

A Brief History of the Indiana-Purdue-Wisconsin Program in Madrid on the Occasion of its 50th Anniversary

SYNOPSIS

The Madrid Program was initiated in 1965-66, as a partnership between Indiana University and Purdue University, to provide a year-long study abroad opportunity for advanced students of Spanish. The following year the program itself was instrumental in the development of a wider consortium known as Universidades Reunidas which consolidated the efforts of a few U.S. institutions to pool their resources to contract with the University of Madrid (as it was called) for special courses and office space. The University of Wisconsin joined IU and Purdue in its consortium in 1970, which today is known as the WIP program. From the initial years of the program, the students had the unique opportunity of studying with pre-eminent Spanish scholars, some who did not hold regular faculty positions at the Complutense because of their political positions that ran contrary to the dictatorship of Francisco Franco. Due to the many strikes at the University in the 1960s and 1970s, students mainly took courses offered through the Reunidas consortium. However, for the past 25 years the Complutense University of Madrid has facilitated the enrollment of Reunidas students in regular university courses alongside their Spanish counterparts, primarily in three facultades (i.e., schools)—Filosofía, Filología and Geografía e Historia.

Reunidas membership today includes Georgetown University, Boston College, Stetson and California State University in addition to WIP (IU-Purdue-Wisconsin, which also includes Tulane University students). Previous membership included Academic Year Abroad, Mid-Florida, Marquette University, Tulane University (as a separate program) and the University of California. WIP has always organized a rotation of faculty members to direct the program, supported by an on-site staff in an office provided by the Complutense. Almost 3,000 students have participated in the WIP program during its 50 year history. IU became the managing institution for the WIP consortium in 1997, handling all the financial, legal and academic matters with the staff, the consortium and the Complutense. Twenty years ago WIP introduced a Spring semester option to complement the academic year option and just two years ago added a Fall option as well.

PART I: EARLY DECADES (1964 – 1988)

Indiana University had established a few short-term summer programs abroad in the 1880s and later in the 1930s through the 1950s followed with the creation of an academic year program in Lima, Peru in 1959. The impetus for launching its first program at a European university came in 1963 from a suggestion by Professor Don Walther, Chair of the Department of Foreign Languages and Literatures at Purdue University. Merle Simmons, professor of Spanish who had responsibility for Indiana University programs in Peru and Mexico at that time and who was chair of IU's Foreign Study Committee, recounted that Walther suggested that the two institutions join forces in establishing a program in Spain.

This suggestion of seeking a program together in Spain quickly led to a larger initiative between the two institutions to visit universities not only in Spain but also Germany and France to select three sites for academic year programs to be led by rotating faculty directors who would be salaried by their own departments at their home institutions. (*Retrospective*, p. 14-16.) A group of faculty from both institutions selected Madrid, Hamburg and Strasbourg as program sites. The concept governing these programs was that students would directly enroll at the universities in each of these cities. (A parallel initiative in the same era resulted in IU establishing a program in Bologna but without Purdue as a partner.) Purdue was so anxious to get started in Madrid that it sent 13 students there with a professor in 1964-65 before IU had gotten its own administrative structure organized.

University of Madrid / Complutense University

The institution we know today as the *Complutense* has had different designations throughout its illustrious history. It got its start in the 13th century in Alcalá de Henares and evolved to a university in 1499 when it received its name: *Universitas Complutensis*. However, in 1836 Queen Isabel II moved the university activities from Alcalá to the capital city. Its name was changed to Universidad de Madrid in 1943 as a result of general legislation. But it was through a new law in 1970 that it came to be known as *Universidad Complutense de Madrid*. The UCM website details its historical roots.

Indiana and Purdue in Madrid

The first joint IU-Purdue program in Madrid was launched in 1965-66 with Professor Channing Blickenstaff from Purdue as the director. Professor Simmons visited the program in April 1966, thus establishing a longstanding tradition of close ties between the home campuses and the program which were maintained between visits through lengthy written correspondence. From the start the correspondence and reports to the home campuses from the rotating faculty directors underscored a number of challenges faced by the early directors, not the least of which was the type of student who selected each program. On his trip in 1966 Simmons recalls that the program students in Madrid were completely different from those in Hamburg and Strasbourg. "Dean Doner and I could hardly ask a question before we were besieged by spontaneous and multitudinous answers coming from all directions. The students asked us questions before we could formulate our own, and there was no hesitancy on the part of anyone to express himself/herself with confidence and vehemence on practically any topic that came up. Not in vain had they conversed with their Spanish families or argued over coffee tables with Spanish students." (*Retrospective*, p. 21.) Such impassioned engagement on the part of the students made it difficult to rein them in when the environment became turbulent, which was frequent in the ensuing decade. But it also propelled their intellectual curiosity and desire for independent decision-making.

Sociopolitical Challenges

The first major challenge faced by the program in Madrid was the tumultuous state of the geopolitical surroundings in the mid 1960s, which had a direct impact on the academic viability of the program. Blickenstaff commented on May 4, 1966 that there was student unrest throughout Spain with "demonstrations held almost daily." In December of 1967 riots had broken out which caused the university to be closed for 48 hours. Five students from NYU were arrested that month. In describing the situation, Merle Simmons, who was the director for just the fall semester, indicated in his letter of December 8, 1967 to Walter Nugent, associate dean of the College of Arts and Sciences at Indiana University, who took over responsibilities for study abroad activities at IU from Professor Simmons, that:

"The show of force is tremendous-- armored cars full of police, police on foot, mounted police, and police with dogs—but except for an occasional charge by the mounted police or a foray by an armored car which squirts dye, nothing much happens except for the students shouting "*Libertad*" or "*Asesinos*" in union. The other day some were carrying anti-Franco signs and singing the Spanish Republican songs of the Civil War, which is, of course, going pretty far in this country. When the students start throwing rocks too close to the police they come charging with swinging clubs and a few people get hurt, and any student unlucky enough to get caught winds up in jail."

On March 25, 1968 a bomb went off in the U.S. Embassy and another in the *Casa Americana* on the *Paseo de la Castellana*. John Dowling, the IU director that spring, reported that a Purdue student was in the *Casa* at the time of the bombing and was taken to the British American hospital where she was treated for shock. Riots continued that spring, starting out as anti-Vietnam protests mingled with demonstrations about negotiations over U.S. bases in Spain. Consequently exams for program students were given at another site, the *Escuela Diplomática*. The University of Madrid stayed closed for over a month, which prompted discussions about moving the program for a year to another location—the *Escuela de Comercio*, since the program's assistant director, Leopoldo Collado, a local accountant working part-time for the program, had professional ties there. Dowling pointed out that since riot hours tended to be predictably from 11:00 a.m. to 2:00 p.m., courses offered before or after that time were likely not to be cancelled. There was even talk of moving out of the *Facultad de Filosofía* for one year. The disruptions certainly impacted the opportunity students might have had for taking courses alongside their Spanish peers. That spring there were only six student enrollments in courses offered at the University.

The political situation in Spain continued to absorb the time and attention of the program directors in the early years—up until the death of Franco in 1975 and beyond—requiring regular updates to the home campuses by the rotating directors. In February of 1971 IU director Jon Strolle responded to a request from Dean Nugent for an overview of the political situation and its impact on the program as well as the University of Madrid. He went into great detail about a trial the previous fall of ETA members, the Basque separatist movement, and then described Franco's shuffling of ministers, including the Minister of Science and Education. But Strolle also commented that there was a “renovating spirit in university life at all levels” that developed out of the General Education Act which was still in its infancy but had resulted in the creation of the autonomous Universities of Madrid and Barcelona in 1968. As far as the influence of this sociopolitical environment on the program, he felt that the program was on firmer standing than ever before. “We have had for the first time joint meetings with the teaching staff and the dean to outline the policies of the Associate Programs (i.e., *Reunidas*—see below) concerning grading, class attendance, level of performance expected, and the like.”

Universidades Reunidas

Class disruptions at the University of Madrid from the start of the IU-Purdue program's inaugural presence on campus underscored the need for the program to enter into a more formalized cooperative agreement with the University of Madrid to offer a set of special courses for students from a set of U.S. universities since such courses could be relocated at a moment's notice if necessary. This consortium arrangement, first established in 1966-67 to consolidate requests from various U.S. institutions to contract with Spanish professors, came to be known as *Universidades Reunidas* since it was clear that program students could not always count on enrolling in classes with Spanish students because the ongoing campus disturbances resulted in cancelled classes and delayed exams. And being able to offer separate classes also gave the consortium schools more of a voice in selecting the curriculum to which their students would have easy access.

The institutions initially involved with this arrangement, in addition to IU-Purdue, were Academic Year Abroad, Marquette, Georgetown, Mid-Florida and California State Colleges as outlined in a history of *Reunidas* compiled by the *Complutense* for its 40th anniversary in 2007 (see [Appendix I](#)). For 1968-69 the list of courses proposed by the University of Madrid's *Facultad de Filosofía y Letras* included 18 sections of 16 different courses--six literature, one grammar, four history, two philosophy and three art history. The latter included the Prado course taught for decades by the renowned professor, José María de Azcárate, who was later a dean at the University. Students were permitted to take a course outside of *Reunidas*, with Spanish students at various *facultades*, but they were warned about the risk of strikes and a potential loss of credit. The plan was for the University to offer one course for every 10 participants. By 1969-70 the participating institutions expected a total enrollment of 250 students; thus there was a plan to offer 25 courses each semester, a number that rose to over 40 just a couple of years later as enrollments grew.

A unique feature of these courses was the set of faculty members contracted to teach them. In some cases they were exceptional professors who for a set of complicated reasons, some political and some economic, chose to teach American students throughout their careers, despite the professional and logistical challenges of doing so. A number of them taught for *Reunidas* across multiple decades (as outlined in the chart in [Appendix I](#)). Students realized their good fortune to be learning from eminent individuals like the poets Carlos Bousoño and Claudio Rodríguez, art historian José María de Azcárate, philosopher Cándido Cimadevilla and philologist Vidal Alba de Diego, just to name a few.

Academic and Administrative Challenges

Beyond ensuring the consistent availability of courses for program participants, another challenge was maintaining the high academic standards expected by the home institutions, given the distance and the perceived lack of authority possessed by the rotating faculty directors. Early on students tried to lessen their course loads and/or take courses pass/fail, assuming they had the same flexibility abroad that they might have on their home campuses. The directors had few precedents to rely on in the early years and decision-making was complicated by the time it took to get responses to questions through airmailed correspondence. Merle Simmons deftly reassured Channing Blickenstaff in February of 1966 that he had

handled one of these situations in a “perfectly proper fashion” when Blickenstaff had two IU students directly consult Simmons regarding their wish to drop a history course which they felt was beyond their skill level. Simmons, however, was annoyed that the students presented the situation to him as a *fait accompli* rather than seeking his permission. Simmons deferred to John Dowling, another IU faculty member who was visiting Madrid at the time, to be the final adjudicator of the course load question. It is interesting that the issue of two students took up a three-page single-spaced letter. Simmons wrote to his colleague something which still resonates today as the philosophy of the program:

“Our basic position, however, is that we are not setting up a program for ordinary students. Unless we can operate a program for truly outstanding students in Madrid, we prefer to operate none at all. We are going on the assumption that students in the Purdue-IU group should consider themselves something special and should expect to do more than is normally expected of ordinary students, even those of other programs in Madrid. I should like for word to get around the IU campus that our foreign study programs are very demanding in every way but that the rewards of participating are great.”

Daniel Quilter was IU’s first director in Madrid in 1966-67 and his annual report revealed that in those early years the hand-off from one director to another left much to be desired. He was frustrated that he couldn’t answer questions posed by students on policies and procedures which had not yet been clearly formulated.

“I was able to find out a great deal after I arrived by persistent questions in correspondence and chance discoveries on the job but such a procedure is patently inefficient and wasteful and places me in the unhappy posture of admitting that only now, as I am about to return to Bloomington, am I really prepared to serve the University effectively as director of its Madrid program. I fully recognize that this is the first year that IU has sent a Director here but I cannot believe that no provision was built into the directorship so that formal reports, recommendations, notes or some kind of detailed information could not be automatically passed on from one director to the next. “

Perhaps it was because of this trial by fire that Quilter went on to successfully direct the program two more times, in 1974-75 and 1980-81, making him one of only two three-time WIP directors in Madrid. He even designed a special Spanish culture course that was required of IU program participants prior to departure so they would arrive in Madrid with a stronger foundation. But his comments reflected the sentiments of a number of directors in those early years as they tried to figure out their role in supporting the students on the program and how to institutionalize those efforts so that the next director could pick up where the previous one had left off.

In his report Quilter outlined his administrative duties as including I: Direct and administer the program: a) arranging student housing and resolving problems; b) supervise the curriculum—not only the Intensive Course in September but also the academic courses; c) counseling students on academic as well as non-academic issues (indicating how rewarding the latter was); d) serving as liaison officer between the administration of the University of Madrid and Indiana and Purdue, which was frustrating due to “bureaucratic idiosyncrasies of the Spanish administration.” II: Plan and put into operation the program for the following year and III: Represent Indiana and Purdue Universities in Madrid. And despite the frustration expressed in his opening statement quoted above, he concluded his report by indicating that his residence in Spain “has been of inestimable professional value to me and thus to the university and clearly represents an experience which could not have been attained in the States.”

Despite Quilter’s attempts to put into place some parameters which the next director could follow, subsequent letters and reports underscore the ongoing challenges his successors faced. Not the least of these was managing the program’s finances. During the earliest years of the program there was a lot of dissension between the *Facultad de Filosofía* and *Cultura Hispánica* (a local entity headed by Ramón Bela, chairman of the Fulbright Commission) regarding which unit should accept the tuition fees paid by

the U.S. institutions to the University of Madrid. IU and Purdue were caught in between, particularly because the agreement that had been signed indicated that *Cultura Hispánica* was supposed to serve as the administrative agent for *Reunidas*. On the other hand, the deans of the University of Madrid wanted the payment to go directly to them. The various entities finally resolved this issue by December of 1969 but the correspondence shows how problematic the issue was up until that time. And even when the arrangement was sorted out, it took months for payments to make it to Spain. Jon Strolle didn't receive his revolving fund or money for tuition until January of 1971 although he had been there since August.

Due to higher than usual expressions of student discontent in 1971-72, Merle Simmons visited the program on behalf of IU in February since Dean Nugent was on sabbatical. The year had its fair share of turmoil which started in August when news of a small cholera outbreak in a remote section of Spain concerned some parents who had to be calmed by IU officials. And that fall, President Nixon devalued the dollar which resulted in the Spanish banks not accepting dollars for a period of time. Then student demonstrations closed down the *facultad*, thus resulting in extra vacation days for *Reunidas* students.

Fred Bouma, the IU director, welcomed Simmons to Madrid to help him sort through the reactions of the students on these and other issues. He was fortunate to have the assistance of Margo Persin, a graduate student and alumna of the program hired that year to assist the director and the assistant director, a model that continued for a number of years. (*Note: Margo Persin later went on to earn a Ph.D. at IU and is professor emerita of Spanish at Rutgers University.*) Simmons wrote a comprehensive report after meeting with 25 of the 47 students that February. He felt that the principal cause of the problems in Madrid had to do with the selection process and orientation to the program on the home campuses as well as their sharing incomplete information with the students about everything from housing costs to an accurate profile of life in Spain.

Students were disappointed with their housing arrangements —widows renting rooms, rather than 'real families', strict hours in the *colegio* for women and what they judged to be limited curriculum choices. Some students had been permitted to live in apartments as exceptions to program policy but only if there were Spanish roommates. But the arrangements for the latter had fallen through, so a few students ended up in apartments with other Americans which set off others, who felt they were being forced into unsatisfactory living situations in Spanish households or *colegios* (residence halls). Simmons ended up allowing ongoing apartment living for a few students on a trial basis as long as there was no coed-apartment living, at least one native speaker of Spanish in each apartment and the directors and program would have no legal responsibility for the well-being of apartment dwellers.

These housing topics were prevalent issues not only in this program but in virtually all study abroad programs throughout the decades as universities dealt with their roles *in loco parentis*. It is interesting to see the situation unfold in Madrid with policies being developed as the problems presented themselves as a result of student feedback. From that point forward, it is obvious that the program began to provide much more detailed information in the form of a multi-paged handout for students, which evolved through the years to the more comprehensive document that today is available on-line: <http://overseas.iu.edu/docs/Handbooks/madrid.pdf>. And more detailed housing policies were developed, although apartment living continued to be the exception for many years to follow.

Despite the ups and downs that year, IU President John W. Ryan visited the program from April 7-10, 1972 which was within his first year as president of the multi-campus system. He was an internationalist whose career was honored in 1991 with the creation of the John W. Ryan Award for International Programs. Visits from university officials to the Madrid program became almost an annual occurrence, as noted below.

Later that same year, in the fall of 1972, the Office of Overseas Study was established by Walter Nugent, who had managed IU programs abroad previously through his position as associate dean of the College of Arts and Sciences, thus centralizing study abroad efforts at IU and providing more resources to both students and faculty on campus and abroad. (*Retrospective*, pp. 46-57.)

Early correspondence from Madrid directors indicated that a parallel program for IU graduate students was operating at the same time with somewhat different parameters—a separate IU faculty director taught IU students who also attended lectures given by local scholars. The semester-long graduate program continued for about a decade before it ended in the mid 1970s due to limited resources and minimal participants. IU also offered a fellowship each year for a graduate student from the University of Madrid to attend IU, although it wasn't clear that those opportunities were utilized successfully on a regular basis given the challenge of finding the right individuals and having them work through the administrative bureaucracy.

Wisconsin Joins the Indiana-Purdue Consortium

Wisconsin officially joined Indiana and Purdue in Madrid in 1970-71, sending six students their first year although they had sent a few independent students through IU in previous years. According to Walter Nugent, Professor Bob Mulvihill, from the Department of Spanish and Portuguese at the University of Wisconsin, had expressed his interest to Nugent a couple of years before in having Wisconsin join Indiana and Purdue in Madrid. Nugent made that contingent on their also joining IU in Bologna, given the need for higher enrollment and more faculty in the director rotation there, which was welcomed by Wisconsin's Office of International Studies and Programs as well as their Department of French and Italian. Silvano Garófalo served as Wisconsin's first director in Bologna in 1969-70 while their first rotating director in Madrid was Robert Nicholas in 1972-73. However, program documents show that the program officially became WIP (Wisconsin-Indiana-Purdue) in 1970-71.

WIP has proven to be an enduring partnership over more than five decades with a regular rotation of faculty directors—15 times for Purdue (including their inaugural year), 20 times for IU and 18 times for Wisconsin. At times faculty took two turns (either in a row or in a rotation), thus the 53 directorships included 43 different individuals—29 men and 14 women, with the first female director, Virginia Craig, in 1977 (see [Appendix II](#); *Note*: James E. McKinney directed the first independent Purdue group in 1964-65.) After the first few years of the program, the consortium decided that applicants for the position should be tenured, so as not to jeopardize their future careers since study abroad was considered, at best, a service activity. (*Note*: For two surveys involving rotating directors over 50 years, including career impact, see pp. 62-82:

<https://forumea.org/wp-content/uploads/2015/04/Resident-Director-Models-Combined-Presentations.pdf>)

Another element in the rotating directorship that challenged all three universities was rotating the fiscal home of the program with each change of director. This arrangement was in place until 1998 when the consortium decided to designate one institution as the 'managing' institution for the program which meant that the sources of the funds, the responsibility for the bank account in Madrid and all fiscal policies and procedures resided with the managing institution. Wisconsin agreed to do this for Aix-en-Provence, a consortium which IU had joined in 1997, while IU offered to manage the finances for Madrid.

Organization of American Programs in Spain

An important organizational accomplishment during those early years which was helpful to WIP was the creation of the Conference of American Programs in Spain. Professor Edin Brenes, the Purdue director for two years (1968-70) sent to the attention of Walter Nugent a summary of the first meeting of the new organization on April 18, 1969. The original members would be those programs represented at the meeting on April 18th held at the *Instituto de Cultura Hispánica* in Madrid and would require an annual membership fee of \$50. The institutions included: Associated Mid-Florida Colleges, California State Colleges, University of California Study Center, Elmira College and Tulane University, Indiana and Purdue Universities, New York University in Spain, Vanderbilt University, Marquette University, Temple Buell College, Middlebury College, Smith College Junior Year Abroad, Marist College, Institute of European Studies, Bowling Green-Ohio, Mary Baldwin College, St. Lawrence University, City University of NY (Granada), City University of New York (Sevilla), American Institute for Foreign Study, Kalamazoo College. The Executive Committee included Dr. Brenes of IU-Purdue along with his counterparts from five other programs (Middlebury, Mary Baldwin, Cal State, NYU and Mid-Florida Colleges). The summary indicates that John Campbell of the United States Embassy in Madrid stated that "he was pleased to see the development which had taken place in this meeting, which he thought was long overdue. He mentioned the great increase in programs and students which come to Spain and the expanding interest

in international education. He further states that the development of a Regional Conference Board would make possible a more meaningful approach to education abroad.”

