Low Producing Academic Programs (Degree/Majors and Certificates)

In keeping with the low-producing academic program policy adopted by the University Academic Planning Council (April 16 2020), provide a short report on degree/major and certificate programs that meet the low-producing criteria (appended, page 2) and that you plan to continue. Submit completed forms with the annual program review report.

Program name: MA-Portuguese
Plan code: MA 810L&S
Home department: Spanish & Portuguese

Summarize any plans for changes intended to address the low-producing status or rationale to continue the program.

Response:

The MA in Portuguese is partnered with the PhD program in Portuguese; it serves the same role as a non-admitting masters but is admitting to allow for the occasional students seeking the masters-level program. As several of our peer institutions have recently decided to suspend their MA programs, we expect that the number of applicants to our program will increase. We have recently implemented some strategic changes to our course offerings and to the MA Exam in order to accommodate incoming students.

What is the demonstrated student need, even at a low level, for graduates with this specific credential?

Response:

Portuguese was added to the list of critical languages for the US Department of Defense in 2018 and we believe that this will result in a long-term increase in students studying the language and seeking advanced degrees in Portuguese. It will also lead to new funding opportunities for the study of Portuguese. Portuguese is the sixth most widely spoken language in the world and it is spoken in 11 countries on four continents. Portuguese is a working and/or official language of important international organizations, such as the African Union, the Community of Portuguese Language Countries, the European Union, Mercosul, the Organization of American States, and the Organization of Ibero-American States. Brazil is currently ranked 6th in the International Publishers Association’s global publishing statistics. An estimated 1.3 million native Portuguese-speakers live in the United States.

How is the program important to the University? Does the program fill a specific academic niche unique to UW-Madison or in some way necessary for the University’s identity, or for the fulfillment of the mission of the program, school/college, or university?

Response:

The University of Wisconsin-Madison has offered a Master’s degree in Portuguese for well over 40 years. The University of Wisconsin-Madison is one of fewer than thirty institutions in the United States that offer the MA in Portuguese. Half of these programs are housed in state universities, the others are in private institutions.
Ours is one of the largest, admitting one or two students every year, and it is one of the most comprehensive. Many MA programs at peer institutions concentrate almost exclusively on Brazil. Our MA in Portuguese is one of the few that requires students to take courses on the literatures of Brazil, Portugal, and Luso-Africa. The MA in Portuguese is not available at any other UW System institution, or at any other university in Wisconsin.

Are faculty continuing to invest time and effort in the program? Time must be devoted to learning outcomes assessment, review of the program, recruitment of students, curriculum development, advising, Guide maintenance, course scheduling, and similar activities. Programs with few or no students still need to have a full curriculum available to a student who seeks to enroll in the program. Are all of these processes up to date?

Response:

All of these processes are up to date. The MA program in Portuguese has two core faculty members, both of whom are tenured and hold the rank of full professor. These two faculty members share responsibility for advising the MA students. They also teach the core courses for the MA and offer a one-credit proseminar for all incoming MA students. Learning outcomes for the MA in Portuguese are designed and assessed by the Department of Spanish and Portuguese Graduate Studies Committee. The Graduate Studies Committee also provides advice regarding Guide maintenance, curriculum development, recruitment, and program review.
Low-producing Program Criteria

Undergraduate Degree/Major Programs
• Fewer than twenty-five (25) degrees awarded in five (5) years.
• Exceptions for programs within five years of first enrolling students or if admissions to the program is suspended.

Master's-level Degree/Major Programs
• Fewer than fifteen (15) degrees awarded in five (5) years.
• Exceptions for non-admitting masters associated with a corresponding PhD program, programs within five years of first enrolling students, or if admissions to the program is suspended.

Doctoral/PhD Degree/Major Programs
• Fewer than five (5) degrees awarded in five (5) years.
• Exceptions for programs within five years of first enrolling students or if admissions to the program is suspended.

Certificate Programs (Undergraduate, Graduate/Professional, Capstone)
• Fewer than ten (10) certificates awarded in five (5) years.
• Certificates that have zero (0) awards over a five (5) year period will be automatically discontinued without review. This applies to all UW-Madison undergraduate, graduate/professional, and capstone certificates.
• Exceptions for programs within five years of first enrolling students or if admissions to the program is suspended.

Some justifications for maintain a low producing academic program

• Master’s program is partnered with a PhD program and serves the same role as a non-admitting masters but is admitting to allow for the occasional students seeking the masters-level program.
• Program will be changed to non-admitting master’s status.
• Plans are underway to change the curriculum to increase enrollment and degrees in this program (provide specifics).
• The program is currently under consideration for restructuring or substantial change (provide specifics).
• The program serves an important historical role, preserves tradition, or serves an external audience.
• The program is otherwise not available at a UW System institution, or at very few UWs.
Low Producing Academic Programs (Degree/Majors and Certificates)

In keeping with the low-producing academic program policy adopted by the University Academic Planning Council (April 16 2020), provide a short report on degree/major and certificate programs that meet the low-producing criteria (appended, page 2) and that you plan to continue. Submit completed forms with the annual program review report.

Program name: PhD Portuguese
Plan code: PHD 810L&S
Home department: Spanish & Portuguese

Summarize any plans for changes intended to address the low-producing status or rationale to continue the program.
Response:

Over the past 5 years, we have produced 4 PhDs in Portuguese and we currently have 3 PhD students who hold ABD status. One student is expected to defend the dissertation in the fall of 2020. An additional student passed the MA Exam and was admitted to the PhD program in the spring of 2020. Substantive changes to the preliminary exam process have recently been implemented in order to expedite time toward completing the PhD degree.

