages reflects the depth and breadth of scholarly expertise and collaboration within our faculty across the French, Italian, Portuguese, and Spanish sectors. We are proposing to offer a PhD degree program in Spanish to complement our well-established PhD program in Romance Languages. This new degree program in Spanish will allow graduate students with a primary focus on Literary and Cultural studies or Sociolinguistics in the Spanish-speaking world to more effectively develop the specific types of expertise required of them within these growing academic and professional fields.

The Ph.D. program in Spanish will expand the professional opportunities available to our graduate students, bring us in line with the graduate offerings of our comparator institutions, and greatly expand and diversify our applicant pool. This proposal presents a holistic approach to transforming our graduate programs for a new generation of both faculty and students in ways that will foster the kinds of interdisciplinary approaches, sought after by employers within the current academic as well as non-academic job markets. By offering a PhD in Spanish, our department will be able to admit prospective B.A.-holding applicants directly to the PhD program. As we already offer a well-established M.A. degree in Spanish, students holding a B.A. who are admitted to the Spanish PhD program will receive the M.A. after successfully completing the customary two years of coursework, M.A. exams, and thesis project. They will then be prepared to focus on the timely completion of their PhD degree in Spanish while also developing the kinds of interdisciplinary expertise (i.e., media studies, linguistics, anthropology, history, philosophy, gender and sexuality studies, ethnic studies) that are increasingly valued among PhD graduates within this field.

Program location and modality (face to face, online, and/or hybrid)

The PhD in Spanish will be located in the Romance Languages Department, in the University of Oregon main campus and will be delivered via traditional face-to-face courses.

Anticipated start date

September 2022

Anticipated enrollment, at launch and goals for 5 and 10 years out

We currently have 10 PhD students who could change their PhD in Romance Languages to a PhD in Spanish if this proposal is approved before they graduate.

We can anticipate that we will accept and enroll 3-4 new PhD in Spanish students per academic year with the goal of approximately 15 PhD students in Spanish in the program by 2026.

2022 – 3 students

2023 – 3 students

2024 – 3 students

2025 – 3 students

2026 – 3 students

An abbreviated description of how the program contributes to addressing statewide needs and goals and aligns with the university's mission and strategic plan.

There are no directly competing programs within the state of Oregon—UO would be the only Oregon university with a Ph.D. in Spanish. Oregon is one of only three states in the U.S. that does not offer a PhD

in Spanish. (The other two states are Wyoming and Idaho.) There are a number of existing programs that may offer strong opportunities for collaboration at Oregon, such as MA in Spanish at Portland State University and a Spanish Language Teaching MA at Southern Oregon University. We have already nurtured a network of colleagues in those universities.

Statewide, we need to offer a PhD degree in Spanish that will allow students whose research interests relate to other languages and forms of cultural production in the Spanish-speaking world to have the flexibility to pursue coursework and mentorship opportunities outside the department that will foster the development of their unique research trajectories. Our PhD candidates and graduates in Spanish will be positioned more competitively in academic and non-academic job markets.

The Mission Statement of the University of Oregon declares some of our primary goals as a community of scholars: “we help individuals question critically, think logically, reason effectively, communicate clearly, act creatively, and live ethically.” Our proposed program addresses these intellectual and ethical goals by creating a set of academic experiences that promote critical cultural competencies, including effective argumentation and reasoning, and clear communication in both English and Spanish, as well as in a third language. Our program also seeks to address larger issues of ethical living by addressing the histories of colonization, the role of Spanish in the world throughout history, and the institutional configurations of power-knowledge involved in the development of the different fields to which students are exposed within our program: Colonial and Post-colonial Studies, Indigenous and African Studies, Latin American and European Studies, Iberian and Mediterranean Studies, to name a few. As students of color and international students have historically comprised the majority of those matriculating into Spanish doctoral programs, our program would continue to promote and support the diversity of the graduate student body. The Mission Statement of the UO also identifies our purpose as follows: “through these pursuits, we enhance the social, cultural, physical, and economic wellbeing of our students, Oregon, the nation, and the world.”

As the only PhD -granting program in Romance Languages in Oregon and in the entire west coast, our department already plays a leadership role in guiding school districts and community colleges across Oregon as they develop their second language curricula. Over the past thirty years, however, Spanish has become the predominant curricular focus of these second language programs in Oregon school districts and community colleges, and programs in French and Italian have been scaled-back. Against the tide of these changes, and as an element of preparing Oregon secondary and higher education students for effective participation in global affairs and commerce, our department continues to advocate for continued instruction in a wide range of languages, and particularly in these historically strong Romance Languages.

The demographic shifts in Oregon and indeed in the Pacific Northwest over this same period have made instruction in Spanish as a second language particularly relevant to institutional and statewide goals for student access and diversity, quality learning, research, knowledge creation and innovation, and economic and cultural support of Oregon and its communities. To offer a PhD degree program in Spanish would allow the Department of Romance Languages to more effectively contribute to institutional and statewide goals for student access and diversity, quality learning, research, knowledge creation and innovation, and economic and cultural support of Oregon and its communities.

Institution: University of Oregon
Program: Ph.D. in Spanish

Action: At the **June 15, 2021**, meeting, the Statewide Provosts Council approved a new program for **University of Oregon, Ph.D. in Spanish** to move forward to the Oregon Higher Education Coordinating Commission for its review and approval. The **University of Oregon** Board of Trustees approved the **Ph.D. in Spanish** program at its **May 19** meeting.

Eastern Oregon University

Sarah Witte, provost

Approved
 Opposed
 Abstained



Oregon State University

Ed Feser, provost

Approved
 Opposed
 Abstained



Portland State University

Susan Jeffords, provost


Approved
 Opposed
 Abstained



University of Oregon

Patrick Phillips, provost

Approved
 Opposed
 Abstained



Oregon Health & Science University

Elena Andresen, interim provost

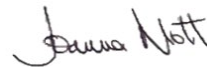
Approved
 Opposed
 Abstained



Oregon Tech

Joanna Mott, provost

Approved
 Opposed
 Abstained



Southern Oregon University

Susan Walsh, provost

Approved
 Opposed
 Abstained



Western Oregon University

Rob Winningham, provost

Approved
 Opposed
 Abstained