This organization was renamed in 1980 to the Association of North American University Programs in Spain (ANAUPS) and again in 1982 as the Association of American Programs in Spain (AAPS), today known jointly as APUNE / AAPS (<http://www.apune.org/>) and recognized as the oldest organization of U.S. programs in Europe; it continues to support and enhance study abroad for students from U.S. colleges and universities studying in Spain. One of the organization’s main functions was to evaluate member institutions’ programs in Spain on a regular cycle. Orlando Sardiñas, UW resident director of the Madrid program in 1975-76, was named to the executive board of the organization and was assigned to do one of those program evaluations. Daniel Quilter in 1980-81 was invited to evaluate a program but was concerned that with only 20 members in the organization at that time, it was relatively common for a director to be called upon to evaluate the program of a close colleague on site which he found to be “unhealthy and potentially awkward.” Nevertheless, WIP directors often served as evaluators for other APUNE programs, including, Cathy Larson for Kalamazoo and Syracuse in 1992-93, Kate Myers for Middlebury in 1994-95, Clancy Clements for Boston College in 1998-99, Juan Temprano for AYA in 2000-01, Rubén Medina for Dickinson in 2005-06, Consuelo López-Morillas for Syracuse in 2007-08 and Juan Egea for Georgetown in Salamanca in 2009-10.

The first evaluation of the WIP program was mentioned by Arthur Chandler, Purdue director in Madrid in 1976-77, who expressed frustration since the review team was “annoyed because we were unable to supply all of the documents requested by the Regional Conference board.” He mentioned that they chose to interview only him and eight randomly elected students. In his opinion, “It was certainly not an evaluation which reflects the achievement of WIP since 1971.” Over time such program evaluations by APUNE became more sophisticated and WIP documentation more comprehensive. The evaluation process went from a required element of membership in AAPS to a voluntary activity in 1982 and then back to being required. The WIP program was evaluated multiple times by the organization, with positive results each time, in 1986, 1992, 1997, 2006 and 2013.

Curso Intensivo

The structure for the program, settled upon by the mid 1970s, was to house the students for the month of September in a *colegio mayor* (similar to a residence hall in the U.S. but with a level of social engagement and commitment more associated with a sorority or fraternity). The *colegios* utilized by the program over its long history have included Mara, Barbarán, San Juan Evangelista, Nuestra Señora de Africa, Nebrija, Cisneros, Fundación SEPI and Galdós. In this way students could bond during the orientation session while taking their civilization/culture/ language courses, becoming better prepared for transitioning afterwards to their host families. The latter were carefully selected by the assistant director, who visited each one of them and maintained close contact throughout the year. That individual also negotiated the fee the families would charge the students. Leopoldo Collado, the program’s first assistant director, was known for keeping close working relationships with the host families, most of which were widows with space in their homes for students. The correspondence makes clear he was excellent in that regard and kept prices affordable for the students.

The pre-session, known as the *Curso intensivo*, was designed by the outgoing resident director, who put the structure in place prior to leaving in the summer. This meant that the recently arrived director had to implement a set of courses designed by the previous director and taught by instructors selected by their predecessor. Consequently, it took good communications from the outgoing director and careful attention and focus from the incoming director to launch the *Curso intensivo* as intended. The assistant director’s responsibility was the housing for the program, not the academic program. And given Collado’s training as an accountant, the director couldn’t look to him for much guidance as to the pre-session content and structure although Collado came to know the instructors over time and was perceptive regarding their personalities and habits.

The orientation overview for 1973-74 that students received upon arrival went into detail about what they could expect, including how many fellow students would be in attendance across the *Reunidas*

institutions—over 300 from 10 partner institutions. The overview makes clear that the option for taking direct-enrolled courses with Spanish students had ended five years earlier given the disruption caused by ongoing strikes. And the document provided detailed instructions about managing money, mail, safety, health issues, local transportation and housing norms in the host families which included conserving hot water, turning off lights, minimizing telephone calls, controlling laundry output, etc. Students were informed that they could expect three excursions during the intensive course as well as a couple of excursions during the year. And on the last page there is a thoughtful paragraph entitled “A Final Word.”

Discovering Spain

“Much of the excitement in living abroad is learning new customs, discovering offbeat places, meeting interesting people, eating different food, etc. We have tried to make the early stages of your transition into Spanish life as easy as possible. The later stages are primarily your responsibility (although we are here to help with anything we can, anytime, day or night, and anywhere). Your happiness during your stay in Spain will be directly related to the effort that you put into “discovering Spain.” Some of you will be most successful in this regard and will, as a bonus, “discover yourselves” (at least more about yourselves) as well. Keep an open mind, expect the worst, but know in our heart that if you work at it, you’ll have one of the best years of your life.”

The Purdue faculty director that year, Flint Smith, was passionately energetic—as is evident in his offer to help the students day or night--which prompted him not only to direct the WIP program three times (1973-74, 1979-80 and 1988-89) but also to eventually direct the Syracuse program in Madrid for more than a decade, from 1990 until his retirement. His lengthy September report in 1973 mentions that his open-door policy at his family’s apartment had resulted in quite a bit of traffic, “Hardly a day goes by that we don’t have someone in the house for refreshments, small talk, and even an occasional shower.” He was also known for celebrating each student’s birthday at home with his family, complete with a cake and a card for each one.

Smith described in detail the pre-session courses which were comprised of two components: civilization-culture as well as grammar-conversation. The civilization course was a disappointment due to the tardy and disorganized professor who agreed to do it as a favor to the program’s assistant director. The culture component, on the other hand, was highly rated, focusing on literature, music, art and folklore. The language segment was also considered a success, largely because of a new instructor —Pepe Escarpenter—a Cuban professor of theater who would eventually become the program’s assistant director just a few years later, after Leopoldo Collado’s other professional commitments kept him from giving the growing program sufficient attention. As part of the orientation materials in 1973, students received a list of 80 questions in Spanish for a scavenger hunt designed to familiarize them with all aspects of Madrid—from famous monuments to the metro, restaurants, local churches, etc.

Smith mentions in his first report that he implemented as much of the “Quilter plan” as possible, alluding to the organization of the pre-session in four components (civilization/culture/grammar/composition). It is rather ironic that Quilter returned to Madrid the following year, in 1974-75, therefore picking up from Flint Smith, who furthered expanded diligent efforts to get the pre-session just right. It should be noted that both Quilter and Smith had responsibilities for language programming at their respective institutions so their professional knowledge base was ideal for gauging how best to ensure that the program delivered language-enhancing activities.

In his fall report, Quilter assessed what worked well for his group in 1974 while recommending tweaks for the next director, including less theoretical content in the literature/culture components and asking for lecturers to distribute outlines so students could better understand the complex issues surrounding Spanish history and sociology. He also described how the contact hours in the language classes were shortened in order to free up students for the newly implemented walking tours (*salidas culturales* in later years called *recorridos*), led by young Spaniards—*informantes*—according to a set of topics. These outings were designed to give the students firmer grounding about Madrid. The tour leaders were hired by the outgoing director; Quilter agreed that hiring them and preparing their routes and topics ahead of time

was essential for the next director. But he regretted that the students were divided for their language courses by ability only after arriving on site, which was near to impossible given that the new director didn't know two-thirds of the students. He felt strongly that the home campus should have some method for classifying the language skills of their own students rather than putting that burden on the program director. However, it doesn't seem that his recommendation was followed in subsequent years.

The End of the Franco Regime

One cannot write about the mid-1970s in Madrid without immediately recalling the political and social significance of 1975 in the history of Spain. WIP students in the first decade of the program witnessed political unrest in Madrid on a regular basis, some of it targeted against the U.S. for its military bases in Spain and its role in the Vietnam War and some of it a reflection of general student unrest throughout Europe in the late 1960s. Just weeks after students arrived, the world's eyes were on Spain, because of the execution by firing squad of five convicted young ETA members. It was the last use of the death penalty in Spain. And with the failing health of Franco that fall, program students also witnessed the end of the last major West European dictatorship. Franco, weakened by age and Parkinson's Disease, was hospitalized on October 17, 1975 and was on life support until November 20. A "*parte oficial*" (an official report) on his health was given every few hours each day for more than a month as Spanish citizens remained attentive to their radios and TVs. (Even the comedian Chevy Chase on *Saturday Night Live* reported on Franco's situation on his Weekend Update, continuing on weeks after the actual death). The world, as well as the program, watched as the country absorbed the meaning of the end of Francoism. Barbara Blitz, an IU student, described to a reporter in an article published in the *Indiana Daily Student* on January 7, 1976, what the atmosphere was like preceding and following the death. "When Franco finally died, the whole country plunged into deep mourning. His death was expected since he had been ill for so long. So even though there was great sorrow, there was no great shock. Those now in charge of the government had time to plan and to organize so that all went smoothly." Blitz went to the Palacio Real along with other mourners and attended the funeral mass.

Barbara Arnold, another program student, wrote an essay on the events. She stood on the line outside the Royal Palace for seven hours while others did the same for up to 13 hours. She described the different types of people who came to pay their respects, from school boys to grandmothers, many of whom gave the Falange salute while saying, "¡Viva España!" as they arrived at the bier. As she herself stood to view him lying in state, she wrote, "I wondered how one man, so small, so old, so dissipated, could have commanded the respect of so many people and simultaneously made decisions that rocked the equilibrium of Europe." Arnold described in her essay the parade she attended on November 27, 1975 to honor the newly crowned King Juan Carlos I. "Suddenly, a week after Franco's death, all of Spain seemed to be acclaiming the monarchy as the one true government of Spain. When Felipe, Prince of Asturias, rode by me on Avenida José Antonio, a woman standing next to me commented, 'someday he will be king,' as if Spain will still be a monarchy when he grows up." (Note: Although that prediction seemed improbable to Ms. Arnold, it was quite prescient since Felipe was crowned King of Spain on June 19, 2014 after his father abdicated the throne.) Orlando Sardiñas, the Wisconsin director that year, reassured Dean Bob Mulvihill at UW that all was going quite smoothly during the transition. On February 17, 1976 he wrote,

"You all probably feel that I'm not giving 'relevant' information; political uprisings, violence, blood, massive strikes, etc. Quite frankly, none of that is happening. There were a few strikes (metro, mail, banks) that were over in two or three days, then all was back to normal, this time with a notable difference: the University of Madrid is no longer visited by the *grises* (i.e., the popular term for the Spanish armed police), a gift from the King. Every morning posters appear inside the *facultad* with all kinds of student and worker petitions and allusive drawings—the hammer and the sickle, a raised fist, etc. Classes are normal, our students are more or less fine with their usual complaints and apathy, traveling more than I would like, but getting good grades. How's that for my hidden reporter talents?"

It is obvious that the program operated with business as usual, despite the historic changes in the government that year. In the same report Sardiñas reported the unexpected death that took

place in the cafeteria that December of popular longtime *Reunidas* professor Cándido Cimadevilla, who taught well-attended courses on Unamuno and Ortega y Gasset. His classes were picked up by another faculty member and plans were put in place to keep Spanish philosophy in the curriculum with a course taught by Professor Cimadevilla's wife. Ironically, the death of a beloved faculty member impacted the program and the students on a more personal level than the death of Franco.

Staff Transitions

When WIP's assistant directors continued in their positions for many years, the faculty director who rotated in was able to rely on the continuity offered by that individual. However, when there were transitions, the rotating director often found him or herself without a comprehensive understanding of the situation on site.

In addition to coping with the political transition in 1975-76, Orlando Sardiñas worked out the changeover from Leopoldo Collado, who had served as the program's assistant director for a decade, to Pepe Escarpanter, who had first taught for the *Curso intensivo* and was then hired by *Reunidas* to teach Latin American literature courses. Sardiñas started training him for his duties that summer but pleaded for some secretarial help in the transition since the program's graduate assistant was leaving to return to the U.S. The directors handled all their own correspondence, financial matters and other office tasks with part-time support from the assistant director as well as a rotating graduate assistant (called the *secretaria*) from the same institution as the director. At times the graduate assistant stayed in Madrid for a few years, as was the case of Cheryl Lenz Calvo from Wisconsin who continued her employment arrangement from 1975 to 1980. Pepe Escarpanter remained as the program's assistant director from 1975-1982, when he accepted an offer from Auburn University where he spent the rest of his academic career. He credited his involvement with the WIP program with providing him the platform by which he honed his skills as a professor and administrator.

Rubén Miranda, a colleague of Escarpanter's and a fellow Cuban whose wife was a staff member of another program, stepped into the assistant director role for three years (1982-85), followed by Marie Yahner from Purdue (1985-88). Russell Salmon, IU director in 1983-84, went into great detail in his early reports regarding the challenges he faced due to the lack of continuity in the program so he outlined the types of training a new director needed prior to departure. He outlined what he saw as needed improvement in two areas: "1) more precise instructions from the three universities and a better orientation of the director; 2) the role of the Coordinator (i.e., assistant director) as the continuing culture broker be made clearer and better defined." He went into detail about how that training could be improved, including more financial instructions, work sessions during the visits to the three campuses, an annual site visit in the preceding spring to Madrid and a debriefing between the incoming and outgoing director."

He was persuasive enough that the program sent Victoria Meyer, the director-elect for 1984-85 during the spring semester to Madrid to be briefed on all aspects of the program. Some faculty, like Salmon himself, had directed other programs abroad (in his case, he had taken multiple summer groups to Mexico) which somewhat prepared them for the set of wide-ranging responsibilities a director would face. But even with Salmon's detailed set of reports with information and advice and her visit to the program in the spring, Victoria Meyer, his successor, made clear in her own reports that she felt the program lacked sufficient continuity. And she expressed concern that the home campuses didn't acknowledge receipt of her lengthy reports nor provided feedback. Over time these requests for smoother transitions worked their way into routine program procedures, particularly after staffing stabilized in the late 1980s as well as the consortium's decision in 1998 to have only one managing institution, which resulted in more consistent resident director preparation and training.

Programmatic Evolution

Despite the intentions of the three universities to have their students benefit from a wide-ranging challenging curriculum in Hispanic studies, it is clear that the resident directors were often

frustrated at how little they could control the actual content and delivery of the *Reunidas* courses. Arthur Chandler, Purdue director in 1976-77, lamented that “little is demanded, and possibly little is expected of the *Reunidas* students.” In his year-end report he said that according to the directors of the programs in *Reunidas*, one-third of all the courses given are quite unsatisfactory and “little can be done about it.” The previous year they had held a long series of interviews with members of the faculty to try to put across the concept of assigned textbooks and term papers, as opposed to the traditional Spanish model of one final exam constituting the entire course grade. He explained that a new committee would form a set of guidelines to be distributed in October of 1977 to rectify this situation. He acknowledged that the burden of learning was always on the student but confessed that some of the program students were unable to adjust to that.

Contrasting philosophies of teaching and learning clearly demonstrated the ongoing clash of academic cultures—with the Spanish faculty expecting students to be intellectually curious on their own while students waited for detailed instructions as to what to read, what to write and what to learn. This dilemma faced study abroad programs throughout Europe at that time and for years to come. Spain was not unique in that regard. Today in 21st century higher education, we are more accustomed to the importance of experiential components in student learning. But in



the 1970s, there was little of that for students in the WIP program other than the *Pintura del Prado* course which included weekly tutorials at the Prado museum. Chandler was very forward thinking when he remarked that it was a “pity that the course on Felipe II did not get out to El Escorial, that the Spanish Art course could not visit the archeological museum, that the Music course could not have heard and studied the Falla concerts in this the centennial year. And imagine what could have been done in courses in political science and economics! Our faculty is plainly unimaginative. An exception here is our own José Escarpenter who knew perfectly well how to combine dramatic literature and theater art.” He would have been pleased years later when *Reunidas* added a *Taller de Teatro* course (i.e., Theater Workshop) in 1987-88 which involved students learning theatrical roles, many from the Golden Age era, and giving a performance in full period costumes. But it took more than another decade beyond that for a few courses to add field study components.

Efforts to impact change in *Reunidas* courses were handed from director to director, with incremental progress made every year. Insofar as recognizing the importance of educational activities outside the classroom, the WIP program, from its inception, included experiential learning components through its own excursions to various sites in Spain. The locations changed from year to year, depending on the perspective and knowledge of the resident director who led these cultural trips, but they have always been an integral part of the learning process and have contributed to the social bonding of each group.

In multiple reports by Richard Schoenherr, Wisconsin director in 1978-79 (and subsequent dean of the UW international office), it becomes clearer that the *Reunidas* course situation began to improve, based on the advocacy and ongoing efforts of the directors of the *Reunidas* programs, which were outlined in their meeting minutes. Three quarters of the WIP program students rated their professors as excellent or good. Only five of the twenty courses were not highly endorsed by a majority of those attending the class. The evaluations were placed in a binder for consultation by future students. As a sociologist, Schoenherr included various charts with statistics in his reports. He further stated, “This statistical evidence strongly supports the previous two report evaluations; the vast majority of the students are generally satisfied with the academic standards of the program.” Nevertheless he described in detail some less-than-acceptable behaviors of a couple of professors. In one case, a professor who was an elected congressional delegate could have brought valuable experience to the classroom with first-hand knowledge of current socio-political problems, but in class he instead tended just to give impromptu

descriptions of what was going on in Congress. This same individual often sent a substitute without any guidance about what should be covered in the course. But there were very few other problematic faculty that year.

Pre-Session

On the other hand, the *Curso intensivo* was not rated highly in 1978, with one third of the students generally dissatisfied. Escarpanter did a complete evaluation of the pre-session with plans for improvement going forward. In 1980-81 Dan Quilter found that one of the weaknesses of the *Curso intensivo* was the disparity of academic/linguistic levels between WIP students and those in other programs. Since the inception of *Reunidas*, multiple programs shared resources to offer the pre-session courses since it would have otherwise been prohibitive to fund the salaries of the instructors. WIP had higher selection standards than other programs so its students often were at a higher level than their peers, thus causing them to be less satisfied with the pace of their classes. Over time WIP would eventually go it alone but until that time, it was necessary to coordinate efforts with the other programs both in negotiating with the *colegio* for housing in September and with the instructors for these special one-month courses. Interestingly, the *recorridos* with local Spanish students guiding program students around Madrid stayed in place for a long time even though they were scaled back over time before being eliminated completely by 1982-83.

By 1983 the pre-session had evolved to include only three basic components—art, history and literature. The art course was taught by Ricardo Abrantes, who after lecturing the students on historical perspectives related to the city of Madrid, took them in small groups around the city. However, IU director Russell Salmon in 1983-84 found that the new approach of covering history, literature and art in a short period of time was ambitious in scope and may not have really achieved the desired preparation for students to undertake their content courses within *Reunidas*. His successor, Victoria Meyer, also underscored that it was unrealistic for the pre-session professors to cover the full scope of Spanish history and Spanish art in a month. In IU director Nancy Newton's final report in 1987 she stated that "The improvement of the Intensive Course must be WIP's top priority, in my judgment." Consequently, she collaborated with the other *Reunidas* resident directors to offer a workshop in June for the Spanish instructors selected to teach in the next pre-session. Unfortunately, some of them found that effort threatening. She suggested that the program swap out the standard pre-session language class for Spanish classes offered at the *Centro Antonio de Nebrija*, a switch that didn't take place. Nevertheless, Newton indicated that she found her year "to be one of very hard work, constant challenge, and a great deal of enjoyment" although she recommended that directors be given two-year appointments, a concept that was introduced from time to time and implemented just a few times in later years.

Interestingly, the spring-only option for WIP students, begun in 1998 as a way to satisfy student demand for a semester option in Madrid, was launched without a credit-bearing pre-session component, due to schedule limitations, without notable drawbacks. Beginning in 1998 spring-only participants were expected to arrive in Madrid with sufficient Spanish skills to do a housing search while living temporarily with a local family and then enroll in *Reunidas* and *Complutense* courses after a non-credit two-week orientation to the city, the culture and the university. It wasn't until the fall-only semester option was added for WIP students in 2015 that the pre-session was eliminated completely for even academic year students. This was in part due to schedule limitations since *Complutense* courses started earlier than in the past, in consonance with norms dictated by the Bologna Process. The fall-only students arriving in 2015 and afterwards followed a similar pattern as the spring group—participating in a non-credit orientation and searching for housing while living in temporary quarters during their first few weeks in Spain.

Student Engagement

An annual tradition for the first few decades was the publication of a program *newsletter* prepared by the outgoing group of students with tips for the incoming group. A few cohorts created something more akin to a yearbook with their own savored moments, poems, sketches and memories. Others outlined many

do's and don'ts for the next group. Wisconsin director Cate Connor's group in 1994 renamed it *First Impressions and Deeper Reflections* in an attempt to get students to share more of their deeper thoughts on their experiences than just first impressions. It was later renamed *WIP Tips* until it ran its course in 2004, when students were using more modern methods for sharing advice, such as blogging and Facebook postings.

For many years, there was an active Student Advisory Committee involved not only with publishing the newsletter but also helping to plan the excursions, organizing a set of *charlas* (i.e., discussions), setting up a 'rap session' for those who needed to vent and serving in an advisory manner to the staff. They even kept minutes of their meetings in Spanish. Schoenherr commented on the entire group of students that year as being "responsible, reasonably thoughtful, and likeable young men and women."