What is the demonstrated student need, even at a low level, for graduates with this specific credential?
Response:

Portuguese was added to the list of critical languages for the US Department of Defense in 2018 and we believe that this will result in a long-term increase in students studying the language and seeking advanced degrees in Portuguese. It will also lead to new funding opportunities for the study of Portuguese. Portuguese is the sixth most widely spoken language in the world and it is spoken in 11 countries on four continents. Portuguese is a working and/or official language of important international organizations, such as the African Union, the Community of Portuguese Language Countries, the European Union, Mercosul, the Organization of American States, and the Organization of Ibero-American States. Brazil is currently ranked 6th in the International Publishers Association’s global publishing statistics. An estimated 1.3 million native Portuguese-speakers live in the United States.

How is the program important to the University? Does the program fill a specific academic niche unique to UW-Madison or in some way necessary for the University’s identity, or for the fulfillment of the mission of the program, school/college, or university?
Response:

The University of Wisconsin-Madison has offered a PhD degree in Portuguese for well over 40 years. The University of Wisconsin-Madison is one of fewer than 10 institutions in the United States that offer the PhD in Portuguese. Ours is one of the largest, admitting one or two students every year, and it is one of the most
comprehensive. The PhD in Portuguese is not available at any other UW System institution, or at any other university in Wisconsin.

Are faculty continuing to invest time and effort in the program? Time must be devoted to learning outcomes assessment, review of the program, recruitment of students, curriculum development, advising, Guide maintenance, course scheduling, and similar activities. Programs with few or no students still need to have a full curriculum available to a student who seeks to enroll in the program. Are all of these processes up to date?

Response:

All of these processes are up to date. The PhD program in Portuguese has two core faculty members, both of whom are tenured and hold the rank of full professor. These two faculty members share responsibility for advising the PhD students. They also teach seminars required for the PhD. Learning outcomes for the PhD in Portuguese are designed and assessed by the Department of Spanish and Portuguese Graduate Studies Committee. The Graduate Studies Committee also provides advice regarding Guide maintenance, curriculum development, recruitment, and program review.
Low-producing Program Criteria

Undergraduate Degree/Major Programs
- Fewer than twenty-five (25) degrees awarded in five (5) years.
- Exceptions for programs within five years of first enrolling students or if admissions to the program is suspended.

Master’s-level Degree/Major Programs
- Fewer than fifteen (15) degrees awarded in five (5) years.
- Exceptions for non-admitting masters associated with a corresponding PhD program, programs within five years of first enrolling students, or if admissions to the program is suspended.

Doctoral/PhD Degree/Major Programs
- Fewer than five (5) degrees awarded in five (5) years.
- Exceptions for programs within five years of first enrolling students or if admissions to the program is suspended.

Certificate Programs (Undergraduate, Graduate/Professional, Capstone)
- Fewer than ten (10) certificates awarded in five (5) years.
- Certificates that have zero (0) awards over a five (5) year period will be automatically discontinued without review. This applies to all UW-Madison undergraduate, graduate/professional, and capstone certificates.
- Exceptions for programs within five years of first enrolling students or if admissions to the program is suspended.

Some justifications for maintain a low producing academic program

- Master’s program is partnered with a PhD program and serves the same role as a non-admitting masters but is admitting to allow for the occasional students seeking the masters-level program.
- Program will be changed to non-admitting master’s status.
- Plans are underway to change the curriculum to increase enrollment and degrees in this program (provide specifics).
- The program is currently under consideration for restructuring or substantial change (provide specifics).
- The program serves an important historical role, preserves tradition, or serves an external audience.
- The program is otherwise not available at a UW System institution, or at very few UWs.
Report of Committee on Low Award Portuguese Program at UW-Madison

Committee Members: Jonathan Renshon, Maria Muniagurria, Sissel Schroeder

Summary:
The Portuguese degree-granting program is currently housed in the “Department of Spanish & Portuguese” and (after some recent attrition) stands at 2 full-time faculty members. After consultations with the department and other relevant parties, our committee recommends merging the Portuguese degree with Spanish at both the undergraduate and graduate level, an organizational arrangement that is common at most other similar programs and would alleviate some of the administrative burden handled by Portuguese faculty with respect to language training. We also recommend hiring one additional position for Portuguese to sustain the program going forward. The main report discusses our primary recommendations, and attached appendices discuss (a) general issues affecting modern language programs and their effects on (b) enrollment trends throughout the country.

Section 1: Overview

In 2019, the UW System Admin established a new threshold for low-degree producing programs: programs that do not award at least 25 degrees in 5 years for BA programs, and 15 degrees in 5 years for MA programs, automatically trigger a review process. UW System policy does not set a threshold for PhD programs but sets a requirement to establish procedures for PhD programs. Under this requirement, UW-Madison continues with the long-standing “five degrees in five years” threshold. The UW-Madison Portuguese program (housed in the Department of Spanish & Portuguese) fell below that threshold (see Figure 1 on degrees awarded), setting in motion the present review. In Fall 2020, the committee, composed of faculty in Political Science, Economics & Anthropology met with Academic Associate Dean Sue Zaeske.
and Associate Dean Elaine Klein to receive the committee charge and shortly after convened as a committee to carry out the work of interviewing the appropriate staff, faculty and students and make a recommendation.