Schoenherr and his wife Judy continued the tradition of hosting students in their home in small groups, particularly focusing on birthdays when relevant. With the efforts of the advisory committee, they organized a sit-down Thanksgiving dinner for all the students, staff and spouses, 51 people in all, at their home. Escarpanter and the Schoenherrs roasted the turkeys while the students helped with the trimmings.

Over the years, celebrating Thanksgiving together was an annual tradition in the program although over time it moved away from the directors' homes to restaurants, given the growing size of the groups. Adhering to the traditional menu of turkey, dressing and pumpkin pie was deemed essential in the early years but over time the emphasis was more to acknowledge this important U.S. cultural holiday in the lives of the students at a time of the year when shortened colder days resulted in students missing home more than after they first arrived.

In 1979-80 Purdue director Flint Smith implored in his final report for the administrators on the home campus to consider adding per-student program funding for the Thanksgiving dinner and the end-of-the-year event so that students wouldn't decide on participating based on whether they could afford those activities. The end-of-the-year event was typically a bring-your-own-picnic on the outskirts of Madrid.

In 1980-81 Dan Quilter and his wife, Kathleen Sideli, who was the program's graduate assistant that year, hosted small groups for dinner at their apartment, which was so small that many of the guests had to sit on the floor. When they arranged Thanksgiving dinner at a local *colegio*, the chef decided to creatively add a heavy dose of giblets and liver to the bread dressing recipe given to him for the occasion. And to improve the aesthetic presentation of the bird, he deboned the turkey and served the pin-wheel slices intertwined with the paté-like dressing. The students continued to laugh about that culinary fiasco over the decades, particularly at their Bloomington reunions in 1991, 2001 and 2011.

Smith wished that there had been funding in the budget for the type of "representational" moments that were expected in a country like Spain and were common in some of the other programs including Cal State and Marquette—that is, treating students, staff and/or faculty when appropriate. The WIP budget had funds for excursions but any other invitations came out of the directors' personal resources although each received some funding as part of their salary, which was expected to be used for hosting students at home and other representational events.

Flint Smith's plea for group funding was persuasive enough that Wisconsin Director Benito Brancaforte indicated, in his final report in 1981-82 how helpful it was that the student excursion budget included sufficient funds to cover Thanksgiving and the end-of-year celebration in addition to the cultural excursions. And there was also a modest Program Development fund so that the director could invite University and *Reunidas* officials when appropriate. He requested that both of those be raised a bit for the subsequent year.

In 1984-85 Victoria Meyer's group engaged in *intercambios* (exchanging English classes for Spanish classes with local students), a positive trend that continued into the future. And their group, as a result of her daughter Elena Meyer's initiative—the graduate assistant that year-- set up a *Reunidas* soccer team to compete against other international groups. Getting WIP students more integrated into the local culture progressed and expanded through the years as described in Part II below.

Ongoing Housing Challenges

Attempts to improve the program from the mid-1970s to the mid-1980s involved debates about whether students should have more freedom of choice in selecting their own housing. Years earlier Merle Simmons had faced the issue of whether to permit students to live in apartments but the program still struggled with when and how to do so. The policy in place was to allow apartment living only if half the tenants were Spanish speaking.

In 1974-75, Quilter explained that he had several requests from students to live in apartments but he had turned them down, although he confessed that the existing policy was hard to administer. One of the challenges with allowing students to leave a host family was that that house would be lost to the program in the future. He suggested that if students were going to live in an apartment then they should be allowed to live in *pensiones* when they arrived and then look for an apartment while on site. But he noted that the political situation that year might unravel and it would be harder to control who came in and out of the apartments as compared to having oversight for students living in Spanish households. "It is this climate which primarily motivates my general negative stance on the question of apartments."

An outline in the correspondence that year points out that IU permitted apartment living in its other academic year programs, as long as students adhered to the 50% native speaker rule. In fact the proposed housing policy suggests two tracks—Track 1: *Colegio mayor* or preferred family (whereby the student commits for a year and the program arranges the housing; Track 2: Non-preferred family, *pension* or apartment. The student chooses the housing and accepts, in writing, total responsibility for the decision; promises to abide by 50% native speaker rule and promises to notify director where he/she is living and of any change of address within 24 hours. But this conversation would continue over subsequent years until the housing policy finally changed years later.

The program's housing options continued to be vexing as the *señoras* appealed less and less to students since they tended to be widows supplementing their income by hosting students. This economic necessity often overshadowed the opportunities for cultural exchange the students expected. Each year the program dropped some of these homes based on student complaints and/or decisions by the assistant director, who monitored each housing situation.

One change recommended for 1977-78 was to require that all of the homes offer a partial meal plan (*media pensión*) rather than three full meals which appealed less to students who were not at home for all three meals. Students were increasingly choosing apartments, although, according to Purdue director Arthur Chandler, the "really insidious factor of apartments is their relative freedom, spaciousness and comfort which brings a kind of cultural isolation." He found it ironic that the shortcomings of the uncomfortable and limited space in rooms rented from *señoras* drove program students out into the city to see plays, concerts, museums, etc., thus accomplishing the program's cultural objectives. As a result, he worried that having solely apartment options would result in students integrating less and less into Spanish society and culture.

During Richard Schoenherr's year in 1978-79 there was a mass exodus from program housing with *señoras* to independent apartments in the spring semester. In fact, few students (only 17 out of 47) stayed with families in the spring with the others in apartments, *pensiones* or *colegios*. By comparison, during the fall semester 42 students were living in Spanish households. He commented that "The dominant trend, however, among the various *Reunidas* programs is to permit students to rent apartments on their own." In his January/February report he launched into an entreaty for the program to try to find ways to actually help students in their apartment hunting.

“A minimum effort, (and in a few years this may be the optimum approach) would be to instruct them in the science, folklore, and trick of finding a decent apartment in Madrid at a reasonable price.” He indicated that the standard of living in the apartments was lower than in the private houses but the economic realities at the time were such that the houses were pricing themselves out of the students’ budgets. He included charts that showed that living in a private room with three meals in a Spanish home was up to \$265 a month whereas projected costs per-person for a four-person apartment would be from \$202 to \$374. However, students rarely looked beyond the actual rent of the apartments which were as low as \$75 - \$120. He felt that sharing detailed cost projections with students might influence their decisions although he recognized that they were really looking for more freedom and the ability to entertain friends, etc.

When Flint Smith returned to Madrid in 1979-80 (pictured to the right with his group), housing arrangements were much more stable from the start. He attributed that success to the following factors: “careful counseling that we began, by mail, even before the students arrived; the good selection of housing at hand, thanks to Pepe’s hard work in the area; the custom of letting students look at one or two houses before making up their mind; and the penalty clause we included in our housing statement.” In his final report in June of 1980 he underscored the point that “our apartment dwellers had a successful year and made tremendous gains in Spanish (and self-confidence) where at least half of their roommates were native speakers.”



During the following year, in 1980-81, Dan Quilter’s final report indicated that they had very few housing changes or serious complaints during the year although he outlined a few ways to improve program procedures, including distributing a detailed housing orientation sheet, encouraging students to look at student house evaluations from previous years, finding some houses to serve three meals a day, which some students desire, and allowing a pre-payment for local telephone calls.

Russell Salmon in 1983-84 described the housing search as causing “missed classes, dejection, depression, frustration” among the preoccupied students. And even though more than half of the students that year had chosen apartments, assistant director Rubén Miranda did not have apartments within the scope of his housing responsibilities. While Salmon didn’t feel Miranda should take on the duties of a real estate office, he did suggest that “WIP should jump to the forefront in being a clearing house with Spanish students who need others to share an apartment and with owners of apartments.” It was their intention to build this into the assistant director’s job responsibilities.

In 1984-85 Wisconsin director Victoria Meyer reported that 73% of her group lived with “señoras” rather than in apartments so the pendulum regarding housing continued to swing back and forth. However, she was disappointed that the program did not provide the anticipated list of apartments for students to examine. And their problems with a number of *señoras* that year were extremely concerning, including one where a bullet was shot into the *piso* one night due to an ongoing domestic violence situation between family members.

In 1986-87 IU director Nancy Newton wrote that Marie Yahner, in her second year as assistant director, had “compiled an up-to-date file on the apartments the 1986-87 students lived in as well as recommended rooms with *señoras*. I predict that housing for the 1987-88 participants will go smoothly under Marie’s guidance in her third year in the job.” The move towards providing solid

guidance to students regarding apartment living was a slowly evolving process which made a great leap forward during Yahner's time with the program. She herself recognized in a final housing report—in and of itself a new addition to the assistant director's tasks—that “the señoras have begun to price themselves out of the market affordable to our students.” Consequently, going forward, organizing apartment searches became the norm for the program staff. And the advice she expressed is one that has remained with the program until today: “The new students should come here ready—but relaxed—to begin their housing search. There is a home for each and every one and the WIP office is always on hand to help out.”

Passing the Torch

Flint Smith's final report in 1980 mentioned his having updated the director's administrative manual which he found had not been touched for many years. He even worked on updating job descriptions for each of the staff members, including the director. The outline for the latter included 19 responsibilities. Unfortunately, the manual went missing by 1992, forcing its recreation by IU director Cathy Larson that year, which became an electronic document called *The Torch* that was easier to amend for succeeding directors. Passing the torch, literally and figuratively, relied on the communication skills of each outgoing director.

Historic Moment in Spain's Transition to Democracy

The political transition in Spain which followed the death of Franco in 1975 unfolded with the installation of King Juan Carlos and the creation of the Spanish constitution of 1978 which transformed Spain into a democratic state. Despite these momentous changes which took place with the peaceful engagement of multiple political parties, including the Socialists and the Communists, there were ongoing social and political tensions. These came to a head on February 23, 1981 when the *Guardia Civil*, led by Antonio Tejero, entered the Spanish Congress in Madrid while it was in the process of electing a new prime minister and shot up the ceiling, yelling “*Todos al suelo*” (Everyone to the floor).” The *Guardia* held parliament members hostage for 18 hours while tanks rolled into the streets of Valencia. News of the attempted *golpe* (coup d'etat) quickly spread by means of mouth, television and radio. In fact, a radio announcer in the Congress building was able to secretly broadcast the events as they unfolded.

Dan Quilter, Kathleen Sideli, Pepe Escarpanter (pictured here) and the WIP students followed the developments from their various housing locales since the event took place at 6:00 p.m., after afternoon classes at the *Facultad* had ended. King Juan Carlos appeared on television at 1:00 a.m. and denounced the attempt. Consequently, the perpetrators surrendered by the middle of the next day and were eventually brought to trial. A recent book on this topic, *The Anatomy of a Moment*, by Javier Cercas, recounts the critical moments of that event, describing the three individuals who refused to give up their seats—Adolfo Suárez, the outgoing prime minister, Santiago Carrillo, the leader of the Communist party, and Manuel Gutiérrez Mellado, an army general.



Despite these dramatic events, life went on as usual, for both the program and the rest of Spain although the precariousness of the Spanish democracy was worrisome. During the following weekend, there was a massive peaceful march in defense of democracy through the main boulevard in central Madrid—*Paseo de la Castellana*—which attracted many of the program students. In subsequent years, the 1980-81 WIP group continued to discuss what it was like to have witnessed history in the making, not unlike the group in 1975-76 who were present for the transition from the dictatorship to the monarchy.

Reunidas Structural Issues

When *Reunidas* was set up as a consortium in the late 1960s, the office that supported the arrangement included a coordinator and a secretary to help manage the institutional communications, information about courses, classroom assignments, contact with faculty, scheduling issues, etc. In 1983-84 IU director Russell Salmon was quite concerned to have learned that the university had restructured that office, eliminating the coordinator and secretary, replacing them with an administrative position that would be held by a faculty member who would rotate on an annual basis. The result that year was what Salmon described as “absolute chaos” in the *Reunidas* office. The feedback regarding this unfortunate decision was clearly impactful since his spring report indicated that university officials overturned their decision and decided to make the “delegate director” a three-year appointment rather than an annually rotating one. The faculty coordinator/delegate director has often, however, remained in that position for more than three years at a time, as was the case with Jesús Cordero, who served in that position from the mid-1990s up through 2007, and his successor, Antonio López Molina, for eight years. And there is an ongoing managing support person to the faculty member assigned to coordinate *Reunidas* issues with the representatives from the various member institutions.

Visitors

Throughout the history of the program, visitors from the home campuses have been a common phenomenon. Director reports repeatedly mention visits of various deans and directors of international offices from the three home institutions. Occasionally, a high ranking official would accompany them, as was the case of John Lombardi, Dean for International Programs at Indiana University, who visited the Madrid program with a member of the IU Board of Trustees, Carolyn Gutman. They were able to have an interview with the *rector* (president), Dr. Francisco Bustelo, in addition to visiting the Prado and El Escorial with the students. Russell Salmon highlights in his November 1983 report that the highlight of the October visit was a “reception with the IU students at the Hotel Ritz. The visitors found our students happy, interested and very positive (the October sun still shone brightly). The students welcomed the openness and interest shown towards them and their endeavors.”

There were many other officials from IU who visited the program over the years, including the earlier visits from Merle Simmons (mentioned above), Walter Nugent, Peter Sehlinger, Louis Helbig, Rodney Sangster, Richard Stryker, Elizabeth DeVoe and Kathleen Sideli as well as a number of study abroad advisors—Nate Bremer, Todd Karr, Mike Rini and Danielle Samek. Patrick O'Meara, IU Vice President for International Affairs from 1993-2011, visited the program with IU officials frequently when they were in Madrid to interview students being screened for La Caixa Fellowships, as part of IU's contract with La Caixa. Over the years, such visitors included VP Dorothy Frapwell, VP Charles Nelms, VP David Zaret, Provost Karen Hanson, Deans David Woods, Suzanne Thorin, Angela McBride and Gerardo Gonzalez.

Visitors from Wisconsin included Bob Mulvihill, Silvano Garofalo, Hank Geitz, Michael Hinden, Joan Raducha, Paul Gabriel, Bill Miller, Tori Richardson, Dan Gold and Angela McNutt; Purdue visitors included Jim Evans, Robert Ringel, Michael Stohl, Robert Hammond, Kathleen Fairfax, Katie Turnbaugh, Michael Starks, Howard Mancing, Brian Harley and Nancy Bennett. Of course, over the years, there were other visitors whom the directors graciously received, thus having an opportunity to showcase this unique study abroad program that was renowned for fostering student independence and cultural integration.

Enrollment in Complutense Classes

After initial attempts by program students to enroll alongside Spanish students in regular classes were derailed by ongoing strikes and demonstrations in the 1960s, there were minimal successful efforts in subsequent years for students to enroll in courses other than those offered through *Reunidas*. From year to year, only a handful attempted the challenge, which meant that the faculty directors had little experience advising them on how to do so. In 1983-84 Russ Salmon expressed exasperation with how little he understood the system, which wasn't explained to him in time to assist his students sufficiently. One of them ended up being charged a high fee to

register as a visiting student even though the WIP agreement allowed for such registrations as part of its regular financial arrangement. With significant negotiations, the fee was eventually refunded. Nancy Newton, IU director in 1986-87, wrote in her final report that although she was told by the home offices to encourage students to enroll in courses in the regular University of Madrid offerings, only four students out of 57 did so and only two of them persevered because the professors either changed the class meeting time or didn't show up for weeks. And the two who persisted with their choices were frustrated due to protracted strikes from mid-December to mid-April. WIP tackled this issue head on with programmatic changes in subsequent years.

PART II: NEW ERA (1988-present)

In looking back at program correspondence, reports and minutes from consortium meetings, it is clear that 1988-89, in addition to leading up to WIP's 25th anniversary in 1990, also marked a turning point in the program for the reasons cited below.

- Juan Temprano, Wisconsin director in 1987-88, shepherded the program through a legalization process, finalized in February of 1988, as recommended by the Association of American Programs in Spain.
- The program introduced computers into its Madrid operation, with e-mail following later in the year. This facilitated, and multiplied, communications for everyone involved with the program.
- The consortium coordinated information-sharing more efficiently by creating one WIP Madrid handbook for all participants that was made possible through new software and hardware.
- Flint Smith from Purdue returned to Madrid as director for the third time so was experienced enough to hit the ground running in all aspects of program management.
- Mamen Castaño, a native Spaniard and graduate student from the University of Wisconsin, was appointed assistant director and has remained with the program ever since, thus providing the continuity that was so desperately desired by rotating directors.
- Flint Smith re-established the program's bank account at *Banco Hispanoamericano* at the Rodriguez San Pedro branch, where it has remained, thus facilitating program financial matters.
- Some of the home campus administrators urged that consideration be given to moving the program elsewhere, such as Alcalá de Henares. Prompted by the University of California's efforts in that same direction, Michael Stohl, director of study abroad at Purdue, had visited Alcalá along with IU associate dean and director Rod Sangster earlier that year.
- The program began to more stringently urge/require students to take *Complutense* courses, with liberal P/F policies in place, despite the challenges associated with doing so. The principal challenge had to do with the fit between U.S. student expectations and differing view of teaching and learning in the host country. Mamen Castaño's knowledge of university course offerings helped the directors and the students in this regard.
- *Reunidas* changed the class schedule to Monday, Tuesday, Wednesday and Thursday, Friday to map better with the teaching schedules at the *facultades*, which were arranged to facilitate faculty schedules but had the unintended consequence of tempting students to arrange very short study weeks.
- Credits for the pre-session course went from four credits to three credits (down from the original six credits allotted for the *Curso intensivo* in the earlier decades).
- The September housing search advanced with students selecting from a range of choices with Mamen Castaño tracking which had proven successful. Students considered the task daunting but decision-making in their own hands minimized their dissatisfaction.

●Richard Stryker became IU's associate dean and director of Overseas Study in 1989 at the same time Kathleen Sideli, academic advisor, was increased to full-time (and soon afterwards promoted to associate director). Their combined longevity over subsequent years meant there was continuity at the institution that would become the managing institution for WIP in 1998.

●Over the decades, there had been a few attempts at granting fellowships to students from the *Complutense* to attend consortium institutions but those had fallen away after the 1960s. Efforts reemerged in the late 1980s, with offers from Purdue and Wisconsin that carried favor with the *Complutense*.

Maintaining while Improving

The WIP program over the next few decades tweaked the overall structure of the program as designed by its founders. Ironically, some of the core strengths of the program that have been maintained over the years have often been seen by some as challenges, as outlined below.

CONSORTIUM STRUCTURE:

Pro: From the start the relationship among the partner institutions has been democratic with decisions reached, almost always, through consensus.

Con: Consultation among multiple stakeholders sometimes slowed down or impeded decision-making. Splitting responsibilities for student and resident director selection, advising and orientation occasionally led to unevenness in experience and expectations.

COURSES:

Pro: WIP students take courses taught in Spanish at the *Complutense* divided between courses offered through *Reunidas* and others offered across the *facultades* that can satisfy home-campus requirements. This balanced program therefore gives students the opportunity to experience a high-quality university's offerings along with native Spanish students but also to choose some courses taught by professors committed to working with U.S. students and their needs. WIP created helpful tutorials that have been enhanced over time to help students succeed.

Con: While the *Reunidas* consortium gives WIP a voice in its operation, the *Complutense* ultimately makes final decisions on *Reunidas* course offerings and faculty hires. And some directors felt that the WIP director isn't often allowed a decisive voice at meetings with peers, some of whom are permanent in their positions and therefore feel more empowered and informed. Despite consistent monitoring, some *Complutense* courses have been seen as uneven in content and pedagogical methodology so students can sometimes be disappointed or unable to meet course expectations.

STAFFING:

Pro: Rotating faculty directors direct the program to ensure students are advised by an academic with knowledge of the U.S. higher education system while experienced local staff provide housing assistance and other student services.

Con: Some directors are delighted to be working with program students and staff while others find it overwhelming or not what they were expecting. Being the director while also not controlling all the information on site can be a formidable task. Managing staff on site who are more knowledgeable takes special know how. And staff must adapt to a different director with a different skill set and approach on an annual basis.

OFFICE:

Pro: The program is situated on the *Complutense* campus so students are in close proximity to their Spanish peers. It has resided in three different locations, two in *Filosofía* and one in *Geografía e Historia*, subsidized by the *Complutense*.

Con: The space is cramped for the size of the program and the work environment is based on *facultad* standards that include minimal amenities and exposure to unwelcome cigarette smoke. Over the years, these issues have bothered directors and staff to varying degrees, with most understanding that we cannot expect Spanish institutions to reflect U.S. standards.

ORIENTATION:

Pro: Students receive a special orientation upon arrival. In early years their academic preparation was accomplished through a six-credit *Curso intensivo* which was shortened in time and credit hours over the years. The orientation program to the city, university and housing also includes a briefing by Embassy personnel.

Con: Every director has tried to design the perfect academic orientation but some have been disappointed at the outcomes, which may have more to do with students' inability to fully focus on academics while adjusting to a new culture at the same time that they are searching for housing.

HOUSING:

Pro: Students have been housed in order to maximize contact with Spanish culture, first through assignments with *señoras* in the early decades but later given freedom of choice (including the ability to make choices for financial reasons), with the understanding that they should live with Spanish speakers.