Overview of Portuguese Program at UW-Madison
The Portuguese program is currently composed of two full-time faculty, both tenured full professors. They teach language classes (PORT311-312) and all other upper division courses required for the BA (MA and PhD students take these classes as well). The program offers one grad-only seminar each year. A full complement of courses in Portuguese, Brazilian, and Luso-African literatures, culture, and linguistics is offered on a regular basis. Until somewhat recently (2017), the department was composed of four full-time tenured faculty members, until one retired and one moved to the Department of African Cultural Studies. Despite its small size, the program has offered a wide variety of courses: for example, in Fall 2020, Portuguese offered classes summing up to 23 credits, with Professors Sanchez and Sapega teaching all but 1 of those courses (and 20 of the 23 credits). Similar patterns can be observed in other semesters.

While widely spoken throughout the world (the UK Council estimates Portuguese to be the 7th most spoken language in the world)\(^1\), Portuguese is not particularly well-represented by degree programs in the United States: UW-Madison is one of fewer than 30 graduate programs and 20 undergraduate programs in the U.S. as of 2019, and it is one of about six PhD programs in the U.S. to offer a Portuguese degree track. A comparison with the programs in other schools suggests that most are on the scale of UW-Madison’s: in 2019, for example, UW-Madison granted 3 BA degrees in Portuguese, which (according to the Chronicle of Higher Education) put it in a tie for 4th place for the most number of undergraduate degrees granted that year (the mean among the 20 schools was 2.7 BA degree recipients).

In the last 5 years, the program has graduated 19 students with a BA in Portuguese (52 students over the last 10 years), four students with the MA, and four students with a PhD. The program currently has nine students who have declared their major in Portuguese and five graduate students in Portuguese. The program typically admits two new graduate students each year with a yield of between zero - two new enrollments each year. Over the past five years, graduate enrollment has shifted from being dominated by domestic students to being dominated by international students from Brazil and China. In recent years, the program has reached gender parity with 50% male and 50% female graduate students. In most of the past 5 years, 25% of the graduate students have been targeted minorities with the remainder a combination of non-targeted, unknown, and international.

In terms of graduate student funding, all of the students in the program are fully funded for their first three years, primarily by teaching assistantships. Funding drops to 33% in year four in the graduate program, and years five-seven it increases to 50-67%. Half of the graduate students complete their PhD in 7-8 years, 25% finish in 8-9 years, and 25% took more than 10 years to complete their degree.

\(^1\) https://www.britishcouncil.org/voices-magazine/portuguese-worlds-seventh-most-spoken-language
Administratively, the two faculty members are also in charge of the language program, overseeing the work of TAs, class visits during the semester and handling any issues with students. Despite being housed within the Spanish & Portuguese Department, and despite being a much smaller group (2 faculty members out of a department of 21 tenure-track professors), the Portuguese faculty seem to be responsible for more of the administrative work than their colleagues in the Spanish group.

There are a number of notable things about the Portuguese program here at UW-Madison. The department’s graduate program in Portuguese is a highly respected program and ranks among among the best in the country. The Portuguese degree-granting programs form a core part of the Latin American, Caribbean and Iberian Studies (LACIS) center, including as an integral part of their grant funding. According to Alberto Vargas, UW-Madison has been receiving Title VI funding from the US Department of Education since the 1960s, and having a “strong Portuguese department gives us a lot of points for the application.” LACIS is also responsible for the FLAS fellowships (we receive 4-6 per year), for which Portuguese (as a “critical language”), in comparison to, for example, Spanish, is a core component of our applications. Finally, the Portuguese program runs the Summer Intensive Portuguese Institute (SIPI), a special eight-week course sponsored by LACIS and designed for people wishing to study beginning Brazilian Portuguese intensively. Finally, UW-Madison is host to the Luso-Brazilian Review --- a 56 year old publication that was started at UW-Madison in 1964 --- and the UW-Madison library is home to one of best library collections of Portuguese archival materials in the country.

Section 2: Method of Evaluation

The committee’s evaluation consisted of a series of interviews in November and December 2020 and data-gathering on campus complemented with information from other Portuguese/Modern Language programs.

We had a number of questions about the program and sent a series of data requests to the Chair, Ellen Sapega, who (with the help of the administrative staff in the department) did their best to answer all of our questions. We also conducted interviews with the two core faculty members in Portuguese, Ellen Sapega (Chair) and Kathryn Sanchez. Additionally, we met with Professor Luis Madureira (formerly of Portuguese, now housed in African Cultural Studies), Alberto Vargas (Associate Director of the Latin American, Caribbean and Iberian Studies Program) and a group of five PhD students in the Portuguese program. Each meeting was conducted via Zoom over the course of (approximately) one hour.

Section 3: Recommendations

Main Recommendation

We recommend the unification of Spanish and Portuguese undergraduate and graduate degrees (PhD and MA) and the introduction of interdisciplinary options.
We believe that this is the right course of action based on our conversations with campus stakeholders and our understanding of how other programs are organized as well as the issues affecting modern language graduate programs and program redesign at other institutions (see Appendix A).

Merging the degree programs will ease the administrative burden on Portuguese faculty as well as bring the degree-granting program in line with how the department is already set-up (as a joint department with Spanish). It will also bring the Spanish and Portuguese Department and degree programs in line with similar programs at peer and other universities. We anticipate that this merger would end concerns about the low number of degrees currently granted in Portuguese.