Con: Once the program placed the burden for selecting housing on the students, they fret during the search itself. However, their discontent with their choices has dissipated over time, because the program staff members provide them with expert guidance.

EXCURSIONS:

Pro: Guided cultural excursions to other cities in Spain—day trips as well as overnight ones—under the supervision of the resident director are an integral part of the program.

Con: The excursions contribute to student bonding, although it is fair to state that, for a few students, they can also lead to occasional misbehavior or demonstrate a lack of cultural curiosity, which is not unusual in large group activities.



1992-93 WIP Students in Merida

EXPERIENTIAL OPTIONS:

Pro: Experiential opportunities such as films, theater, museums, conversation classes, volunteering, teaching English, etc. are made available via cultural membership cards and guidance from WIP staff.

Con: While access to such options has grown and improved as staff encourages students to seek better integration and community engagement, the majority of participants do not always take full advantage of their options.

COSTS:

Pro: Student costs for the entire experience have been kept affordable so as to give access to as many participants from differing backgrounds as possible.

Con: Although the program is considerably more affordable than those offered by provider organizations, it pales by comparison with high end programs that offer internships, elegant housing, extensive trips and diverse curriculum with field components.

All the correspondence, reports and minutes of the past 50 years go into detail about how the various individuals involved with the program (staff, faculty directors, home campus administrators, advisors, etc.,) dealt with some aspect of these core elements—the strong points as well as the more challenging ones. It would be an impossible task to credit all these individuals for their own unique roles in maintaining or improving each of the program elements outlined above.

Highlights

In many ways, it is clear from the documentation that the program hit its stride in the 1990s with the program running relatively smoothly every year with only minor changes along the way. This section of the history of the WIP program will present notable highlights as well as a few lowlights, keeping in mind that the overall structure of the program and its administrative arrangements continued as described above, so the directors always wrote about all of these issues in every report, which were submitted monthly or bi-monthly to the home campuses.

Considering Additional Program Sites

Robert Arnove, IU director in 1989-90, was not initially enthusiastic about investigating other locations as suggested by officials at the three institutions at their consortium meeting that fall. In fact, he argued against Alcalá as an option in his report of November 1, 1989 since the California students taking courses there complained about the “tediousness of commuting,” since it was an hour’s train ride from Madrid. He strongly recommended that WIP continue to use its voice within the governance structure of *Reunidas* to leverage its position. However, Richard Stryker, associate dean and director of Overseas Study at IU, requested that he visit a number of institutions to see if there were viable options to the *Complutense* for at least some students, since WIP enrollments had reached a tipping point. When Arnove understood that the program was seeking to expand its options in order to accommodate more students, rather than replace *Reunidas*, he made appointments to visit a number of institutions.

He visited the *Fundación Ortega y Gasset*, which had offered an undergraduate program in Toledo since 1981, using a former convent for its facilities. He spent time at the *Autónoma*, on the outskirts of Madrid, on January 31, 1990 where they said they could receive up to 15 WIP students. He was impressed with the institution although he indicated that students would need 45 minutes by public transportation to get there from the northernmost part of Madrid. A few days later he visited the University of León, a site that impressed him after he met with the *Rector* and other university officials, although he commented that the offerings in the social sciences were limited and León had no official ties to other American universities at that time. He returned to the *Autónoma* in late May with Kathleen Sideli, Dan Quilter and Michael Stohl, who were visiting the program. Bill Miller, from the international office at Wisconsin, had visited the *Autónoma* earlier in the day before flying home. They were all impressed with the institution and encouraged by its willingness to facilitate direct enrollment for a few carefully selected WIP students who were independent enough to attend the classes. The plan was that the arrangement would start in the spring of 1991 with five students as a pilot group, with a model agreement later forwarded on to IU. But despite Purdue and Indiana selecting specific students to take courses at the *Autónoma* for the 1991 pilot, the minutes from the fall 1991 consortium meeting indicated that the students failed to follow through once they arrived on site since they didn’t want to split their year between the *Complutense* and the *Autónoma*.

During 1990-92, when Alda Blanco, director from Wisconsin, directed the program for two years, the *Autónoma* seemed less receptive than it had previously been to receiving WIP students, pushing for a more formalized agreement from the start rather than experimenting with a pilot group. When Sideli was in Spain during the summer of 1991, she also followed up with the

Autónoma, after Blanco had done so, and reported back to IU the administrative options WIP had for proceeding with a pilot, despite a change of personnel there. From Blanco's and Sideli's reports, it was clear the *Autónoma* didn't want to expand their numbers of foreign students beyond 250, with no more than 55 U.S. students. One IU student was able to take a full set of courses at the *Autónoma* in 1991-92 through permission from one of WIP's ongoing contacts there. However Blanco was informed that the arrangement was a mistake they would nevertheless honor, given that it was arranged with the approval of one of their colleagues, but that WIP would not be permitted in the future to send any students without a signed agreement between institutions. That brought to an end WIP's search for alternatives outside the *Complutense*.

25th Anniversary Celebration

WIP celebrated its 25th anniversary on May 10, 1990 at the *Agencia Española de Cooperación Internacional*, Avenida Reyes Católicos, 4. The deans of the three *facultades* were in attendance as were campus representatives from the three institutions—Kathleen Sideli and Daniel Quilter from IU, Michael Stohl from Purdue and Bill Miller from Wisconsin. IU gave each of the deans a copy of *Stone Country* by IU professor Scott Sanders, published by Indiana University Press. It was an elegant festive event attended by the program students as well as university officials. Bob Arrove, the IU director that year, arranged for music by *La Musgaña*, a Spanish folk music ensemble. Coincidentally, the same group performed in Bloomington more than two decades later for the Lotus World Music Festival during which Arrove and the musicians reminisced about the 25th anniversary event.

Program Size

Part of the program's interest in finding additional options for WIP students was the pressure from the home institutions to expand program capacity. Nancy Newton in 1986-87 and Flint Smith in 1988-89 pleaded with the administrators to keep the size of the program no larger than the numbers that could fit on a bus (just over 50) while the home institutions sought solutions to satisfy increasing student demand. Even though the *Autónoma* option didn't resolve overflow issues, it was decided that the program should go over its cap of 60 (originally conceived to include 20 from each institution). Wisconsin had the most pressing numbers so they negotiated for the program to raise its cap to 70 with 35 coming from Wisconsin and the other 35 split between IU and Purdue. In recognition that they would be sending half the students, Wisconsin agreed to fund the faculty director for two years in a row, which explains why Alda Blanco was in Madrid from 1990-92.

Direct Enrollment

During the time period of the early 1990s, the consortium began to expect, if not require, students to directly enroll in at least one *Complutense* course. Wisconsin was the first to make it a requirement although it was challenging at first to get the students to comply. And they disproportionately enrolled in foreign language courses, thinking those might be less intimidating. Purdue followed shortly afterwards, while Indiana was last to do so. In her final report in 1991, Blanco indicated that "taking classes within the *Complutense* has been an invaluable cultural experience for the students" while pointing out that "our students are at a great disadvantage with regard to the Spanish students," given the linguistic and cultural differences between WIP students and the native speakers in those classes. Consequently, she concluded that attending *Complutense* and *Reunidas* classes was a "perfect educational combination." Students were allowed access to any courses, even those outside the three *facultades* included in the WIP agreement although an added matriculation fee for them was required which is why WIP limited those registrations to ones for which students had a strong academic rationale. Cate Connor, Wisconsin director in 1993-94, explained her group's attitude about their *Complutense* courses as "philosophical about what to do, resigning themselves to do their best, to keeping abreast of what is going on in class, and attempting to communicate with their Spanish peers about how to adjust to things that seem out of their control."

Enrollment Cap: A new wrinkle with *Complutense* courses started to appear on the horizon during 1995-96, when Charles Ganelin, Purdue director, mentioned that Jesús Cordero, Reunidas delegate coordinator, suggested that there be a cap of five American students in Complutense courses, which was vigorously opposed by the Executive Committee of *Reunidas* (i.e., the set of resident directors representing member institutions). While that concept was set aside temporarily that year, it was raised again the following year and was finally put into place in 1997-98 with a few negotiated exceptions, as explained by Steve Hutchinson, Wisconsin Director from 1996-98. The reason for the rule was that *Complutense* faculty did not want their courses dominated by U.S. students, who numbered up to 15 in some classes that year. For some reason, the size of the course itself did not impact the five-student limit. Mamen Castaño suggested that registration for *Reunidas* students seeking *Complutense* courses be centralized as a way to more effectively monitor enrollment numbers. According to Hutchinson, the system was implemented in the fall of 1997 with the result that students were spread more evenly across a wider range of courses, keeping to the proposed five-student limit, which pleased Jesús Cordero and the deans. The *Reunidas* directors were not in agreement among themselves about this rule, as Patty Hart explained in 1999-00. At that time WIP argued to keep the rule in place, while other institutions argued against it for their own reasons.

Pass/Fail Option: To encourage direct enrollment in *Complutense* courses, the program initially encouraged students to use their home campuses' pass/fail option so that the students wouldn't be hurt by low grades in a system so different from their own. Over time *Reunidas* courses, although taught by Spanish professors, adhered closely to practices more common at U.S. institutions—i.e., having a syllabus, required attendance, regular quizzes, midterms, papers and final exams. But *Complutense* courses, particularly in the early years, did not give students much guidance and often the final grade depended on one final exam. WIP students were erratic with their behaviors, some using P/F liberally with little regard for the learning opportunities available to them. Sideli and Castaño tracked the data very carefully to show the grade outcomes of courses taken P/F and those with regular grades. They did so in order to demonstrate to students that taking *Complutense* courses did not automatically result in low grades. In fact, they did quite well overall in those courses. And, on a few occasions, individual WIP students received a *Matrícula de Honor* from their professors, a designation given to the best student in the class but only when someone is deserving of that recognition. For a WIP student to be ranked higher than his or her Spanish counterparts was a notable achievement.

Juan Temprano, Wisconsin director for a second time in 2000-01, was chagrined to see how many course grades resulted in Fs when they were taken P/F (25% of them!). More shocking was that 20% of those F grades represented skipped finals rather than low grades. Temprano was the director who discovered that F grades at the three institutions, when part of a P/F option, were treated differently by the home campuses. At Purdue and Wisconsin, that type of F (or U) had no impact on a student's academic record, whereas at Indiana, the F counted in the student's GPA. This wasn't something that the program could change but clearly impacted student attitudes about taking their *Complutense* courses seriously or not. Subsequent directors have advised students against skipping their final exams, no matter how the final grade is treated by the home institution. That was the peak year for the percentage of Fs in *Complutense* courses. The percentage dropped to single digits for most years since then except for 2006-07, 2007-08 and 2011-12, when the number rose to double digit percentages, again among students declaring courses P/F and then primarily for spring semester courses. The students receiving Fs were often the academic year students who felt overly confident during their second semester.

Increased Complutense Requirement: A major consortium decision that counteracted the P/F problem, minimizing some of the problems described above, was the change in 2003-04 for all WIP students—academic year students as well as spring-only students—to enroll in a minimum of two *Complutense* courses each spring. Guido Podesta, Wisconsin director in 2003-04, verified that the double registration served its purpose of getting the students more integrated into the Spanish university system. At the same time it created more of a registration challenge, given that the limitation of five U.S. students per course remained in place while WIP doubled the number of

courses it needed for its students. Maryellen Bieder, IU director in 2004-05, had to strongly advocate on behalf of some of her students to get them admitted to courses they needed. But she also underscored that 58% of WIP students received their top choices for both of their *Complutense* courses and another 24% received their first choice for their first course and their second choice for their second course. The following year, Iñigo Sánchez Llama, director from Purdue, explained in his first report that a lottery system was designed for enrollments that went beyond five students per *Complutense* course. He also explained that the *Reunidas* directors petitioned for the *Complutense* to ensure that their faculty members received recognition for the enrollments of international students, which seemed not to be part of their internal enrollment records. This was corrected in later years when an electronic registration system ensured that the U.S. student enrollments were statistically tracked.

Organizing Schedules: Another challenge was getting students to spread out their schedules so they wouldn't cram their courses into a couple of days, thus creating longer travel weekends. In his April report of 2004, Podesta charted out the enrollments to show that over 67% of the students had classes four to five times a week. The other effort that year in attempting to get students to challenge themselves was a proposal to eliminate the tradition of allowing students to see evaluations of previous students who tended to assess their classes principally based on how easy or demanding they were. In 2005-06 the consortium had the staff change the course evaluation form so the information emphasized different aspects of the course, decreasing subjective information while giving program participants important academic details about the courses. And in 2009-10 WIP students were required to make preliminary decisions about *Complutense* classes in order to postpone the mad rush that used to happen right before the actual registration period in October. According to Juan Egea, Wisconsin director that year, "It is my understanding that this is the first time that it is done like this, and I must say that it was a very useful initiative. I must thank the WIP staff and Professor Song No for making this recommendation and putting the system in place for this year."

Grade Results: The grading scales for the program routinely received attention from the directors and the home institutions, particularly when students were surprised at the grades they received. Ksenija Bilbija, Wisconsin director in 2012-13, analyzed the program's three different grading scales—for pre-session, *Reunidas* and *Complutense* courses—to ensure that students were being evaluated as fairly as possible. She recognized some inconsistencies in the existing scales which were clarified and then corrected. Resident directors on site were not always in agreement as to the best approach to the grading issues, particularly since *Reunidas* directors had been instructed to assign U.S. letter grades beginning in 1975-76 (rather than use the Spanish numbering system) while the *Complutense* professors used the latter, which were converted by a scale that tried to capture U.S. student performance as equitably as possible. Her scrutiny of the grading scales resulted in a thorough comparative analysis of many years of student performances, which ended up underscoring the validity of the existing scales. Most recently 98% of program participants received grades in the A to B-/BC range for *Reunidas* courses and 90% for grades in the A to B-/BC range for their *Complutense* courses with the vast majority of grades in both academic environments in the A range.

Advising/ Course Equivalencies

A more comprehensive history of the Madrid program would include details about the trials and tribulations of each director wrestling with advising challenges, going back to the very first year. Each WIP institution had its own campus culture regarding advising. Some campuses left advising responsibilities more to the students than faculty or advisors while others expected the latter to be more directive in getting students focused on the Madrid options that would help them make degree progress prior to their arrival. One advisor who needs to be mentioned by name is Marianne Gupta, who worked individually with Purdue students throughout most of the history of the program. Advising responsibilities at IU were shared between the study abroad office and the students' major advisors. At Wisconsin academic advising tended to be the responsibility of the students' home departments. Advising was clearly one of the resident directors' biggest tasks,

which multiplied in proportion when *Complutense* course enrollments became the norm rather than the exception.



Cathy Larson, IU director in 1992-93 (pictured here with Mamen Castaño), wrote to one of the campuses in January of 1993 to lament the arrival of student forms and transcripts too late to assist her with the advising process that had been completed weeks before. 1993 was also the year that the *Complutense* began to phase in semester-long course options (in contrast to the year-long model that existed until that time), thus potentially doubling the numbers of discrete courses students would be taking going forward, thus necessitating even more course articulations. One of the campuses sent their

advisor to the Madrid program in the fall of 1994 to meet with students in person to help them through the advising process but that was a one-time approach.

Having reliable course equivalencies pre-determined by the home institution helped with advising but only if the campus created such equivalencies and regularly updated them. Documents regarding advice students received prior to departure also differed among the institutions, which made the directors' work on site uneven since students came with different levels of preparation. Over time these challenges improved somewhat with the ease of e-mail, allowing directors to contact advisors or faculty members directly with advising questions. But sometimes students played various advisors/faculty off one another, so e-mail was not always a panacea.

Sensitive Student Issues

Racism: Armove brought attention in 1989-90 to the issue of rampant racism hurting U.S. minority students in Madrid who were frequently stopped by the authorities, who requested identification. Given a wave of African migration into Spain, the police often detained students of color for hours and later made them sign a document to absolve the police of any wrongdoing, with students having to pay a substantial fee to a lawyer to get released. Raymond Hall, a U.S. Vietnam veteran on the WIP program that year who later became a professor of anthropology, told Sideli when he returned to IU that he was stopped at least 40 times that year for his identification.

During Cate Connor's year, the issue of racism among certain host families was a subject during 1994 APUNE meetings when most directors decided not to place any of their students in families that demonstrated prejudice. Racism continued to be a problem through the 1990s, with a WIP student of color being hit by a beer bottle thrown at her by a skinhead in January of 2000 in a well-populated student neighborhood, as reported by Patty Hart, Purdue director that year. No one came to her assistance so she called the program staff, who comforted her until her landlords returned home. Hart reported the incident to the authorities, including the *Asociación contra la Intolerancia*.

These types of incidents made it essential that students be warned ahead of time about the potential for unpleasant experiences of this nature. APUNE offered a racism workshop for its member institutions in 2005, inviting *SOS Racismo España* to facilitate the activity. It was very timely since a program student complained to Iñigo Sánchez-Llama that year that a *Reunidas* instructor used insensitive examples related to race in a grammar class, resulting in his confronting the instructor regarding the unacceptable behavior, which had continued afterwards. A student approached Dawn Stinchcomb, Purdue director in 2011-12, to ask her how she herself might be coping with what the students perceived as Spain's racial intolerance, since one of the students had been the target of racist terms on the street. Stinchcomb wrote in her October report that it was the first she had heard of any such racial problems, "but the fact that her friends mentioned it to me because they were curious how I cope only makes me feel even more

impressed with the maturity of these students.” She made it a point to reach out to the student in question.

Emotional Issues: Arnove also reported that discussions at AAPS in 1989-90 focused on increasing numbers of students on programs in Spain who were dealing with mental health issues. During Alda Blanco’s two years in Spain, directors attending APUNE meetings were troubled at the ongoing evidence of students with emotional problems, which was further evidenced by the suicide of a student on one of the other programs. APUNE put out a statement in April of 1990, signed by numerous psychiatrists as well as the president and vice-president of APUNE, underscoring the importance of their 30 members reminding “students contemplating studying in Spain that such an endeavor requires maturity and emotional stability. The adjustment pressures and relative independence that accompany residence in another country are likely to exacerbate rather than alleviate emotional problems. The study abroad experience should not be thought of as therapy for those who have suffered emotional difficulties within their native environment.” One of the results of this focus was for the WIP program to invite a psychologist to give the students a workshop on culture shock every year. This has continued with various degrees of success, since student attendance has ebbed and flowed depending upon who facilitated the workshop.

The issue of students with mental health issues hit the program hard in 1992-93 when one of the WIP students displayed severe symptoms during the first two weeks of the program, causing distress to everyone in the program and on the home campuses who were called upon for guidance. A number of health professionals were consulted before it was determined that the student should be returned to the U.S. to receive appropriate care. Cathy Larson, a first-time director from IU, expertly handled the crisis, although she indicated afterwards that she did not feel sufficiently trained to deal with this type of emergency. As a result, subsequent directors have received much more training regarding potential student crises of this nature. Patty Hart in 1999-00 volunteered to serve on a task force dealing with resources in Madrid for students with physical and learning disabilities, having had related experiences during her year with a student who needed a range of special accommodations.

Crises: Every director throughout the history of the program has had to deal with student issues that ran the gamut—injuries, illnesses, hospitalizations, psychosis, arrests, thefts, scams, physical assaults, sexual assaults, stalking incidents, bullying, substance abuse, behavioral issues, deaths of family and friends, and withdrawals from the program for a variety of reasons—an annual occurrence. Each of the directors has brought his/her own life skills to manage these crises, which were handled in cooperation with the local staff as well as the home institution and, in most cases, the students’ families or guardians. One of the most chilling incidents took place in 2011 when a WIP student without identification had a stroke while exercising in a park. Local bystanders were quick to act but it took two days for the hospital to establish the student’s identity and make contact with his local address. The program director, Reyes Vila-Belda, once aware of the hospitalization remained by the student’s side and notified the family, who traveled to Madrid as the student recovered enough to return to the U.S.

Occasionally, pandemic-related concerns rippled through Spain, thus necessitating the attention of program staff—like SARS in 2003 and 2013, Avian flu in 2007, Swine flu in 2009 and Ebola in 2014 which garnered world-wide attention given the media focus on a nurse who was the first case of human-to-human transmission of the virus outside Africa. Alejandro Cuza, Purdue director in 2014-15, kept the students calm and informed since it was unclear at first what the contagion possibilities might be.

Office Move

The WIP office moved out of *Filosofía A*, where it had been since the 1960s, into *Filosofía B* (pictured here) in the summer of 1993. It was a larger space so the program received permission to purchase new furniture. In 2005, after the departure of another program, the *Complutense* gave WIP an additional office suite which was utilized by the WIP director with the other staff remaining in the larger office. Since the WIP spaces weren't contiguous, communications among staff members and between students



and the director needed more attention than when the entire staff was crammed into a relatively small space. Discussions are ongoing about the need for better space for the program, considering the ongoing proliferation of smoke in the building as well as the lamentable condition of the restrooms. Maryellen Bieder back in 2004-05 was shocked to learn that there was no hot water in the women's restrooms, and a decade later Alejandro Cuza wrote about the same situation in his final report of 2015. The *Complutense* has had many budget woes that impacted the infrastructure of the old buildings, despite the appearance now and then of new buildings, as was the case with the new library next door to the *Geografía* building.

Changes in Reunidas Membership

The University of California announced its intentions to withdraw from *Reunidas* in 1993-94, phasing out completely by 1996. This came about due to their preference for their students to be in direct enrollment options in all locations abroad. Larson described this in detail in her final report, detailing the discontent of peers in *Reunidas* who realized this would decrease the number of *Reunidas* courses, which were based on student enrollment. In fact, according to the chart in [Appendix I](#), the number of courses dropped from 69 in 1991-92 to 37 by 1996-97. Richard Stryker, Director of Overseas Study at IU, worked assiduously in 1994, without success, to recruit new members for *Reunidas*, to replace California.

Kate Myers, IU director in 1994-95, mentioned visits from institutions interested in *Reunidas*—Duke University, New York University and Montclair State—but the lack of a semester option discouraged them. Myers underscored in her final report the terrible impact California's withdrawal was having on *Reunidas* course offerings, given the immediate drop in enrollment. Myers proudly pointed out that WIP was the "largest and one of the best run programs in *Reunidas*. The *Complutense* deans recognize this and supported Stryker's request that our interests be kept strongly in mind in any upcoming decisions about new partners or initiatives by other programs to change the calendar." The latter was a major discussion point over a two-year period while the other programs tried to get the calendar changed to the U.S. system as a means to increase fall-only enrollments (which WIP did not permit nor desire at the time). A separate set of earlier final exams was implemented as a compromise for those institutions. Myers also underscored how important it was for visits from officials like Richard Stryker (pictured with Mamen Castaño), which proved to be key in strengthening local relationships and negotiations.



Georgetown, an original member of *Reunidas* rejoined again in 1995-96, after a hiatus of a few years with a change of administrative structure, but it didn't make a big difference since it was designed to be a small program with minimal *Reunidas* enrollments. *Complutense* officials then added Boston College to *Reunidas* in 1999. In 2010 Tulane decided their enrollments didn't warrant a permanent director on site, so they asked WIP to accommodate their students instead. In 2012 Marquette suffered a terrible loss when its longtime rotating faculty director, Eufemia Sánchez de la Calle, died as a result of a car accident. The *Reunidas* consortium honored this widely respected director with a plaque and an essay contest. A major blow to the consortium came about in 2015-16 when Marquette decided to leave the consortium due to low enrollments and a change of emphasis in its study abroad priorities in Spain.

The set of *Reunidas* institutions has always been significant to the WIP program since their directors were the ones who met regularly to assess the range and quality of the course offerings. WIP directors sometimes encountered challenges with its governance structure, since the members with permanent directors or those who stayed multiple years (all but Cal State and WIP) took turns chairing/coordinating the group, thus minimizing the voices of the rotating directors. Charles Ganelin, in his final report in 1996, strongly urged that his successor, Steve Hutchinson, put himself forward for that position so that "*Reunidas* business will be carried out much more efficiently with an even greater control over the courses, and certainly with a wider vision for the future of *Reunidas*," particularly since the *Reunidas* Guidelines would soon be up for revision. Hutchinson reported in April of 1997 that he would, indeed, agree to serve as the *Reunidas* Coordinator for 1997-98, the second year of his directorship, which was a welcome turn of events for WIP. Maryellen Bieder, IU director in 2004-05, reported that there were few meetings of the directors during her year. During her site visit in the spring of 2005, Sideli requested that the *Reunidas* directors consider a more regular rotation among the *Reunidas* directors, regardless of whether they were permanent or not. Ironically, Sánchez-Llana discovered only a month prior to his departure in 2006 that WIP was slated to have the coordinator/chair position for the spring of 2006 so the role was instead given the next year to Rubén Medina, director from Wisconsin in 2006-07. Medina proved to be a strong chair during a time when the group revamped the student evaluation system used to assess *Reunidas* professors. Guillermina de Ferrari, Wisconsin director in 2015-16, served in that position in the spring of 2016.

In 2009 the *Reunidas* member institutions successfully applied to be recognized as a legal entity so its institutional members could pay dues that were deposited for use within *Reunidas* (e.g., hosting planning meetings with faculty and administrators, defraying costs of the student graduation ceremony, etc.). In 2013, Reyes Vila-Belda, returning director from IU, proudly reported that Mamen Castaño had been appointed the Secretary of that group, which formalized her role as the individual who took minutes at the *Reunidas* meetings for many years. In Vila-Belda's words, "She graciously accepted. We are all grateful for that." Vila-Belda worked closely with the group of resident directors regarding a range of issues, including the *Reunidas* liaison appointed by the *Complutense*, since after a delegate coordinator was in that role for many years, he tended to be less flexible regarding recommendations about changing courses, switching faculty, fine-tuning policies, etc. A change in delegate coordinator resulted in 2015, which brought about a revitalized relationship for all involved.

Legal Issues

References to APUNE's ongoing guidance with regard to the importance of programs complying with local Hacienda (equivalent of the IRS) protocols continually emerged in director reports. The program paid close attention to such issues since its legalization efforts in 1988 when Juan Temprano worked through the documentation necessary to acquire a CIF number (*Código de Identificación Fiscal*) for each WIP institution. In the late 1990s WIP had received a concerning request regarding tax liability, which prompted the program to contract with a local *gestor* (fiscal accountant) to ensure the program followed Spanish tax laws regarding educational programs. When IU became the lead institution for WIP, Richard Stryker had Patty Hart, Purdue director in 1999-00, hire *Powers Abogado*, a bilingual law firm in Madrid, to fully analyze all contracts and program documents to ensure they were up to legal requirements. Since then the program has

regularly consulted with that law firm to ensure that the program is in compliance with all existing legal employment and tax requirements. Each year, the program grants the rotating faculty member a power of attorney, as recommended by legal authorities and cleared by IU's General Counsel's office, to act on behalf of the managing institution. In 2003-04 the program also purchased a liability insurance policy to be sure that the staff on site was sufficiently protected since they were not employees of any of the three consortium institutions. Dawn Stinchcomb, director in 2011-12, reported learning at an APUNE meeting about the new requirement that resident directors would now have to file a special IRS document related to their signature authority over the program bank account, a regulation with which the program has complied ever since.

Political Environment

Over the years WIP students and directors witnessed many changes in the Spanish government, with political parties exchanging power back and forth. Although the democratic transition was impressive, there were continual terrorist attacks committed by ETA, the Basque separatist movement that lobbied for more autonomy through violent methods up until its final cease fire in December of 2006 after the Barajas airport bombing.

Nevertheless, Charles Ganelin, Purdue director in 1995-96, recounted how the news of ETA's assassination of a law professor in his office at the *Autónoma* in February of 1996 hit everyone hard. Ganelin wrote in his report that José María Aznar's party stayed in power but with only a slight margin, despite the terrorism. A few years later, Patty Hart, Purdue director in 1999-00, wrote a lengthy memo to her students regarding the car bomb set off by ETA in Vitoria, which took place on the edge of the University of Alava Campus. She pointed out in that memo that "Since *Operación Ogro*, the meticulously-planned car bombing that killed Franco's hand-picked successor, Admiral Luís Carrero Blanco in 1973, ETA had claimed responsibility for acts that killed nearly 800 people, more than 300 of whom were civilians—men, women, and children—who happened to be in the wrong place at the wrong time. Usual targets are police, military, and government figures and installations, but ETA had also bombed businesses inside Euskadi and out, as a means of coercing business-owners, politicians, and others into paying their 'revolutionary insurance' or protection money." She advised the students to take precautions when traveling in Spain. Despite these sporadic attacks, the program moved forward without having to field too many questions of concern about safety in Madrid since most of the ETA attacks were not front page news around the world at that time.

Aznar, who became prime minister in 1996, held onto his position until the tragic bombings of March 11, 2004 which left almost 200 people dead and, unlike other Spanish terrorist attacks, was instantly worldwide news. Although the killings were at first rumored by his government to be the work of ETA, it soon became obvious that the bombs were placed on the trains by a terrorist cell influenced by Al-Qaeda. Guido Podesta, Wisconsin director in 2003-04, called Kathleen Sideli, IU's managing director of the Madrid program, at 3:00 a.m. Indiana time to tell her the news of the rush-hour attack, even before the tally of the victims was completed. Sideli already had plans to travel to Madrid the following day so she, too, was witness to the historic vote that weekend which brought down Aznar's *Partido Popular* government, resulting in a big win for the Socialists, led by José Luís Rodríguez Zapatero. The government's attribution of the massacre to ETA, despite the absence of ETA's signature characteristics, was believed to have dealt the final blow to Aznar's government. Needless to say, WIP students received significant outside-the-classroom education during such moments of historic importance. Podesta's report that spring indicated that the students felt reassured by Sideli's visit to the program during such a critical moment. Based on her own experience during that trip, she was able to advise a student's parent that their daughter could continue to take buses and subways in Madrid without hesitation although everyone in the city traveled with an increased attentiveness to their surroundings.

Fundamental Structural Changes

Lead Institution: 1997 saw the beginning of a number of fundamental structural changes in WIP. At the consortium meeting in the fall of 1996, numerous decisions were taken that would go into

effect in 1997-98. The first of these was the decision to have Indiana University serve as the lead (i.e., managing) institution for the program. According to the minutes, its responsibilities “would include budget preparation and management, common student and director handbooks, and organization of group flights. The three schools would continue to share equal responsibility for WIP policy-making, site visits, student orientations and advising, etc.”

Budget Allocation Changes: At the same meeting Wisconsin announced that it could no longer fund the resident director for two out of four years, as had been agreed upon in 1990. In fact, Wisconsin funded the director for five out of eight years (including 1997-98) due to some internal ‘swaps’ within the consortium. Instead, the group decided to change the administrative funding formula for fixed costs to recognize that Wisconsin had more participants on the program, dividing the fixed costs going forward with 50% from Wisconsin and 25% each from IU and Purdue. The formula was further changed in 2002-03 to 55%, 30%, 15% when Purdue’s numbers further decreased and it was eventually changed in 2010 to a per-capita basis instead. This was facilitated by the consortium’s inclusion of Tulane students as part of WIP enrollment after its longtime director retired, as well as a contractual arrangement that has proven successful. Although Tulane at first had planned to participate in WIP’s faculty director rotation, they were advised against it by institutional officials since they did not have a culture of consortium arrangements with shared responsibilities of that nature.

Semester Option: The other fundamental change decided upon in 1997 was to launch a spring-only option for the spring of 1998. This came about due to the rising interest among students for semester-long programs, which had resulted in their choosing provider programs in Spain, instead of WIP, despite the higher costs of such programs. Having a two-year WIP director helped considerably since Steve Hutchinson was able to put into place the plans for the spring 1998 option, which would coincide with the second year of his directorship. Arrangements needed to be made for a spring orientation/pre-session, special housing and academic advising. The plan was to put students in a local *pensión* or *hostal* for a few weeks before the students would look for their semester housing. The pre-session would include some non-credit instruction since there wouldn’t be enough time to offer a credit-bearing course in January. It was anticipated that spring students would take one semester-long *Complutense* course along with at least three *Reunidas* courses, just like the full year students. Only 15 students were accepted for the spring-only pilot in 1998 but across *Reunidas* there were 75 in all, joining the 130 full-year students. WIP arranged for the spring students to have mentors from the academic year group, which worked out well and has continued to be a tradition.

Hutchinson commented in his final report that:

“The spring-semester-only students certainly survived the semester. But our impression is that they didn’t have time to profit from their four months here the way that the year-long students did. They made relatively few friendships with Spanish people, their familiarity with the city and the country was fairly limited, their linguistic skills were (fortunately) at least adequate when they arrived but didn’t improve all that much. The students themselves were fairly positive about their experience, but they probably didn’t know how much they missed.”

The spring program went through a series of hiccups in the first few years as it grew in size; it reached a tipping point in the spring of 2003 when quite a few students left the program (five from the academic year program, mostly at mid-year, and two recently arrived spring students who left Madrid after a couple of days, before even meeting WIP staff). This prompted a quick round of communications between the program—Jacques Lezra, the Wisconsin director in 2002-03, along with Mamen Castaño—and Kathleen Sideli regarding plans to restructure the spring program. It was determined that not all the students were well-equipped to spend the first few days in Madrid getting acclimated to their host families, arranged by *Fórmula Sí*, a local housing agency, and life in the city before starting orientation at the university a few days later. Together the staff and the partner institutions made changes to ease the students more gently into life in Madrid. Going

forward, the program agreed to arrange a group flight for spring students, as it did for fall students, the WIP staff would meet those students at the airport to welcome them and get them into taxis for delivery to their host families, they would have a meet-and-greet that first day together at *Fórmula Sí* (in later years, *Tandem Europa Plus*) and then have a group meal together later in the evening. The program also decided to add more educational content to their first weeks so that they didn't have as much free time on their hands while also looking for apartments. This new design went into place for the spring of 2004 and was successful in integrating the spring-only students more smoothly into the city and the program.

As mentioned above, a decision that also affected the quality of the spring program was that all program students, including spring-only students, would be required to enroll in two *Complutense* courses during the spring semester starting in 2004. This ensured that participants would take the direct enrollment feature of the program more seriously.

A further enhancement was to match academic year students with spring-only students in a formalized mentoring capacity even prior to their arrival on site. This was in place by the spring of 2010 and brought mentors and mentees together face-to-face at a specially-arranged lunch in mid-January. Juan Egea, Wisconsin director in 2009-10 commented that the program was able to welcome 52 new students that spring, which also coincided with the successful inclusion of Tulane students in WIP for the first time. Egea wrote in his January report that "adding a new set of students from a fourth campus to the familiar three in WIP has not been a problem at all."

The spring semester option became extremely popular among WIP students, going from 27 in 2003 up to averages of 40+ students across the consortium in subsequent years. Given the decrease in the popularity of the academic year programs among all U.S. students going abroad, the semester option helped *Reunidas* get the enrollment necessary to qualify for the number of courses students needed. The WIP program reached an all-time-high enrollment of 109 in the spring of 2011! But it was encouraging to read in Reyes Vila-Belda's final report that spring that "Working with such a large number of students was a challenge, but the WIP staff was able to come together as a team with enthusiasm and, in the end, enjoy the group and provide excellent service to them as in any other year."

Fall Option: WIP was finally able to arrange for a fall option with the *Complutense* in 2015-16 after scheduling issues involving the fall calendar were resolved and when more fall-only *Complutense* courses ended in time for students to take final exams without missing any content. However, the launch of the fall-only option meant the demise of the credit-bearing pre-session, since *Reunidas* classes and *Complutense* courses started earlier in order to be finished in December. This scheduling model was in consonance with the Bologna Process that governed higher education throughout Europe but was late in being adapted by the *Complutense*. Although WIP partners resisted the concept of a fall-only option for many years, it was obvious that dropping enrollments in the academic year program required desperate measures if *Reunidas* was going to continue as an option for students from member institutions. It still remains one of the most affordable study abroad programs in the country as compared to provider programs. Fall enrollments climbed quickly. In 2010 there were 15 fall-only WIP students. By 2016 there were 56.

Staff Expansion and Professionalization

The program turned a corner with regard to housing issues after Mamen Castaño was hired in 1988. In Alda Blanco's words in the fall of 1991, "I always have felt that finding accommodations in such a short period of time is a major miracle. The miracle is called Mamen." The cost of housing had increased significantly at the time but students came forewarned about the expenses they would be facing. In her final report that year, Blanco indicated that Mamen had "extraordinary knowledge and patience in the area of housing." Mamen developed a system that she enhanced with each passing year—keeping lists of landlords, student evaluations, addresses, etc.

The program added a part-time program assistant for Mamen a decade later, in 1999-00. The position was first held by April Jacobsen, an IU alumna of the program who remained in Spain. Amy Olson, a Wisconsin alumna of the program, started in that position in 2000, with a title change to student services coordinator in 2005 and became full-time in that position in 2009-10. She and Mamen started doing proactive outreach to landlords, starting in the summer of 2002, to remind them WIP would have a newly arriving cohort in September, which helped the WIP students jumpstart their housing searches.



The program has operated more smoothly since the on-site staff stabilized with the team of Castaño and Olson (pictured here) providing consistent continuity to the rotating faculty directors. Olson, who took over the housing portfolio from Mamen, produces annual statistical reports that track average costs of student housing (including exchange rate differentials), the number of *pisos* visited, the source of the housing (WIP network or other), the time it takes to confirm housing and the numbers of Spanish speakers in each household. The data has proven essential in guiding student expectations and assisting them with the decision-making process.

Since the staff in Madrid have been the backbone of the program, the consortium made a concerted decision to give them more professionalization opportunities, including visits to the home campuses as well as access to a range of workshops and conferences. Castaño and Olson have taken advantage of APUNE, CIEE and Forum on Education Abroad conferences, some venues taking place outside of Spain. Such opportunities have opened up new avenues for them in terms of their own student services approaches. Olson began to work one-on-one with students to help them develop and track their own learning goals. The staff also developed more experiential activities for students and tracked their utilization of those opportunities. Juan Egea, Wisconsin director in 2009-10 wrote in his first report that fall that “everything seems to be on automatic pilot well before the students set foot in Madrid. This is obviously the end result of Mamen and Amy’s preliminary work and of their accumulated wealth of experience.” In surveying alumni for the program’s 50th anniversary, many students cited Castaño and Olson as the individuals who most impacted their lives during the program. Various comments across a range of years included the following: “Amy and Mamen were always there for me and were so full of knowledge and guidance.” “The staff was amazing.” “I loved all the administrators there. They were awesome women getting stuff done!”

Beginning in 2005, with the support of the consortium, Kathleen Sideli, as managing director, also implemented an annual performance evaluation process for the staff—Olson supervised and evaluated by Castaño and Castaño supervised and evaluated in the spring by the outgoing resident director, in consultation with Sideli, the managing director.

WIP 1999 Program Evaluation

In 1999 J. Clancy Clements was the IU director when the WIP consortium sent a team of faculty members to do a formal evaluation of the program. Despite the numerous site visits from campus officials over the years and the APUNE evaluations conducted within the membership, the consortium wanted to abide by best practices in the field of study abroad by arranging for its own program-organized formal evaluation. The faculty who conducted the on-site evaluation were Alda Blanco from Wisconsin (and former WIP director), Patricia Hart from Purdue (subsequent 1999-00 WIP director) and James Lee, director of language instruction in the Department of Spanish and Portuguese at IU. The evaluation recommendations were then discussed during the fall 1999 consortium meeting. While the overall evaluation was positive, the committee recommended 1) more staffing; 2) more privacy for directors to better deal with student issues; 3) limiting the spring-only students to 25% of the total group; 4) maximizing student access to

underutilized program-sponsored tutorials for *Complutense* courses; 5) setting up workshops to give students more guidance on the Spanish university system; and 6) enhancing office resources.

At the fall consortium meeting, the partners agreed to increase program eligibility to six semesters of Spanish for spring-only students and to remove the policy of requiring five students per tutorial. Clements was present at the consortium meeting and reiterated his overall position that the essential role of the resident director was “in setting the academic tone for the program, ‘selling’ its academic aspects, encouraging students to take five courses, reassuring the students about *Complutense* courses and making certain they had enough information to feel confident in taking on a substantive academic load.” He had also been asked by the home institutions to reverse the unfortunate trend whereby WIP students did not take their *Complutense* courses seriously. He was quite successful with his approach since the percentage of Fs during his year plummeted from 22% for graded courses and 33% for P/F courses down to 6% and 4%, a considerable improvement. Many of the students in the previous year simply hadn’t shown up for their final exams, which the program found an unacceptable trend.

In his May 18, 1999 report, Clements indicated that he had “learned a great deal about team work, people, and the capacity of humans to adapt and develop. I remain in true awe at how the apparently simple act of persons’ changing cultures for one year can have such profoundly growthful efforts on these persons. It has been rewarding to be part of the process.”

Complutense Workshop

Patricia Hart, Purdue director in 1999-00, commented quite positively on the new concept of the *Complutense* workshop that Clancy Clements had suggested, partially as a result of the WIP evaluation the previous year. The deans of the three *facultades* held these brief workshops. Hart commented that “It made me want to sign up for a course, and the students were very appreciative.” Over time these workshops were organized directly by WIP with *Complutense* students as the presenters rather than the deans. But the tradition was an important new element.

In her winter report, on the brink of the new millennium, Hart generously thanked her predecessors as well as the home campuses who helped to create the program. “I can’t express how fortunate I feel to have the home support of all three institutions, both in the past and also in the present. Not a day goes by that Mamen doesn’t tell me, ‘Oh, we learned to do it this way in Alda Blanco’s time,’ or ‘Charles Ganelin worked on that,’ or ‘Cathy Larson started the other program.’ So I want you to all know that I am fully aware of having inherited the fruits of all your collective labor.” This sense of community and successful passing of the torch from director to director, with the assistance of a top notch bi-cultural local staff, is what the founders of the program had hoped to achieve. Although the pathway was never without its ups and downs, most directors felt positive about their experiences. Hart, as others, certainly contributed to the ongoing collection of thoughtful wisdom contained in reports and other program documentation.