We believe the introduction of interdisciplinary options---in addition to the traditional track---will improve job market outcomes for graduate students in an otherwise difficult market. For Portuguese, and other modern languages, there is an increased demand for interdisciplinary expertise. Since many students will pursue careers outside academia as well as in traditional teaching and research institutions, we suggest that the graduate degrees should be flexible enough to be attractive to both groups.

As an example, the new combined PhD degree could have three tracks (Hispanic literature/culture, Luso-Brazilian literature/culture, Hispanic Linguistics) and students could choose a major language/culture and a minor language.

With a combined degree, students could choose to be proficient in both languages and be able to apply to an expanded set of positions. The demand for Spanish instruction in the US is in a class by itself among languages other than English. Among higher education institutions, Spanish enrollments have been higher than those of all other languages combined since 1995. Although there has been a generalized decrease in overall language enrollments in the last ten years, the dominance of Spanish continues to hold. The latest aggregate data (Fall 2016) shows enrollment in Spanish at 712,240 and other languages (combined) at 705,598. Among them, Portuguese enrollments stand at 9,827 (See Fig 2, Tables 1a and 2b, Appendix B). Since the interest of Spanish speakers has been identified as a significant factor in the demand for Portuguese instruction (Milleret 2013), the combined degree could have a positive effect on Portuguese enrollments.

We believe that these changes will increase the attractiveness of UW-Madison for those interested in Luso-Brazilian language/culture and have a positive effect on graduate enrollment.

Additional Recommendations

1: An Advisory Committee to oversee merger

We believe it will be important to appoint a facilitator (perhaps from the Office of Strategic Consulting or a staff member from another L&S unit) and a three member advisory committee to facilitate the unification and redesign of the programs.
The advisory committee could include faculty/staff from other UW departments whose research is in some aspect of the Lusophone or Hispanic world (perhaps two from the Luso Brazilian side and one from the Hispanic). Below are the names of faculty that could be representing the interdisciplinary Luso Brazilian side.

Falina Enriquez (Anthropology): https://www.anthropology.wisc.edu/staff/enriquez-falina/

Lisa Rauch (Environmental Studies): http://www.gibbs-lab.com/lisa-rausch/

Holly Gibbs (Geography and Nelson Institute):

Katherine Jensen (Sociology) https://sociology.wisc.edu/staff/jensen-katherine/

2- Undergraduate certificate in Portuguese/Luso-Brazilian Culture
We would like to suggest that the undergraduate certificate program be finalized. It will contribute to the increase of undergraduate enrollments and possible graduate interest.

3- Faculty/Staff Needs

Based on the information gathered from our interviews, we believe the two current faculty members are overstretched with administrative, teaching and supervisory duties. Although enrollments are lower than when there were four full time Portuguese faculty (see Appendix B), the current situation does not seem sustainable.

To some degree, the main recommendation (joint program with Spanish) will alleviate some of that burden. However, our judgment (in concert with those we interviewed) was that the Portuguese side of the program is in need of an additional faculty/teaching position to alleviate some of the teaching burden that would not be fixed simply by combining programs. This need could be fulfilled in the short run by one postdoc (2 years) or academic staff and in the future by reallocating one faculty slot due to a Spanish faculty retirement.

In particular, all parties interviewed agreed that in order to keep the program competitive, resources would be best directed towards the field of Brazilian culture/literature, which they agreed was one of the most important and promising areas for work in the fields associated with Portuguese. Since placement from comparable programs and jobs advertised at MLA show a bias towards multidisciplinary/cultural expertise, we recommend that the hiring committee be interdisciplinary perhaps including some of the faculty identified in item 1 above.

We also encourage the department to submit a nomination for a Tinker visiting professor. This will enrich the program and build ties with institutions abroad.
Appendix A

General Issues affecting Modern Language Graduate Programs/ Program Redesign

We believe that it is useful to consider general issues and trends affecting Modern Language Graduate Programs in the last decade. Since the publication of the 2014 MLA Task Force report, there has been a decrease in graduate enrollment in an apparent response to the lower job availability (see Appendix B).

The following issues/trends have been identified by the MLA taskforce..

I- Mismatch between the number of PhDs awarded in modern languages in general and academic positions. According to the 2014 Modern Language Association of America (MLA) Task Force Report:

“Departments must make it clear that the number of tenure-track positions is limited: there are not enough positions for all new PhD recipients. Graduate students should therefore consider a wide range of career prospects. Graduate programs should evolve to equip students with the ability to thrive in this changing job market—to do so is in the interest not only of the students but also of the faculty members who are committed to the success of their students.”

The current job listing at MLA shows only 4 openings that those with a PhD in Portuguese could apply to (only 3 of them for recent graduates) and the trend continues according to the most recent data.
II- Traditional Language and Literature programs are facing the need to restructure because the demand has changed.

According to the MLA Task Force Recommendations (2014), universities need to:

- Redesign doctoral programs to align them with learning needs and career goals of students and to bring degree requirements in line with the evolving character of the field.
- Shorten time to degree, reimagine dissertation, strengthen teacher preparation, expand professionalization opportunities, use the whole university community.

**Responses/ Examples**

Many modern language departments have redesigned their graduate programs along the MLA recommendations making them broader and multidisciplinary. Here are some examples with quotes from those programs closely related to Spanish and Portuguese.