Technology

Communications were enhanced with the new millennium, especially through the accessibility of cell phones. Although it is common to complain about how social networking has detracted from the interpersonal interactions that are key to successful study abroad experiences, the availability of cell phones changed the landscape regarding issues of safety and security. To be prepared for crises, the program had routinely practiced a land-line phone tree. However, being able to contact students by cell phone, no matter where they were located, was an important step forward. According to Juan Temprano, second-time WIP director from Wisconsin in 2000-01, 89% of the program students had their own cell phones that year. They were becoming ubiquitous around the world. In fact, they were more common in Europe at that time than in the U.S. WIP students bought Spanish phones when they arrived because there wasn’t affordable connectivity yet between cell phones in different countries.

The next big technology advancement for WIP came a few years later when Song No, Purdue director in 2008-09, the first WIP director who was also a *Reunidas* alumnus, facilitated communications by using videoconferencing. He arranged direct interaction with the home campuses in November of 2008 to orient the incoming spring students in a more vivid manner. It was partially successful that first year but later came to be a regularly utilized feature by some of the campuses. He also proposed that WIP develop its own website, although that didn't come to fruition. Instead, Amy Olson created a WIP Facebook page in order to share information among program participants as well as allow alumni to stay informed about the program.

September 11, 2001

When study abroad offices in the U.S. realized what had happened on the morning of September 11, 2001, communication efforts were quickly aimed at students and programs around the world. Josep (Pep) Sobrer, IU director in 2001-02, wrote the following on September 12:

"Thank you for your e-mails regarding the tragic events of yesterday in NY and Washington. As soon as we heard the news on TV we called the *Colegio Mayor* and learned that the students, who are all still living there at present, were calm. We told them that Mamen and I would go to see them at the *Colegio Mayor* later in the afternoon, and we did. In the *Colegio Mayor* we spoke with a number of them informally. One student was concerned as she has relatives who work in the WTC in NY and also one who works in the Pentagon. She was calm after she had managed to speak with her father in the U.S. but had no news. Needless to say, everyone is greatly impacted emotionally, but as I said, without panicking. We continue to stay in touch. There are no classes today, but I have meetings all morning for advising and so am seeing a number of students and keeping in touch. We will report if we learn of any developments. In Madrid, of course, life goes on."

At the time no one was sure whether this was an isolated incident or whether comparable events would happen in other locations. After so many years of witnessing terrorism in other countries, it was unnerving for the situation to be reversed. More interestingly, due to cell phone and e-mail contact between families, the home campuses received few phone calls regarding students abroad. In the case of IU, almost no students returned from abroad although a couple had their departures to fall programs delayed due to the closing of air space for quite a few days.

A year later, on the anniversary of the events, Jacques Lezra, Wisconsin director in 2002-03, and Mamen Castaño, conducted a commemorative event for the WIP students, with candles, in the courtyard of the *Colegio Mayor* where the students were living in September.

Iraq War

It wasn't long before U.S. students abroad were faced with another global effort involving the United States which would impact the way they were perceived while traveling from place to place. According to Jacques Lezra, the outbreak of the U.S. war in Iraq in March of 2003 produced massive demonstrations in Madrid, Barcelona and other cities in Spain, some of which ended violently although most were peaceful. The program sent students warning messages regarding the situation so as to guide student reactions. They also tested the program's emergency communication plan. They were able to locate almost everyone within one hour (those not reachable didn't have cell phones). The *Complutense* suspended classes the afternoon of March 20 and all day March 21 due to a combination of the demonstrations and a janitorial strike. Most of the demonstrations were against the Aznar government.

Student Engagement

The program provides students with opportunities to engage with the local culture, through resources such as their *Bellas Artes* card (later the *Disfruta Madrid Más* card). And program-organized excursions, led by the resident director, have always been an integral part of the program. In fact, IU director Maryellen Bieder, in writing about herself in her spring report of

2005, after taking 65 students to Extremadura, stated that “The Director continues to find the trips the most fulfilling aspect of her job, since it gives her a chance to interact with the students as a group and talk casually with individual students.” At the end of the year, her concluding assessment of her year as director was:

“She has gotten to know a broader spectrum of students than she does in the classroom. She appreciates the wide-ranging personality and differing academic abilities and priorities of students from all 3 universities on this year’s WIP program. Despite some of the choices students made during their time in Madrid, the WIP program is lucky to have had such an essentially nice, honest, earnest group of students. Some are excellent scholars. All were pleasant and interesting to be with during the year.”

Out-of-classroom activities of WIP students began to expand significantly after their arrival, since students studying in Spain were often seeking more engagement, mirroring trends regarding student involvement on their own campuses. By the late 2000s students were actively joining sports groups, music choirs, participating in language exchange partnerships (*intercambios*) and teaching English in institutes as well as Spanish households.

Resident Director Housing

Throughout most of the program’s history, the resident directors had to make their own housing arrangements supported, in part, by a displacement allowance provided by the consortium. There were clusters of years when resident directors were able to pass along an apartment to their successors when space needs were comparable. As a result of the fluctuating exchange rate, the cost of living in Madrid often became a prohibitive burden to some directors, since they came with their campus salaries. The consortium tried to accommodate wide swings in the economy when possible but not always to the satisfaction of the directors. Starting in 2000-01, Juan Temprano rented an apartment in the Arguëlles neighborhood, which was then passed on informally to subsequent WIP directors. Given the ideal nature of the apartment—its location, its size and its rent--the consortium decided to work out an arrangement by which the landlady would enter into a contract with the program director each year with the consortium managing the rent, thus eliminating the financial risk that directors took by going to Madrid. The landlady was so pleased with the directors and their families that she renovated the *piso* over the years, with a major upgrade of the kitchen and bathrooms in 2012, so as to make it an attractive home to each subsequent director.

The important role of partners/spouses/family members in the program cannot be overstated. From the first year, they have been integral to the success of each program. They were important members of the WIP team, despite not receiving any remuneration for their involvement. All of them paused their own lives and careers to join the resident director in Madrid. Some were only able to spend part of the year away from the U.S. They were greatly valued by the students since they were present on excursions and social functions, whether as hosts in their own homes or at program events. Consequently, their housing situations were critical to their overall comfort level in what was always a challenging year in a culture far from home.

Reunidas Network

After Kathleen Sideli’s site visit to Madrid in 2005, she contacted her peers at other *Reunidas* institutions to suggest they meet together and develop a concerted approach to issues at the *Complutense*, thus strengthening and further empowering their directors on site. Richard Watts, the senior international officer of Tulane and Brian Harley, director of study abroad at Purdue along with Sideli met together in Madrid in 2007 to discuss *Reunidas* relations. Watt wrote the following in his summary of that meeting:

“In an effort to improve accountability, the Resident Directors of the U.S. universities in *Reunidas* have, at Kathy’s urging, formalized their Executive

Committee interactions, which now meets more regularly, has written up its policies and procedures and reports its activities in minutes. This committee is currently chaired by Ana Flys, Resident Director of Georgetown in Madrid. In Kathy's view, this has gone a long way toward improving the responsiveness of individual resident directors to initiatives coming from U.S. directors of study abroad."

The network group met a few times at NAFSA conferences (e.g., in 2005 in Seattle, in 2008 in DC, in 2013 in St. Louis) and kept in touch through e-mail and phone conversations. The network group took minutes of those interactions and circulated them to the on-site directors so they would understand the support as well as positions of the home campuses regarding all aspects of the *Reunidas* arrangement. They agreed to write a joint letter to Jesús Cordero, the delegate coordinator. However, it proved difficult to get everyone's institution to sign it, although not necessarily because they took issue with the content. Consequently, WIP sent its letter independently of the rest of the group but shared it with them. (See [Appendix III](#)).

The U.S. directors raised issues among themselves that they had discussed with their resident directors on site. One major topic was that study abroad as a field had evolved significantly over the past 40 years while the *Reunidas* curriculum had remained almost unchanged. Its courses from the start were designed for those primarily with an interest in Spanish literature, art, politics, history, philosophy, sociology and economics. A few years later a speaker at an APUNE meeting hit this topic head on, as described by Ksenija Bilbija, Wisconsin director, in her February 2013 report:

"Cristina Grasset from the Spain Education Programs talked about the changing profile of students who come to Spain and the adjustments that study abroad programs are making to accommodate their needs. For example, while the majority of students used to come to Spain to fulfill the requirements for a Spanish major and would stay for a semester or a year, there is a demand now for more focused programs, more hands on experience, internships and shorter stays. Engineering, sciences, economics, environmental study and medicine are some of the programs in demand."

WIP director Alejandro Cuza reported that when Davidson College joined *Reunidas* in 2014-15, its director suggested that *Reunidas* offer some courses in English, which all but one of the other directors opposed. Davidson remained just for a couple of years and then exited the consortium. The institutions in the *Reunidas* network wanted to retain the characteristics that made the *Reunidas* consortium unique—academic, cultural and social integration coupled with personal independence and immersive extra-curricular opportunities—while competing with the types of programs and student interests captured by Ms. Grasset's presentation.

Refreshed Curriculum

The network interaction resulted in fruitful discussions about refreshing the *Reunidas* curriculum as a means of addressing the issue of students needing more curricular variety. In 2005-06 a course with a service learning component, *Cambios Sociales en la España Actual*, was offered for the first time. Marquette had initially proposed adding a service course through *Reunidas* but it was accomplished only after WIP became committed to that option as well. It took a few years for it to run smoothly, particularly with the required service component functioning as expected. In 2006-07 Wisconsin director Rubén Medina worked closely with his counterparts to get the course stabilized with a new instructor who took students to different sites to observe and interact with seniors, immigrants and physically challenged individuals. But it was determined that the course really needed a tutor to handle such field trips. Medina also focused on getting a new instructor for a recently added film course and revamping the Composition course, using U.S. textbooks as models.

WIP had also urged, given the prominence of Arab-Muslim topics on a global level, that it would be natural for *Reunidas* to capitalize on student interest by adding such a course. As a specialist in Hispano-Arabic studies, López-Morillas was the ideal faculty member to be on-site in 2007-08 when *Reunidas* added a course on Islam to the curriculum which had been proposed the year before, with a syllabus drafted by the previous director, Rubén Medina. She was enthusiastic when she interviewed Juan Martos Quesada, who was recommended by the *Complutense* for the position. More importantly, after WIP recommended that *Reunidas* courses add experiential components (a topic first raised decades before by Arthur Chandler), Professor Martos Quesada added site visits to local mosques and Arab/Islamic cultural institutions, a round table with Muslim students, etc. The course enrolled 63 students the first time it was offered.

There had been discussions for a number of years about the absence of a course in *Reunidas* on the vibrant city of Madrid. This seemed a major oversight, particularly given the positive urbanization that had taken place in Madrid over the decades, making it a cultural mecca as well as a model of green space initiatives, as was the [Rio Manzanares Reclamation Project](#). Juan Egea, in 2009-10, introduced a proposal for a new culture and civilization course that would focus on an interdisciplinary study of the city of Madrid. In his April report he indicated, that, “ideally, the course would include literature, history, film, plastic art, sociology and urban planning in its approach to the city of Madrid and hence to Spanish culture in general.” But the culture course that was offered the next year was general in nature, called *Culturas de España*. According to subsequent reports, the course needed to be tweaked and the faculty member replaced; in 2012, Purdue director Dawn Stinchomb reported that it would revert to the original syllabus as proposed by Juan Egea.

Stinchcomb also worked assiduously that year to get the curriculum refreshed, despite differences of opinions with some of the other resident directors in terms of what needed refreshing or replacement. A course on the *Spanish Short Story* (19th Century to the present) was added while two under-enrolled courses—on ethnology and geography—were dropped. There were also discussions about adding a language course for native speakers which was suggested by Cal State, given the background of their participants, but the other *Reunidas* members were less interested.

It should be noted that the *Complutense* itself was undergoing a massive ‘refreshing’ of curriculum in 2010-11 as they began to conform to the Bologna Process which required a reorganization of all their degrees. Consequently, IU director Reyes Vila-Belda and the staff, including Spanish graduate student Virginia Cantó, had to revamp all the office documentation on Complutense courses, changing the courses and references (from *Licenciatura* to *Grado*), a complex task for all involved, particularly as the courses were offered in both systems until the transition was complete.

Alejandro Cuza, Purdue director in 2014-15 and a linguist, asked the dean of Philology to give a talk to Spanish students, which ended up as a successful collaboration that led to two more lectures later in the year and was valued as a positive contribution to the WIP-*Complutense* relationship. The subject of having WIP directors teach during their year abroad had been discussed by the consortium a number of times but was not adopted, given the demanding nature of the directors’ administrative responsibilities, which did not afford them blocks of time for research or class preparation.

40th Anniversary Celebration

In 2006-07 WIP encouraged the *Complutense* to mark the 40th anniversary of the *Reunidas* consortium. Jesus Cordero, longtime delegate coordinator of *Reunidas*, took a primary role in organizing the ceremony, along with the previous WIP director, Rubén Medina and Kathleen Sideli, managing director of WIP, which took place on November 27, 2007 at the historic *Paraninfo* located downtown. In preparation for the occasion, Cordero prepared a brief history of the consortium (See [Appendix I](#)). Consuelo López Morillas, IU director in 2007-08, described the ceremony in her November report.



“It began with a fanfare and an academic procession of the university authorities in their robes; then, about 10 speakers invoked aspects of the history and importance of the tie between the institutions. These included Kathleen Sideli, both as a former *Reunidas* student, with Georgetown, (1971) and as Associate Vice President for Overseas Study at IU; Joyce Greer Crespo, one of the programs’ founders, from Tulane; a current *Reunidas* student from Boston College; a

member of the U.S. Embassy staff, also a former *Reunidas* student from Marquette; Professor Antonio López Molina, our *Reunidas* coordinator; the deans of our three *facultades*, and the president himself. Then came a concert by a student orchestra and a cocktail reception, all offered at the invitation of the *Complutense*. As a group, we gave each of the deans a gift of recent American books on relevant topics for their respective libraries.”

Sideli herself recalled that when the Rector Carlos Berzosa spoke, he reminisced about being a student himself in the 1960s when the U.S. students started to arrive and how their presence on campus validated the university which he and his peers considered subpar during the Franco regime. In his opinion, if Americans thought there was enough to learn there, perhaps the educational system wasn’t as bad as they themselves had believed. He also reacted with nostalgia and respect upon hearing the names of a few former professors whom Sideli lauded in her own remarks, especially Cándido Cimadevilla and Carlos Bousoño. She repeatedly referenced the philosophical maxim of Ortega y Gasset, which she learned from Professor Cimadevilla, to describe her own life and career which were shaped by her time as a student in *Reunidas*, “*Yo soy yo y mi circunstancia*.” (I am myself and my circumstance.)

Revitalized Tutorial System

After visiting the WIP program in 2007, Carl Good, IU director of undergraduate studies in Spanish and Portuguese at that time, wrote up a series of observations and recommendations regarding the program after comparing it to other programs in Spain. One of the outcomes was WIP’s reformulation of its tutorial system by Consuelo López-Morillas and the staff who hired a graduate student from the *Complutense*, David Caro, to coordinate tutorials. The program developed a much more robust tutorial system to help students succeed in their *Complutense* courses. In 2007-08, about half of the students took advantage of the tutorials, a number that has stayed in that range in subsequent years, a big improvement over the past. The staff meticulously analyzes the tutorial enrollments as well as the grade outcomes each year; their results show a high correlation between the two. The system continues to be an important resource for student success due to the talented efforts of the Spanish graduate assistants who followed David in that role—Laura Ramiro, Virginia Cantó, Diana Checa and Carlota Visier.

Implementation of a Graduation Ceremony

For the first time in the history of the program, in 2009 the *Complutense* decided to honor the students completing the *Reunidas* program with a formal graduation ceremony involving a number of speakers and a completion diploma for each student. Song No reported this new dimension of the program as a “considerable success” although he suggested that subsequent ceremonies have only four speakers—the dean, a student, a faculty member and a *Reunidas* director. Song No himself gave the speech at the inaugural event. The ceremony allowed for the full impact of the *Reunidas* experience to be recognized in a visual celebratory manner. According to Reyes Vila-Belda, IU director in 2010-11, “It is the only occasion in the academic year when all of us get together in a public academic celebration, something that strengthens the relationship between *Reunidas* and UCM.” Dawn Stinchcomb gave the speech on behalf of all the consortium institutions in 2012 and was pleased that “students and professors from all the programs congratulated me when the ceremony was over. We in WIP are terribly proud of our students and our program, and of our team, that seems to always be right on top of things, helping everyone else look good at the same time.”

Looking Back after 50 Years

Over the span of the program, enrollments in WIP Madrid have included a total of 2,878 participants who completed the program: 1,454 (UW), 929 (IU) and 495 (Purdue). A cross-section of their voices comes through in the testimonials collected through a survey conducted in preparation for the commemoration of the 50th Anniversary. To see what students wrote regarding how the program impacted their lives, see [Appendix IV](#). There have been many stellar WIP students who have gone on to have distinguished careers in a wide range of fields—education, business, law, government, public diplomacy, politics, etc. Capricia Marshall, WIP 1984-85 alumna from Purdue, went on to become Chief of Protocol of the United States from 2009-13. A recent IU student was the focus of social media in the spring of 2014 when she learned that she was a Truman Scholar by receiving a Skype call from IU President Michael McRobbie. An article and a live video of the big moment are captured here: <http://archive.news.indiana.edu/releases/iu/2014/04/christine-white-truman-scholar.shtml> Vila-Belda, the director that year, informed the *decano delegado* of this special recognition of a *Reunidas* student; he “was very happy with the news, and told the other two deans.” In the spring of 2015 two WIP students rescued a man who had fallen onto the subway tracks but chose not to seek publicity for their bravery. Stories across 50 years abound, including sad moments like the tragic death of Marcia Wellstone, WIP 1989-90 alumna from Wisconsin who was killed in a plane crash while campaigning with her father, Senator Paul Wellstone, in 2012.

WIP staff and resident directors—Guillermina De Ferrari in 2015-16 and Melissa Dinverno in 2016-17—were involved with planning the 50th anniversary of WIP, which will be celebrated on May 17, 2017 in conjunction with the 50th anniversary of the *Reunidas* consortium. Coordinating the two events has been a joy as well as a logistical challenge, as they have afforded everyone involved an opportunity to reflect on the program’s origins and its legacy. WIP will celebrate the occasion with a group of its alumni spanning the ages along with the current students, some former directors, current staff, Indiana University President Michael McRobbie and representatives from IU, Purdue and Wisconsin. The *Complutense* is organizing a celebration of the 50th anniversary of the *Reunidas* consortium along with the annual graduation of the current group of U.S. students in Madrid which will take place at the *Paraninfo* in *Filosofía A* on the campus of *Ciudad Universitaria*. It will be a moment to look back at the way the relationship that started out with a couple of professors in 1965 has impacted the lives of almost 3,000 WIP students out of more than 17,000 U.S. students who took courses through *Reunidas* and the *Complutense* over the 50 year span of the partnership. The WIP program has stayed very close to its original concept, as described in this brief history, while students and directors have witnessed historic changes in the world and the transformation of higher education in both countries. Many individuals are responsible for the program’s successes and all of them could not be mentioned by name or sufficiently heralded in these pages. But they each know what they contributed as well as what they took away from this unique study abroad program.

This history was compiled by Kathleen Sideli, managing director of the WIP Madrid program (2003 to present), from written reports and correspondence of former resident directors as well as minutes from annual consortium meetings (available through Indiana University Archives and files from the Office of Overseas Study files) and the recollections captured in *40th Anniversary Retrospective: Overseas Study at Indiana University*, Kathleen Sideli and Walter Nugent, Editors. Author House, Bloomington, IN 2014.

Sideli also brought to this project personal recollections from her own participation in the *Reunidas* consortium (as a student with the Georgetown University Program 1971-72, as the graduate assistant for the WIP program 1974-75 and 1980-81), residence in Madrid in 1975-76, three WIP visits in the early 1990s and eight site visits on behalf of the consortium between 2002 and 2014; she has been in the Office of Overseas Study as academic advisor (1979-1991), associate director (1991-2003), associate dean (2003-07) and associate vice president (2007-present).

APPENDIX I
PROGRAMA DE **UNIVERSIDADES NORTEAMERICANAS REUNIDAS**
EN LA UNIVERSIDAD COMPLUTENSE DE MADRID

Acaban de cumplirse 40 años desde la consolidación, en el año 1966, del Programa de Estudios de **“Universidades Norteamericanas Reunidas”** en la Universidad Complutense de Madrid.

A partir de unas primeras colaboraciones, iniciadas en el año 1962, entre la entonces **Facultad de Filosofía y Letras** de la Universidad Complutense de Madrid y varias universidades norteamericanas, en el curso 1966/7 se constituyó un consorcio entre varias de estas universidades, bajo la denominación de **“Universidades Reunidas”** y se formalizó un convenio, renovado hasta el presente, con la Universidad Complutense de Madrid. En virtud de él, estudiantes de grado de esas universidades podrían realizar un curso completo o un cuatrimestre en la Universidad Complutense.