“We consider our responsibility to prepare students … for the increasingly collaborative scholarly world of the future and for new ventures in collaborative public scholarship, which seeks to link those in the academy to intellectuals and communities outside it. In recognition of the fact that many of our students will pursue careers outside academia as well as in traditional
teaching and research institutions, our PhD has taken the form of a streamlined, interdisciplinary degree with an alternative dissertation model.” (Anthony L. Geist, Spanish and Portuguese, University of Washington).

“The faculty of the Department of Spanish and Portuguese Studies at the University of Washington has developed a PhD to address the needs of a new generation of doctoral students in the humanities. The program is designed to provide a rigorous and comprehensive education in the traditional disciplines of Spanish and Latin American literary studies, while also allowing for an engagement with larger issues relating to the role of the humanities in the contemporary world.” (PhD in Hispanic Studies website, University of Washington).

“We seek highly motivated, curious, passionate, and dedicated graduate students working in all time periods, within and across traditional fields, and at interstices of literary history, aesthetics, cultural studies, history, philosophy, and new media.” (Princeton University website).

“We have recently …added new approaches in order to reformulate our graduate program as an innovative, flexible, and competitive research unit in the field of Iberian and Latin American studies ….with three major areas of study: Iberian and Latin American Literatures and Cultures; Luso-Brazilian Cultural and Media Studies; and, Iberian and Latin American Linguistics. These tracks seek to address important themes, including the cultural and linguistic diversity in Latin American, Iberian, Latino, trans-Atlantic, and trans-Pacific worlds, as well as the impact of the ensuing and continued contact among indigenous people, Africans, and Europeans as a result of conquest, slavery, displacement, and immigration. At the same time, our program addresses the impact of new media and methodologies of thinking, learning, and teaching in contemporary environments marked by new technologies of language and representation. These flows, encounters, and intersections shape the research and teaching of our faculty, resulting in a graduate program that is highly intersectional, interdisciplinary, and intercultural, as well as transnational, and hemispheric” (University of Texas - Austin website)

“The Hispanic and Lusophone Literatures, Cultures, and Linguistics PhD program provides students with a focused and rigorous formation in the literatures, languages, and cultures of Spain, Latin America, and the Portuguese speaking world. Students choose one of three areas of emphasis: Hispanic Literatures & Cultures, Lusophone Literatures & Cultures, or Hispanic Linguistics. In addition to establishing a specialization in one or more areas of Hispanic or Lusophone studies, the program allows and encourages students to pursue comparative or interdisciplinary work” (University of Minnesota website)

“…the student will develop a specialization in one of two tracks: Hispanic and Spanish American literature and culture, Luso-Brazilian literature and culture” (University of California - Berkeley website).
Appendix B: Enrollment Trends

Enrollment Trends in US Higher Education Institutions

Fig. 2
Enrollments in Spanish Compared with Those of All Other Languages in Selected Years

<table>
<thead>
<tr>
<th>Table 1a</th>
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<tbody>
<tr>
<td>Full Language Enrollments and Percentage Change (Languages in Descending Order of 2016 Enrollments)</td>
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<td>----------</td>
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<tr>
<td>Spanish</td>
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<tr>
<td>French</td>
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<tr>
<td>American Sign Language</td>
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<tr>
<td>German</td>
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<tr>
<td>Japanese</td>
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<tr>
<td>Italian</td>
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<tr>
<td>Chinese</td>
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<tr>
<td>Arabic¹</td>
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<tr>
<td>Latin</td>
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<tr>
<td>Russian</td>
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<tr>
<td>Korean</td>
</tr>
<tr>
<td>Greek, Ancient²</td>
</tr>
<tr>
<td>Portuguese</td>
</tr>
<tr>
<td>Hebrew, Biblical³</td>
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<tr>
<td>Hebrew, Modern</td>
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<tr>
<td>Other Languages</td>
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</tbody>
</table>

Number of institutions reporting in 2016: 2,547.
2. Includes enrollments reported under “Greek, Ancient,” “Greek, Biblical,” “Greek, Koine,” “Greek, New Testament,” and “Greek, Old Testament.” Excludes enrollments reported under “Hebrew and Hebrew Biblical,” and “Hebrew and Hebrew Biblical.”


<table>
<thead>
<tr>
<th>Table 2b</th>
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<tbody>
<tr>
<td>Full Undergraduate Language Enrollments in the Fifteen Most Commonly Taught Languages in Four-Year Institutions in Selected Years (Languages in Descending Order of 2016 Totals)</td>
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<tr>
<td>Spanish</td>
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<tr>
<td>French</td>
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<td>German</td>
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<td>American Sign Language²</td>
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<td>Japanese</td>
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<td>Chinese</td>
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<tr>
<td>Arabic¹</td>
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<tr>
<td>Russian</td>
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<tr>
<td>Korean</td>
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<tr>
<td>Greek, Ancient²</td>
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<tr>
<td>Portuguese</td>
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<tr>
<td>Hebrew, Biblical³</td>
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<tr>
<td>Hebrew, Modern</td>
</tr>
</tbody>
</table>

This table lists the fifteen most commonly taught languages at four-year colleges as of fall 2016.
1. Figures for ASL are not available before 1990.
3. Includes enrollments reported under “Greek, Ancient,” “Greek, Biblical,” “Greek, Koine,” “Greek, New Testament,” and “Greek, Old Testament”; excludes enrollments reported under “Hebrew, Biblical, and Modern Hebrew.”

### Table 2c
Fall Graduate Language Course Enrollments (Languages in Descending Order of 2016 Totals)

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</tr>
</thead>
<tbody>
<tr>
<td>Spanish</td>
<td>9,577</td>
<td>8,895</td>
<td>7,421</td>
<td>8,795</td>
<td>10,936</td>
<td>9,019</td>
<td>9,934</td>
<td>10,923</td>
<td>11,468</td>
<td>9,122</td>
<td>7,819</td>
<td>-14.3%</td>
<td>-18.4%</td>
</tr>
<tr>
<td>Greek, Ancient</td>
<td>5,015</td>
<td>5,304</td>
<td>4,823</td>
<td>4,749</td>
<td>4,385</td>
<td>4,461</td>
<td>6,032</td>
<td>6,429</td>
<td>5,511</td>
<td>5,334</td>
<td>4,084</td>
<td>-25.3%</td>
<td>-18.6%</td>
</tr>
<tr>
<td>Hebrew, Biblical</td>
<td>3,243</td>
<td>3,922</td>
<td>3,349</td>
<td>5,131</td>
<td>5,580</td>
<td>5,223</td>
<td>4,651</td>
<td>3,606</td>
<td>-22.5%</td>
<td>-</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>French</td>
<td>9,142</td>
<td>6,883</td>
<td>5,652</td>
<td>7,121</td>
<td>6,809</td>
<td>4,847</td>
<td>6,600</td>
<td>4,710</td>
<td>4,167</td>
<td>3,137</td>
<td>2,761</td>
<td>-12.0%</td>
<td>-69.8%</td>
</tr>
<tr>
<td>American Sign Language</td>
<td>23</td>
<td>58</td>
<td>163</td>
<td>121</td>
<td>768</td>
<td>835</td>
<td>2,641</td>
<td>1,825</td>
<td>-30.9%</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>German</td>
<td>5,688</td>
<td>4,766</td>
<td>4,420</td>
<td>4,344</td>
<td>4,181</td>
<td>2,923</td>
<td>2,799</td>
<td>3,068</td>
<td>2,466</td>
<td>1,859</td>
<td>1,635</td>
<td>-12.0%</td>
<td>-71.3%</td>
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<tr>
<td>Chinese</td>
<td>1,108</td>
<td>758</td>
<td>620</td>
<td>831</td>
<td>1,042</td>
<td>1,220</td>
<td>934</td>
<td>1,294</td>
<td>1,047</td>
<td>1,150</td>
<td>1,225</td>
<td>6.5%</td>
<td>10.6%</td>
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<tr>
<td>Latin</td>
<td>1,163</td>
<td>1,009</td>
<td>775</td>
<td>958</td>
<td>1,040</td>
<td>894</td>
<td>1,045</td>
<td>1,039</td>
<td>1,047</td>
<td>937</td>
<td>1,032</td>
<td>10.1%</td>
<td>-11.3%</td>
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<tr>
<td>Aramaic</td>
<td>214</td>
<td>299</td>
<td>100</td>
<td>143</td>
<td>101</td>
<td>59</td>
<td>389</td>
<td>726</td>
<td>345</td>
<td>380</td>
<td>904</td>
<td>137.9%</td>
<td>322.4%</td>
</tr>
<tr>
<td>Italian</td>
<td>1,144</td>
<td>934</td>
<td>833</td>
<td>817</td>
<td>1,035</td>
<td>921</td>
<td>1,039</td>
<td>994</td>
<td>775</td>
<td>644</td>
<td>634</td>
<td>-1.6%</td>
<td>-44.6%</td>
</tr>
<tr>
<td>Arabic</td>
<td>308</td>
<td>353</td>
<td>415</td>
<td>386</td>
<td>441</td>
<td>445</td>
<td>531</td>
<td>956</td>
<td>781</td>
<td>656</td>
<td>552</td>
<td>-15.9%</td>
<td>79.2%</td>
</tr>
<tr>
<td>Russian</td>
<td>1,781</td>
<td>1,282</td>
<td>1,237</td>
<td>1,713</td>
<td>1,424</td>
<td>964</td>
<td>770</td>
<td>754</td>
<td>609</td>
<td>524</td>
<td>-14.0%</td>
<td>-70.6%</td>
<td></td>
</tr>
<tr>
<td>Japanese</td>
<td>867</td>
<td>515</td>
<td>376</td>
<td>887</td>
<td>1,466</td>
<td>1,356</td>
<td>930</td>
<td>842</td>
<td>663</td>
<td>562</td>
<td>479</td>
<td>-14.8%</td>
<td>-44.8%</td>
</tr>
<tr>
<td>Portuguese</td>
<td>370</td>
<td>372</td>
<td>295</td>
<td>332</td>
<td>710</td>
<td>488</td>
<td>487</td>
<td>477</td>
<td>434</td>
<td>514</td>
<td>359</td>
<td>-30.2%</td>
<td>-3.0%</td>
</tr>
<tr>
<td>Korean</td>
<td>20</td>
<td>6</td>
<td>1</td>
<td>46</td>
<td>231</td>
<td>309</td>
<td>111</td>
<td>237</td>
<td>352</td>
<td>657</td>
<td>198</td>
<td>-69.9%</td>
<td>890.0%</td>
</tr>
</tbody>
</table>

This table lists the fifteen most commonly taught languages at the graduate level as of fall 2016.
Number of institutions reporting in 2016: 2,547.
1. Includes enrollments reported under “Greek, Ancient,” “Greek, Biblical,” “Greek, Koine,” “Greek, New Testament,” and “Greek, Old Testament.” Excludes enrollments reported under “Greek,” “Greek and Hebrew,” and “Greek and Latin.”
3. Figures for ASL are not available before 1990.
4. Includes enrollments reported under “Aramaic,” “Aramaic, Ancient,” “Aramaic, Biblical,” and “Aramaic, Rabbinic/Talmudic/Targumic.”