El objetivo de dicho acuerdo queda recogido en el párrafo primero del Convenio en los siguientes términos:

“Con el fin de alcanzar una experiencia cultural relevante para nuestros estudiantes, y estrechar los lazos que unen a nuestras universidades, se acuerda cooperar en la constitución de un Centro de Estudios de la Universidad... en la Universidad Complutense de Madrid”.

Este propósito de cooperación entre las diversas universidades norteamericanas, que han formado parte del Programa, y la Facultad de Filosofía y Letras y las actuales Facultades de Filosofía, Filología y Geografía e Historia de la UCM, es el objetivo que se ha cumplido, de forma altamente satisfactoria, hasta el presente.

De esa elevada valoración del Programa de Reunidas dejaba constancia, hace algunos años, el Presidente de la Indiana University, **Dr. Myles Brand**, en carta

dirigida al entonces Decano Delegado, **Dr. Manuel Maceiras**, en los siguientes términos:

“After visiting the Indiana-Wisconsin-Purdue Overseas Study Program at your university, it is clear that this is one of our great success stories in International Programs. We are interested in strengthening and expanding these programs”.

Una breve recopilación de algunos datos, referidos a estos 40 años, permitirá constatar la consistencia de esta colaboración y las razones del alto nivel de satisfacción que ha generado. Al mismo tiempo, podrá ofrecerse como una perspectiva de colaboración futura aún más fecunda.

1. Según refleja el adjunto **cuadro nº 1**, un primer grupo de universidades norteamericanas, que constituyó el consorcio inicial, ha continuado sin interrupción enviando sus estudiantes a realizar un curso en la UCM. Otras universidades formaron parte, durante un período más o menos largo, del Programa, habiéndose visto en la necesidad de abandonarlo por diversos motivos. Asimismo, en la medida en que las Facultades de la Complutense han contado con la infraestructura necesaria, se ha dado la oportunidad de incorporarse a las nuevas universidades, que hoy forman parte del consorcio.

UNIVERSIDAD	DESDE	HASTA
California State University	1966/67	Actualidad
Academic Year Abroad	1966/ 67	2000/2001
Tulane University	1966/67	Actualidad
Indiana- Purdue-Wisconsin	1966/67	Actualidad
Marquette University	1966/67	Actualidad
Florida Colleges	1966/67	1973/74
Universidad de California	1970/71	1992/93
St. Lawrence	1968/69	1984/85
Marist College	1969/70	2003/04
Stetson University	1969/70	2003/04
Elmira College	1974/75	1976/77
Central Colleges	1979/80	1979/80
Georgetown University	1995/96	Actualidad
Boston College	1999/00	Actualidad

Cuadro nº1

Durante los 12 últimos años las Facultades han recibido la solicitud de incorporación al Programa de más de 15 universidades norteamericanas; solicitud que, hasta ahora, no ha sido posible atender, salvo en dos casos, por carecer de las infraestructuras necesarias para incorporarlas, sin menoscabar la calidad académica del Programa.

Entre las instituciones que han formado parte del Programa, durante largos años, un caso singular lo constituyó “*Academic Year Abroad*”, que incorporó estudiantes de varias destacadas universidades, en concreto de Harvard, Massachussets Institute of Technology, Berkeley, etc. La persona que, durante ese prolongado período, fue Directora de AYA, la Dra. de Harvard University, **Ilene E. Avery**, dejó la impronta de su prestigio en el Programa y el recuerdo de admiración en cuantos la conocimos.

2. La contribución de la Universidad Complutense ha corrido a cargo inicialmente de su Facultad de Filosofía y Letras y, con posterioridad, de las Facultades desgajadas de la misma: Facultad de Filosofía, Filología y Geografía e Historia. El apoyo entusiasta de los sucesivos Decanos/as de estas Facultades ha permitido superar las dificultades para dotar de los mejores medios, tanto materiales como personales, para el buen funcionamiento del Programa durante todos estos años. Igualmente el interés y estímulo de parte del Rectorado de la Complutense ha sido constante.

Si los medios materiales no siempre han sido todo lo satisfactorios que se hubiera deseado, en cambio la colaboración del Profesorado ha constituido la clave del éxito del Programa. Han sido muy numerosos los profesores de estas Facultades los que, a lo largo de estos años, han prestado lo mejor de su competencia y esfuerzos a mantener el nivel académico del Programa. Algunos durante muchos años, según se refleja en la breve muestra del **cuadro nº 2**.

PROFESOR	DESDE	HASTA	TOTAL
-Vidal Alba de Diego	70/71	97/98	27
-Isabel Visedo Orden	81/82	06/07	26
-José Paulino Ayuso	82/83	06/07	24
-Ángel Bahamonde Magro	83/84	05/06	22
-Álvaro Alonso de Miguel	85/86	06/07	21
- Antonio M. López Molina	85/86	06/07	21
-Víctor Infantes de Miguel	85/86	05/06	20

- Juan Carlos Pereira Castañares	86/87	06/07	20
- Jesús Gutiérrez Burón	86/87	06/07	20
- Ricardo Abrantes Bernardo	86/87	06/07	20
- Eugenio Bustos Gisbert	86/87	06/07	20
- Carmen Pérez Sierra	85/86	04/05	19
- José Cepeda Adán	76/77	94/95	18
- Jesús A. Martínez Martín	89/90	06/07	17
-Francisco Bustos	74/75	90/91	16

Cuadro nº2

Por citar un solo ejemplo de singular dedicación a la formación de los estudiantes norteamericanos, me permito transcribir unas líneas de una carta personal del ilustre Prof. **D. José Cepeda Adán**, quien, después de muchos años de docencia, por razones de edad, nos comunicó lo siguiente:

“Declino vuestra cariñosa invitación (a impartir el curso de Historia de España) después de tantos años colaborando en los cursos, que han sido para mí del más grato recuerdo, pues me han permitido conocer directamente a las nuevas promociones de norteamericanos, con alguno de los cuales mantengo aún una afectuosa correspondencia”.

Además de la larga lista de profesores que han asumido la docencia de las asignaturas específicas de “Reunidas”, otros muchos profesores de las tres Facultades acogen cada curso un número creciente de estudiantes de Reunidas en sus respectivas asignaturas de la programación regular de las Facultades. Un esfuerzo añadido que aplican con generosidad.

3. La materia de las asignaturas que componen el programa específico de Reunidas es amplia, centrándose sobre todo en los siguientes campos: *Lengua española* (varios niveles), *Literatura española e hispanoamericana*, *Historia española e hispanoamericana*, *Pensamiento y Cultura española*, *Arte, Teatro y Cine*, *Ciencias Políticas*, *Economía*, *Geografía humana y Sociología*. Garantizando el interés objetivo de las materias y su constante actualización, las asignaturas concretas se fijan para cada curso, atendiendo a los intereses de las universidades de procedencia y a las necesidades del *currículum* de los alumnos.

El número de asignaturas que, en cada curso, ha incluido el Programa, ha estado condicionado básicamente por el número variable de estudiantes que se

han incorporado al mismo. En los **gráficos 3º y 4º** quedan reflejados estos datos, que nos permiten conocer que un número global de **15.000 estudiantes norteamericanos**, pertenecientes a este Programa, han pasado por las aulas de la Complutense a lo largo de estos cursos. En los últimos años se ha procurado estabilizar el número de alumnos en 300 por curso, a fin de acomodarlo a las disponibilidades de infraestructuras de las Facultades, y garantizar la calidad académica del mismo.

Año	Nº asig	Año	Nº Asig
69/70	52	88/89	53
70/71	80	89/90	53
71/72	85	90/91	72
72/73	79	91/92	69
73/74	63	92/93	60
74/75	59	93/94	53
75/76	52	94/95	46
76/77	45	95/96	40
77/78	48	96/97	37
78/79	50	97/98	39
79/80	50	98/99	44
80/81	49	99/00	44
81/82	49	00/01	46
82/83	48	01/02	45
83/84	48	02/03	40
84/85	41	03/04	41
85/86	52	04/05	40
86/87	60	05/06	39
87/88	63	06/07	37

Gráfico nº 4

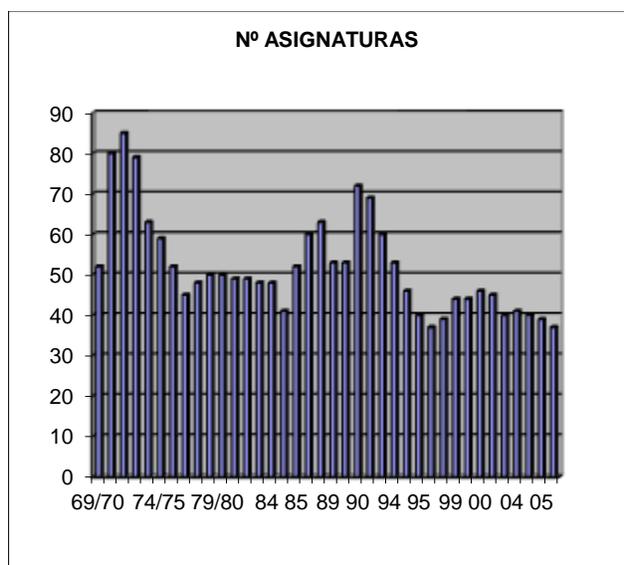


Gráfico nº3

No disponemos de informaciones concretas sobre el posterior historial académico y profesional de tantos estudiantes que aquí adquirieron una parte de su formación. Pero sí tenemos noticia genérica de la muy positiva valoración de esta experiencia para la mayoría de ellos. De algunos en concreto poseemos testimonio explícito, formulado desde el elevado nivel de su situación profesional. Valga como ejemplo la manifestación reciente de la **Dra. Kathleen Sideli**, Directora de Programas Internacionales de la Universidad de Indiana:

“Some former students, like myself, had our lives tremendously changed by our year in Madrid. For me it was a turning point and I can still envision specific lectures and faculty members from my experiences in 1971-72”.

4. La estructura y el funcionamiento del Programa están fijados en los Convenios, suscritos por cada Universidad -según un modelo común a todas- y las Facultades de Filosofía, Filología y Geografía e Historia, con el refrendo del Rector de UCM. El contenido del Convenio se completa con una normativa específica para regular la actividad académica, en que concurren los Decanos de las tres Facultades, con un coordinador delegado de los mismos, y el Comité Ejecutivo, integrado por los Directores residentes de cada programa partícipe en el consorcio de Reunidas. A ellos corresponde la fijación de las asignaturas que constituyen la programación de cada cuatrimestre, la invitación a los profesores que asumen la docencia y el seguimiento que asegure la calidad académica y la buena marcha de los cursos.

Por otro lado, los Convenios contemplan la posibilidad de que cada estudiante, según el criterio de los respectivos Directores, pueda incorporarse a varias asignaturas de los cursos propios de las tres Facultades, en igualdad de condiciones con los demás estudiantes españoles. Con ello se persigue la mejor integración del estudiante norteamericano en el ambiente universitario y cultural español.

5. Las facilidades y recursos que la Universidad Complutense, a través de las Facultades firmantes, ofrecen a los estudiantes del Programa de Reunidas, van más allá de lo que supone la docencia de tantos profesores, ya sea de los cursos específicos como de los cursos ordinarios que integran las 16 Licenciaturas que se ofrecen entre las tres Facultades.

A lo largo del año académico, son constantes las actividades culturales complementarias que tienen lugar en la Complutense, y que se ponen a disposición de todos los estudiantes: desde conferencias sobre muy diversas materias, con intervención de los más destacados especialistas mundiales, hasta conciertos, representaciones teatrales o proyecciones cinematográficas. Por otra parte, tanto los servicios informáticos, las bibliotecas o las instalaciones deportivas, están a

disposición de los estudiantes norteamericanos, en igualdad de condiciones con el resto de los alumnos matriculados en la UCM.

Sin olvidar que la privilegiada ubicación en la Ciudad Universitaria, en el núcleo de la ciudad de Madrid, multiplica las oportunidades de acceso a los grandes centros culturales y museos que ésta posee. Lugar muy destacado a este respecto ha ocupado, desde el principio hasta la actualidad, la clase de **Pintura en el Museo del Prado**, que siempre se ha incluido en el programa docente, y que es objeto de singular aprecio de parte de los estudiantes y de las autoridades académicas de las universidades norteamericanas.

Tampoco se deberá pasar por alto la circunstancia, que se viene dando con mayor intensidad cada año, de la gran concurrencia en la UCM de estudiantes procedentes de otras universidades europeas, en particular a través del programa de intercambio *Erasmus*, que cada curso se concreta en la presencia en nuestras Facultades de un número muy elevado de estudiantes de los distintos países europeos. Ello ofrece a los estudiantes norteamericanos la oportunidad de establecer contactos con jóvenes de toda Europa. Hacia un futuro inmediato, la instauración del “espacio común europeo” en el ámbito universitario, hará mucho más intensa la facilidad de aproximación de los estudiantes de Reunidas a sus compañeros europeos.

Por último, en esa misma perspectiva de un futuro inmediato, confiamos en que la dotación de nuevas instalaciones para uso de las Facultades, podrá hacer posible una mejora en las condiciones de equipamiento y -en el supuesto de que se estime conveniente para la calidad académica del Programa- la incorporación al mismo de alguna otra prestigiosa institución universitaria norteamericana.



APPENDIX II: Madrid Program Resident Directors

1965-66	Channing Blickenstaff		Purdue	Spanish
1966-67	Daniel Quilter	(deceased)	IUB	Spanish
1967-68	Merle Simmons	(deceased)	IUB	Spanish
	John Dowling	(deceased)	IUB	Spanish
1968-69	Edin Brenes	(deceased)	Purdue	Spanish
1969-70	Edin Brenes	(deceased)	Purdue	Spanish
1970-71	Jon Strolle	(deceased)	IUB	Spanish
1971-72	Fred Bouma		IUB	Spanish
1972-73	Robert Nicholas		Wisconsin	Spanish
1973-74	William Flint Smith		Purdue	Spanish
1974-75	Daniel Quilter	(deceased)	IUB	Spanish
1975-76	Orlando Rodriguez		Wisconsin	Spanish
1976-77	Arthur Chandler	(deceased)	Purdue	Spanish
1977-78	Virginia Craig	(deceased)	IPFW	Spanish
1978-79	Richard Schoenherr	(deceased)	Wisconsin	Spanish
1979-80	William Flint Smith		Purdue	Spanish
1980-81	Daniel Quilter	(deceased)	IUB	Spanish
1981-82	Benito Brancaforte		Wisconsin	Spanish
1982-83	Enrique Caracciolo-Trejo		Purdue	Spanish
1983-84	Russell O. Salmon	(deceased)	IUB	Spanish
1984-85	Victoria J. Meyer	(deceased)	Wisconsin	Spanish
1985-86	Enrique Caracciolo-Trejo		Purdue	Spanish
1986-87	Nancy A. Newton		IUPUI	Spanish
1987-88	Juan Carlos Temprano		Wisconsin	Spanish

1988-89	William Flint Smith	Purdue	Spanish
1989-90	Robert F. Arnové	IUB	Education
1990-91	Alda Blanco	Wisconsin	Spanish
1991-92	Alda Blanco	Wisconsin	Spanish
1992-93	Catherine Larson	IUB	Spanish
1993-94	Catherine Connor	Wisconsin	Spanish
1994-95	Kathleen Myers	IUB	Spanish
1995-96	Charles Ganelin	Purdue	Spanish
1996-97	Steve Hutchinson	Wisconsin	Spanish
1997-98	Steve Hutchinson	Wisconsin	Spanish
1998-99	Clancy Clements	IUB	Spanish
1999-00	Patricia Hart	Purdue	Spanish
2000-01	Juan Temprano	Wisconsin	Spanish
2001-02	Josep Sobrer (deceased)	IUB	Spanish
2002-03	Jacques Lezra	Wisconsin	Spanish
2003-04	Guido Podesta	Wisconsin	Spanish
2004-05	Maryellen Bieder	IUB	Spanish
2005-06	Iñigo Sánchez-Llama	Purdue	Spanish
2006-07	Rubén Medina	Wisconsin	Spanish
2007-08	Consuelo Lopez-Morillas	IUB	Spanish
2008-09	Song No	Purdue	Spanish
2009-10	Juan Egea	Wisconsin	Spanish
2010-11	Reyes Vila-Belda	IUB	Spanish
2011-12	Dawn Stinchcomb	Purdue	Spanish
2012-13	Ksenija Bilbija	Wisconsin	Spanish

2013-14	Reyes Vila-Belda	IUB	Spanish
2014-15	Alejandro Cuza	Purdue	Spanish
2015-16	Guillermina DeFerrari	Wisconsin	Spanish
2016-17	Melissa Dinverno	Indiana	Spanish

APPENDIX III

29 September 2005

Dr. Jesus Cordero
Decano Delegado
Universidades Reunidas
Universidad Complutense de Madrid

Dear Dean Cordero:

The WIP program, comprising Indiana University, Purdue University and the University of Wisconsin, has enjoyed an excellent longstanding relationship with the *Universidad Complutense*. We have been particularly fortunate to have someone like you mediating on behalf of the Reunidas institutions which are well represented in Madrid by our resident directors who are members of the Executive Committee of *Reunidas*. During the forty years that *Reunidas* has existed, the written and verbal agreements between our institutions and the *Complutense* have guided the relationships between our students and the faculty, between the faculty and the directors and between the directors and the *Complutense* administration.

We understand that you will be stepping down from your position as *decano delegado* sometime in the coming year(s). We will miss your leadership but thank you for your efforts on behalf of *Reunidas* for the many years you have held the position. Consequently we thought this was a propitious moment to express our appreciation to you at the same time invite your opinion about how we can cooperate together more vigorously.

We are particularly interested in hearing your opinion about the state of our relationship and your vision for the future. We strongly support all the aspects in our agreement that uphold the academic integrity of *Reunidas*. We support the efforts of the *Complutense* to adhere to high standards with the eligibility requirements for admission, to expect the *Reunidas* faculty to challenge our students in class---through required attendance, readings, papers and exams as well as encourage their engagement in the local culture, to facilitate their participation in *Complutense* classes in a way that upholds the pedagogical goals of the professors and to enhance the academic and intercultural exchanges between the U.S. and Spanish students.

We look forward to hearing your perspective about how we might improve our cooperative efforts. We will be making some recommendations, through our resident director, to the Executive Committee in Madrid as well, so that we may ensure that *Reunidas* continues to be one of the most respected study abroad environments in Spain for American students. We realize that this creative endeavor dating back to the 60s has remained viable because of the dedicated efforts of the cooperative efforts of faculty and administrators at all of our institutions. We very much appreciate the fact that *Reunidas* has continued to be a consortium with high expectations and are committed to supporting and maintaining a program of high academic quality. Since everything in higher education is evaluated and reevaluated on a regular basis, we can only expect the same of this consortium. We are willing to work with you on any aspect of our relationship that you feel might need attention.

Although our director represents our three institutions on-site, we wanted to reach out to you directly in this way to convey to you our support and interest, particularly in a year when our agreements need to be renewed and at a time when you will be making a transition in your professional life.

We look forward to hearing from you. If you wish, you can respond to Kathleen Sideli, Managing Director of Indiana, Purdue and Wisconsin in Madrid, who will share the information with us.

Sincerely,

Kathleen Sideli,
Associate Dean of International Programs and Director of Overseas Study
Managing Director of WIP: Indiana, Purdue and Wisconsin in Madrid
Indiana University

Brian Harley
Director, Programs for Study Abroad
Purdue University

Joan Raducha,
Associate Dean, International Studies and Programs Director, International Academic Programs
University of Wisconsin-Madison

**APPENDIX IV:
Alumni Responses to “How did the Madrid Program Impact Your Life?”**

Jacquelyn Boyd Schriver (UW), 1965-1966:

“It opened my eyes to a new culture and possibilities. I became fluent enough in Spanish to use it for my entire work life.”

Jennifer J. Young (Purdue), 1967-1968:

“Immersed me in the language so that I could use it when necessary in my 33-year career in Human Resources. One of my jobs had me traveling to Venezuela about 9 times. I would say the program gave me a greater appreciation for other cultures and made me more aware of how other countries view the USA.”

Vicki Mayfield (IU), 1968-1969:

“Gave me tremendous confidence. Made it possible for me to build a business career. Opened the door to many new friends. Enabled me to move beyond my starting point of Spain to see a whole lot of the rest of the world.”

Susan Werner Terfler (IU), 1968-1969:

“The experience changed my academic direction from political science to Spanish which led to a career choice in public education.”

Theresa Stepanek Wilson (IU), 1969-1970:

“It gave me a tremendous opportunity to see another country -- and really another world. The Spanish people were welcoming and treated me like a child of their own. Living with a family who had teenagers, I learned to be almost fluent in the language. Moreover, I learned much about the culture, history, and art of Spain. To this day, I have beautiful, fond memories of my time in Madrid.”

Betty J. Parker (Purdue), 1971 (Spring):

“Gave me a global perspective; opened employment doors in business.”

Connie McLaughlin Petersen (IU), 1971-1972:

“It was the year that grew my world. My confidence in living aboard translated to adapting to various locations and experiences in my life. I still thirst for the richness of living in Spain.”