### Trends at UW-Madison

#### UW-Madison Enrollment Trends Portuguese and Spanish: MLA Database

<table>
<thead>
<tr>
<th></th>
<th>Total Enrollment</th>
<th>Fall 1960</th>
<th>Fall 1965</th>
<th>Fall 1970</th>
<th>Fall 1980</th>
<th>Fall 1990</th>
<th>Fall 2002</th>
<th>Fall 2009</th>
<th>Fall 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Portuguese</td>
<td>93</td>
<td>174</td>
<td>n.a.</td>
<td>149</td>
<td>277</td>
<td>202</td>
<td>185</td>
<td>82</td>
<td></td>
</tr>
<tr>
<td>Spanish</td>
<td>1169</td>
<td>2671</td>
<td>2492</td>
<td>2103</td>
<td>2776</td>
<td>3769</td>
<td>3283</td>
<td>2182</td>
<td></td>
</tr>
</tbody>
</table>

Source: MLA Language enrollment database search [https://apps.mla.org/flsurvey_search](https://apps.mla.org/flsurvey_search)
### UW-Madison Grades Reported: Portuguese - UW-Madison Registrar Grade Reports

<table>
<thead>
<tr>
<th></th>
<th>Undergraduates</th>
<th>Special</th>
<th>Graduate</th>
<th>Professional</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2014</td>
<td>88</td>
<td>5</td>
<td>35</td>
<td>1</td>
<td>129</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>70</td>
<td>31</td>
<td></td>
<td>2</td>
<td>103</td>
</tr>
<tr>
<td>Fall 2018</td>
<td>43</td>
<td>2</td>
<td>16</td>
<td>1</td>
<td>62</td>
</tr>
<tr>
<td>Fall 2019</td>
<td>51</td>
<td>3</td>
<td>10</td>
<td>1</td>
<td>64</td>
</tr>
<tr>
<td>Fall 2020</td>
<td>51</td>
<td>1</td>
<td>11</td>
<td>1</td>
<td>64</td>
</tr>
</tbody>
</table>

Source: UW Madison Registrar’s Office grade reports [https://registrar.wisc.edu/grade-reports/](https://registrar.wisc.edu/grade-reports/)

### UW-Madison Grades Reported: Spanish - UW-Madison Registrar Grade Reports

<table>
<thead>
<tr>
<th></th>
<th>Undergraduates</th>
<th>Special</th>
<th>Graduate</th>
<th>Professional</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2014</td>
<td>3044</td>
<td>21</td>
<td>158</td>
<td>1</td>
<td>3224</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>2528</td>
<td>5</td>
<td>151</td>
<td>3</td>
<td>2687</td>
</tr>
<tr>
<td>Fall 2018</td>
<td>2039</td>
<td>10</td>
<td>102</td>
<td>2</td>
<td>2153</td>
</tr>
<tr>
<td>Fall 2019</td>
<td>2062</td>
<td>7</td>
<td>81</td>
<td>4</td>
<td>2154</td>
</tr>
<tr>
<td>Fall 2020</td>
<td>2121</td>
<td>13</td>
<td>74</td>
<td>5</td>
<td>2213</td>
</tr>
</tbody>
</table>

Source: UW Madison Registrar’s Office grade reports [https://registrar.wisc.edu/grade-reports/](https://registrar.wisc.edu/grade-reports/)

**References:**


Milleret, Margo - 2013 Factors Influencing the Growth of Portuguese Enrollments in the 21st Century, CLASP Commissioned Paper
October 13, 2021

To: Susan Zaeske, Associate Dean for Arts and Humanities; Elaine Klein, Associate Dean for Academic Planning

From: Professor Kathryn Sanchez; Professor Ellen Sapega

Re: Report of the Committee on Low Award Portuguese Program at UW-Madison

We submit this response to the “Report of the Committee on Low Award Portuguese Program” that we received in March from your office. Firstly, we would like to thank the committee members Jonathan Renshon, Maria Muniajierria, and Sissel Schroeder for their diligence and dedication to the completion of this report. We believe that the report provides a fair representation of the situation of the Portuguese program at UW-Madison and duly emphasizes the strengths of the program. We agree with most of the committee’s insights and suggestions and differ on only a few points, as this response details below.

We agree with the suggestion that there needs to be greater integration between the Spanish and Portuguese sections of the department. This is something that the Portuguese section welcomes at the graduate level, especially at a time when the department as a whole is learning to move beyond strict chronological fields and work more holistically. We are willing to help facilitate the merger of the programs towards a new combined PhD degree. The reviewers proposed the suggestion of a three-track system (Spanish literature/culture; Spanish and Portuguese literature/culture; Spanish Linguistics) that would better serve the needs of the students and correspond to the changing job market where graduate students in a Portuguese discipline would benefit from greater exposure of Hispanic literature/culture and linguistics. At the present, we believe that this new PhD track in Spanish and Portuguese literature and culture can be designed internally by a committee comprised of faculty members in Spanish and Portuguese.

At the undergraduate level, the Portuguese section does not see the advantage of a merger with the Spanish program. Over the past 10 years, as indicated in the numerical information, the department has graduated over 50 students with a BA or BS in Portuguese, which places the program above the required threshold as perceived by the UW System Administration. Our Portuguese undergraduate major numbers are solid and we expect that post-Covid they will continue to remain healthy and within an acceptable range. We would like to emphasize that the undergraduate degree has been carefully revised in recent years to allow incoming freshmen students to complete their program of study in 4 years. Since Portuguese is not taught at the high school level in Wisconsin (or in the Midwest in general) this is an important factor and the
requirements of the Undergraduate degree in Portuguese have been serving our student body well.

We also agree with and wholeheartedly welcome the suggestion that the Portuguese program create an undergraduate certificate in Portuguese/Luso-Brazilian Culture. This is something that we have already discussed and has been in the works for a while. Ideally, we would like to consider proposing a joint Spanish/Portuguese certificate in cooperation with our colleagues in Spanish.

Concerning the staffing needs, here too we agree with the recommendations of the review committee as to the need for additional staffing in the Portuguese program. In light of that recommendation, we would like to request authorization to open a search for an assistant professor in the area of Lusophone literature and culture.
January 18, 2022

TO: Ellen Sapega, Professor and Chair, Spanish & Portuguese

FROM: Eric M. Wilcots, Dean

RE: L&S Response to Proposed Restructuring of Portuguese Programs

CC: Jenna Alsteen, Assistant Dean, Graduate School
Elaine M. Klein, Associate Dean for Academic Planning, L&S
Alison LaTarte, Interim Director, Academic Planning & Institutional Research
Karen Mittelstadt, Academic Planner, Academic Planning & Institutional Research
Parmesh Ramanathan, Associate Dean, Graduate School
Susan Zaeske, Associate Dean for Arts & Humanities

ATTACHMENT: Memorandum, “Report of the Committee on Low Award Portuguese Program at UW-Madison” (Sanchez & Sapega to Zaeske & Klein, 10/13/2021)

Thank you again for submitting your most recent response concerning the low award programs (BA/BS Major, MA, and PhD) in Portuguese. I appreciate the time taken to meet with the review committee, to confer with your colleagues about questions and recommendations found in the report, and to meet with my colleagues and me to discuss the academic and fiscal implications of those recommendations. I think we all appreciate that the path forward is complex, and further consultation with L&S and with colleagues in the Graduate School will be required as the department continues to address the low-award status of these programs.

I have discussed your response to the report with colleagues in L&S Administration and have shared it with the L&S Academic Planning Council. In the APC discussion on 12/21/2021, Associate Dean Zaeske and I sought their advice as to whether the committee’s suggestions and department’s response were viable. As you know, the council is deeply engaged in consideration of the balance between offering a breadth of academic programs and credentials befitting a world-class university and the challenges of doing so when student interest in some programs is low, and/or the capacity to field a full program with limited faculty to only a few students strains resources. These are difficult issues that the College and the council take very seriously.

The council agreed with your evaluation – supported by colleagues in Academic Planning and in Teaching & Learning Administration – that the low-award status of the undergraduate major in Portuguese is likely to change as recent program revisions take effect and as the world continues to adjust to the next phase of the current pandemic. We will continue to report to the Provost’s Office (per the required biannual reporting procedure) that the department is working to recruit students into a program that has been recently revised, and which is being monitored. The APC also underscored the importance of offering programming to support undergraduate student learning to an advanced (i.e., major) level in the sixth most widely spoken world language, providing access to post-baccalaureate professional opportunities in the eleven countries where the language is spoken, and to engage with many more organizations where Portuguese is a working and/or
official language for their operations. We, like you, are hopeful that the undergraduate major numbers will turn around.

The L&S APC was agnostic as to the creation of a new certificate program, in part because adding new programs without a clear plan for securing instructional resources to support them may, in the short term, cause more strain or divert students away from the major. But members did note that undergraduate programs that certify or “credential” substantive language study or skills are popular with students, and they have been known to attract students to, and thereby support, undergraduate majors in related areas.

At the graduate level (MA and PhD), the council agrees the path forward is less straightforward. While resource allocation decisions, especially hiring, are beyond the purview of the Academic Planning Council as they belong to the Dean, the council agreed with the approach of asking the department to generate several planning options for the future of the Portuguese graduate program. By October 1, 2022, I would like the department to develop at least four planning scenarios for the future of the Portuguese graduate program describing them in a memo submitted to me and Associate Deans Zaeske and Klein. (We will check in on your progress at the end of the Spring 2022 semester.) The various plans should detail the structures, advantages, and disadvantages likely to occur under the following scenarios in which the department is a) authorized to make a faculty hire in Portuguese – would any changes be made to the current graduate program?; b) not authorized to make a faculty hire though the graduate program is allowed to continue pending strengthening of partnerships with faculty in other departments who serve on the graduate program committee; c) no hire is authorized and the Portuguese graduate program is merged with the Spanish graduate program with one set of governing rules and standards, but which allows students to pursue coursework and research in various tracks; and d) no hire is authorized and the Portuguese graduate program is discontinued. Again, the department is encouraged to submit other planning scenarios beyond those listed here for consideration.

During the coming semester, the Graduate Faculty Executive Committee (GFEC) is scheduled to discuss the low-award report, the department’s response, and the L&S APC’s report (this document) about the future of the Portuguese graduate program. We look forward to receiving their recommendations on this complicated decision, which involves a serious L&S resource commitment.