Jane Alshuler (IU), 1972-1973:

“Gave me a lifelong passion for Spanish language and culture, as well as an unquenchable desire for foreign travel.”

Julie Weissman (IU), 1972-1973:

“Greatly”

Cheryl Lenz-Calvo (UW), 1972-73

“A fellow student from the Madrid program influenced my career. I moved back to the U.S. with my Spanish husband and daughters in 1982 with the hope of finding a satisfying career. When interviewing for a job as a bilingual legal assistant at an immigration law firm in downtown Chicago, I found myself face to face with my Madrid colleague. Not only did he hire me, but he put me through law school when I joined him at his new firm. The benefits of the Madrid program have been multiple - a fulfilling career as an immigration lawyer, several close friendships that have withstood the test of time and, of course, fluency in Spanish. Another huge effect was that my participation in the program led to a job as the Madrid program's graduate assistant while working on my Ph.D. It was exciting to work with the Directors and rewarding to mentor the students during the historic transition in Spain from General Franco's regime to democracy. “Saludos” to all my friends from those unforgettable years!”

Rosalie Huntzinger Della Ratta (Purdue), 1973-1974:

“It was an excellent opportunity to gain a broader perspective on world events, a European perspective. I had never traveled to Europe or studied abroad prior to this experience or even lived anywhere but rural Indiana, so it really opened my eyes.”

Sally Hoefler Dreyer (Purdue), 1974-1975:

"Lifelong love for traveling, learning about new cultures and people. Perhaps more empathy for people around the world!"

Mary E. Mueller (IU), 1974-1975:

"Impacted my understanding of international relationships, and how the US is perceived by other nations. Stimulated my love of the arts and of travel. Was a great benefit to develop fluency in the Spanish language. Loved living in Spain and learning its history and culture. I found the diversity in language and culture within Spain very impressive also."

Maria Camacho (Purdue), 1975-1976:

"As a young child travel was something I always dreamed of, and the Study Abroad Program to Madrid made the beginning of this dream come true."

Jim Gigax (IU), 1975-1976:

"Opened doors. Speaking Spanish permitted me to represent Spanish speaking clients."

Laura Lou Levy (IU), 1975-1976:

"This answer requires more time than I have at this time, but let's just say: deeply important and critical in my development as an artist."

Lisa Sulski LoVallo (IU), 1975-1976:

"Participating in the Madrid Program opened my eyes to the world, gave me a sense of accomplishment and maturity, and of course, solidified my Spanish language skills!"

Rebecca Anderson Fitzgerald (Purdue), 1976-1977:

"Having the ability to communicate in Spanish has positively impacted both my professional and personal life. I was chosen to help with the installation of an accounting system module in one of the Mexican operations by my last employer. The employees in Mexico were relieved to have someone who could communicate with them in their language. I have made it a point to establish friendships with Spanish-speaking people for the past 40 years. As the demographics of America have changed I have had numerous opportunities to continue interacting with native speakers."

Kathy Brittain Luther (Purdue), 1976-1977:

"I am still conversant in Spanish, and have been involved in Latin American social groups. I have a deep respect for other cultures and customs."

Jeffrey Barker (IU), 1978-1979:

"Absolutely amazing experience in so many aspects. The academic experience was so rewarding while also providing exposure to the deep history and culture of Spain. And the overall interpersonal experience was second to none. Still use my Spanish today whenever I can."

Cecie Howard (Purdue), 1978-1979:

"I have always loved to travel. My first year of university was in Mexico. I think you can learn more about yourself and your own country by travelling and actually spending a lengthy amount of time in another country. I don't think there is really anything that rounds out a young person more than studying abroad. I try to convince as many of my students as possible to travel during their university years. When you're older (like I am now) and you go on a trip abroad it's just not the same! Sad to say."

Ginny Kevorkian (Purdue), 1979-1980:

"I learned much more than I realized at the time. I have loved travel ever since and would go back any time!"

Kevin Teegarden (IU), 1979-1980:

"It solidified my love of the Spanish language and culture and gave me many experiences and stories to draw upon as I teach courses on Spanish culture, language and literature."

Mitch Chabraja (IU), 1980-1981:

"Showed me how other people live, work and experience life."

Jill Weaver (IU), 1980-1981:

"I've described my time in Spain as my "parentheses in life" - a time when I was able to focus on just me and my own personal growth. Living the Spanish culture and language was an amazing adventure and life-enriching. I hold it as one of the best time periods in my life."

Roger Eth (UW), 1981-1982:

"WIP was a complete life changing event for me (as noted by the above career choices and countries of residence)."

Reg Gardner (Purdue), 1981-1982:

"The WIP program provided an opportunity for me to continue my desire to study the Spanish language in a foreign country in which it was spoken. This provided a platform to not only learn another spoken and written language, but to also experience another culture of people; one in and of itself was fascinating!! I also had the great pleasure of meeting and becoming long-time friends with a family overseas! I had the recent pleasure and opportunity to visit Madrid, Spain. Actually, my wife and I traveled to Madrid back in June of 2014, where I was able to visit with the family I came to know during my time in Madrid when I was enrolled in the WIP program back in 1981! It had been 33 years since I was able to see my friend, Nacho, once again! He is now married to a wonderful and beautiful woman with a beautiful daughter between them. He and I communicate on and off given our busy schedules. However, we have made a promise to keep in touch more throughout the year and not to let the years go by as quickly without keeping in touch."

Kay Hunter Vazquez (IU), 1981-1982:

"Well, I met Ben Vazquez, my husband of 32 years and a fellow WIPster. That worked out well! And, of course, the time abroad totally changed my mindset. We lived overseas for 8 years with Ben's company. Our 3 children have studied abroad and their character and outlook on life is largely due to our experience living abroad. I now teach Spanish at Carmel High School in Carmel, IN. I encourage every student to study abroad and many have done so. They come back and tell me how it changed their lives."

Janine Pacher (IU), 1981-1982:

"Appreciation for different cultures and travel experiences. Desire to maintain my competency in the Spanish language and to share these memories and knowledge with my daughter!"

David Robinson (UW), 1981-1982:

"I was hired for my first professional job as an international auditor because I spoke Spanish well. The program gave me confidence to work in Spain, South America, and related language countries (France, Brazil, Italy). Since 2012 reunited with my Kiwi flat-mate from 1982 and have been working with him on a consulting basis since then. I visit Spain (mainly Madrid) about 3 times a year now. My wife and I got engaged during the program in Chinchon! Daughter Katie studied in Italy for a year after high school, again for a summer in college, and now works outside London...got the travel bug from my stories about living in Spain. I love soccer after my Kiwi flat-mate and I worked with New Zealand's World Cup soccer team in Spain during 1982 Mundiales."

Cynthia Wasick (UW), 1981-1982:

"Made lifetime friends, deepened my passion for world travel, was and continues to be one of the most memorable and special periods in my life that I would not trade for anything in the world."

Lisa Bailey (IU), 1982-1983:

"My time in Madrid had a huge influence in my life. It opened my eyes to view life in a more global perspective and it fostered a desire to travel."

Sherry Dobbins Rhodes (IU), 1982-1983:

"Early on in our tenure in Madrid our group had an organized visit to the US Embassy to meet with a Foreign Service consular officer who talked to us about a career in foreign service. I remember the exhilarated feeling I had as I understood that there was a career to which I could aspire in which I'd be paid to use both my language and political science skills while living overseas and having my housing and utilities provided. I graduated from IU in 1984 and began a career in government service that same year. I served as a media

analyst, warning analyst, and counter-narcotics analyst and had the opportunity to serve at posts in Latin America, Asia, Europe, and Africa. I retired from government service in 2012 and currently work as a counterterror analyst for BAE Systems Inc. serving a government customer. My career led to my meeting my husband and being able to explore the world together with him and also to providing early overseas living and travel experiences to our daughter who grew up considering the use of a foreign language and world travel to be as normal as eating and breathing. She has inherited our love of travel and last summer spent time traveling around Japan on her own."

Tim Rubalcaba (Purdue), 1983 (Spring):

"Besides making some of the best friends I will ever have, those that studied abroad with me and those the Spaniard that I met while studying there, I met a Spanish girl 2 weeks before returning home and a few year later married her. I have homes in Spain and am currently living in the States but I know that I will live the best and rest of my life in Spain."

Carol Bornstein (UW), 1983-1984:

"The Madrid program had a HUGE impact on my life. Besides learning to master a second language, living and studying in a foreign country really had a profound influence on my personal growth as a young adult. I also had a wonderful opportunity to travel throughout Europe and in so doing I was able to learn about other cultures and enjoy some unique experiences."

Greg Clemons (UW), 1983-1984:

"My year with the Reunidas program changed my life. My time at the Complutense helped me decide that teaching Spanish would be my career."

Tony LaGrotto (IU), 1983-1984:

"Immeasurably. Nothing compares to it. I paid very close attention to Spanish friends and acquaintances and I paid particularly close attention to my professors who opened up a whole new world for me and helped me gain a very rich and educated vocabulary and mode of speech. "

Karal Gregory Garcia (IU), 1984-1985:

"I met my husband midway through the year. We married the following year, but that's 30 years of meaningful impact."

Cynthia E. Salinas Herrera (IU), 1985-1986:

"It was one of the best experiences of my life. I loved living in another country at a great time in my life. I learned how to adapt to different people and cultures which has helped me throughout my professional and personal life."

Peggy Szymanski (IU), 1985-1986:

"Decided to continue to study Spanish because of my year abroad, but ended up going into qualitative research as a result of my love of culture, another discovery from my year abroad"

John Reed (Purdue), 1986-1987:

"Profoundly on many levels. It was a transformational experience: linguistically, developmentally, academically, . . . I am especially fortunate to have spent a year there."

Lori Applegate South (Purdue), 1987-1988:

"It was amazing! It continues to inspire me to encourage my students to study abroad! The experience helped me find the courage to do anything and become anything. I gained more than just a working knowledge of Spanish. I gained confidence in myself, I learned to be independent, and found out that I can succeed in life!"

Lillian Casillas (IU), 1987-1988:

"Maybe lifetime friends, look at Latin America in different way."

Allen Bertsche (IU), 1988-1989:

"I cannot imagine a way in which my life was not impacted by my time in Madrid. It fostered in me a greater love of international travel and a deep abiding fascination for Spain, its people and its history. I return often and although I have found other cities in Spain and around the world which I love, my second

home will always be Madrid. I was able to return there this past June and once again I found myself at home and in love with the city. When I returned home from the WIP program in Madrid, my Spanish-born grandparents laughed and said that I had become "un madrileño de verdad" and I hope I can still say that about myself today. Despite having traveled to over 35 countries in my lifetime, no experience was more transformative or powerful for me than the year at the Complutense."

Tim Klein (UW), 1988-1989:

"I am presiding an American University Alumni organization on the island. Both of our children have studied in the USA."

Christina Fritsch (Purdue), 1989-1990:

"This program strengthened my desire to work and live abroad."

Maggie McCormick Hunckler (Purdue), 1989-1990:

"Made me a more confident person. Opened my eyes to a world of possibilities I would not have considered. Gave me memories that I cherish of my time spent with new friends from around the US and world."

Jeff Mjaanes (UW), 1989-1990:

"Best year of my life! Met my wife, Mercedes. We are still married with two beautiful daughters."

Jennifer Ullman (Purdue), 1989-1990:

"The Madrid Program majorly impacted my life. I use my Spanish daily in my personal and professional life. I love to travel and see the world. Studying abroad was one of the most important accomplishments in life that I have done thus far. I even organized a reunion of our study abroad group year in 2003 with another study abroad group friend. Hands down, amazing experience. So grateful for the friendships, it opened up my world to new people, places, and things."

Kelly Moran (IU), 1990-1991:

"Spending a year abroad (and deciding that I did not want to pursue a career in teaching) led me to a career in international education. I working with students as they decide to study abroad, and then seeing how that decision has changed their perspective on life."

Sherry Davis Zimmerman (IU), 1991-1992:

"It was the best time of my life! So much so, that I applied for a job at the airport on Madrid with the U.S. Immigration Advisory Program and I am currently in the process of relocating to Madrid. I am scheduled to report for duty on November 27, 2016."

Tim Kiefer (UW), 1991-1992:

"The Spanish language experience later helped me get a job working in Mexico for the US State Department, where I worked from 2005 to 2006. But probably the biggest impact was simply doing something difficult and challenging, which gave me the self-confidence to do things like running for elected office and opening my own law practice."

Heather Benderson (UW), 1992-1993:

"I made friends that I am still close with, although we are scattered across the country now. I still love to travel whenever possible. My son has dual Italian citizenship through his father, and I hope that he will attend college in Europe or participate in a study abroad program. I recently reconnected with my apartment mates from Madrid via Facebook. I lived with 2 Argentinians for the year I was in Madrid."

Emma Gillette (IU), 1992-1993:

"My time in Madrid not only taught me Spanish, not only gave me a love of Iberian literature and culture, not only gave me lifelong friends around the globe, but made me a citizen of the world."

Eva Lind-Mallo (Purdue), 1992-1993:

"positively, profoundly"

Sarah Jones (UW), 1994-1995:

"Tremendously. It literally turned my under grad experience around. I've traveled and researched other cultures since."

Amy Risley (UW), 1994-1995:

"I am a Latin American specialist who studies activism, civil society, human rights, and democratization. My research on movements advocating on behalf of children, the environment, greater transparency and freedom in Argentina, Chile, and Uruguay would not have been possible without the Spanish language skills and intercultural competency that I gained while studying abroad in Madrid."

Carrie Donovan (IU), 1996-1997:

"It changed me in so many ways! I met lifelong friends, became more confident, gained a respect and curiosity about other cultures, languages, perspectives. I learned a lot about myself, since I work with college students every day, I often share with them my recommendation to study abroad."

Beth Weik Grunow (Purdue), 1996-1997:

"I fell in love with the language and decided to go back to school in order to teach Spanish."

Maria Collman Gasper (UW), 1997-1998:

"Being a foreign exchange student was a humbling and amazing experience that I will always treasure. It was a turning point in my life in two big ways. First, coming from a rural area in the Midwest, I had no global perspective prior to studying in Madrid. Living in Madrid opened my eyes to the world. I've been an avid traveler ever since and committed myself to working with global businesses in my career. Second, Spanish was never easy for me so the immersion experience was very challenging. Dealing with this challenge taught me a lot about myself - the way I learn, how I deal with fear and frustration. These "coming of age" lessons have helped me be a much happier person in general."

Ashley Malcom Huddleston (Purdue), 1997-1998:

"It was the greatest year! Opened up my world view and gave me valuable experiences that impact my life today. Also, great to enrich my life with something outside of the sciences."

Nathan Bremer (IU), 1997-1998:

"The Madrid program impacted my life in more ways than I can count! One of the most lasting results is that it set the course for my entire career."

Aaron Kay (Purdue), 1997-1998:

"It was an absolutely life changing experience. Some of my best memories were had there. I am still in contact with many of my Spanish friends from that year (which is made much easier by Facebook). I am totally fluent in Spanish and still use it very frequently at work, as I often have to serve as my own interpreter for Mexican patients. I gained a good global perspective of how Americans are perceived by Spaniards and also how another culture lives. With my host family's involvement in medicine (my host dad was a physician and my host brother was in medical school during my WIP year) I learned a little about nuanced of "socialized medicine" from a different perspective than the usual US perspective. Also, I had never (and still have never in the US) lived in a truly giant city, so it was very neat gaining independence learning to navigate the subway, bus system, etc."

Erin Schwarz Jodie (UW), 1997-1998:

"Tremendously. I never even dreamed that I would someday study and live abroad. It opened my eyes to life outside the U.S. I had some of the best times and some of the worst times during my year in Madrid and I wouldn't necessarily change anything because it pushed me to grow beyond my comfort zone. Plus, being bilingual puts me at a huge advantage in the work world."

Libby Sieradski Miller (Purdue), 1998-1999:

"Gave me confidence like I never had before. Independence. Adventure. My husband and I even moved to Grenoble, France for 3 years after college. Our first son was born in France."

Molly Stock (UW), 1998-1999:

"This program was one of the pivotal activities in my life to-date. Apart from becoming highly proficient in Spanish and learning an incredible amount about the Spanish culture, it gave me a lot of intangible gifts that I will always cherish. Things like: self-reliance, being comfortable with being uncomfortable, increasing

my natural curiosity, resourcefulness and a much deeper appreciation for the world and my place in it. Also, as a Jew in a Catholic country, breaking out to get to know the community there was an absolutely fascinating experience for me."

Tim Taege (IU), 1998-1999:

"Greatest decision ever made. I tell my students about it all the time. Just this June, I took my family back to Madrid... visited the neighborhoods where I lived. Would love to take the whole family for an extended time abroad."

Amy Janovicz (IU), 1999-2000:

"I learned so much and made some amazing friends that I am still in contact with today. It was such a wonderful experience and when my kids are in school, I want them to participate in a program like this."

Erica Nathan-Gamauf (Purdue), 1999-2000:

"It was the best year of my life ever. The 10 months afforded me numerous travel opportunities as well as the chance to make lifelong friendships."

Claudio Bartolucci (Purdue), 2000-2001:

"The WIP Program helped me grow and mature. It also helped me gain a sense of independence and open my mind. I transformed into a global citizen during and after my semester in Madrid."

Marco Chmura (Purdue), 2000-2001:

"Gave me a great new perspective of the world and life. Taught me a lot about other cultures and allowed to make some great new friends. It was fantastic."

Erin Cory (IU), 2000-2001:

"Apart from the top-notch education, including an incredible staff, and the lifelong friendships I made, it helped me imagine myself living somewhere other than the US. Living in Madrid for a year - from those first nervous phone calls responding to apartment ads placed in ABC to three-hour long sessions in the Prado and acting in a play at the end of the year - gave me so much confidence. I went home feeling capable, much more mature, wiser (academically and personally), and with the idea - which I'd never had before - that living abroad more permanently could be an option."

Nicole Klotz (Purdue), 2000-2001:

"It helped me see the world through a brighter set of eyes."

Sarah Kolacx Slowik (UW), 2000-2001:

"Gave me a global perspective and Taught resilience, independence, and flexibility. I Learned language and culture on a level that would be difficult to achieve by staying in WI."

Erin Mock Chavez (IU), 2000-2001:

"The program influenced my career choice of becoming a Spanish/English medical interpreter. I learned how to navigate challenging circumstances and hold my own in my second language and gained confidence to handle similar circumstances throughout my adult life."

Judy Nicholas Schulz (UW), 2000-2001:

"Love of travel, independence, and belief in my ability to take on challenges and adventures."

Julie Schwartz Rosenberg (Purdue), 2000-2001:

"It made me more confident in a foreign country and opened my eyes to new cultures. I still love to travel and my husband and I lived in England for almost 2 years."

Josie Shardlow (UW), 2000-2001:

"I had never been to a country outside the US before the program. Now I've been to 37 and taking a 4 week trip to 2 more this winter. It definitely sparked my interest in intl travel and gave me confidence to travel independently."

Catherine Ruffing Drotleff (IU), 2001-2002:

"The program increased my world-view, challenged me in ways I haven't experienced before (or since), brought me lasting friendships, allowed me to see piece of the world I might never had otherwise seen."

Andrew Wood (Purdue), 2001-2002:

"I have not kept up with my Spanish recently, but the experience has been useful in several jobs. I worked in Spain for General Electric for 9 months in 2003. I also was a Latin America Business Operations Manager for Motorola in 2009."

Kurtis Paprocki (IU), 2002 (Spring):

"I tell my students that I thought I knew the Spanish language before my year in Spain, but I really learned the language in Madrid. "The more you learn, the more you find out you didn't know", right? I traveled a lot while in Spain, and my travel skills/awareness is probably my most prized skill I learned as part of the WIP program."

Melissa Nees Hauger (Purdue), 2002-2003:

"Ignited a love of international travel and view of the world. Have since been to Nepal, Cambodia, and Nicaragua."

Matt Vargo (Purdue), 2002-2003:

"Through this program I learned how to adapt to challenges in life and how to use those experiences later in life to build the confidence needed to take on even bigger challenges."

Kassia (UW), 2004-2005:

"It made gave me a chance to meet new people and explore a culture and country outside of my own. It also made my college career more vibrant and fun."

Meghan Basic Collins (Purdue), 2004-2005:

"Liberal Arts study abroad was an incredible addition to Purdue's engineering program. I have since traveled abroad almost every year, and am still in touch with several WIP friends."

Kelly Starewicz Baker (IU), 2004-2005:

"My student aboard experience in Madrid significantly impacted and changed my life. Academically, I was able to increase my knowledge of the Spanish language and culture, far beyond what I would have received if I would have stayed in the United States or even gone abroad for one semester. Personally, I became stronger, more independent, more caring, cultured, and aware as a result of this experience. Professionally, my time in Spain not only aided me in obtaining the jobs I have had, but it gave me experiences and skills that are applicable in every day work, such as patience, communication skills, empathy, and understanding."

Naja Steward Morris (Purdue), 2005-2006:

"Open up the world and set my heart on travel...my husband and I travel multiple times a year, including Madrid this year where I reconnected with my señora from my time studying abroad."

Jenny Terlinden (UW), 2005-2006:

"Helped me become pretty much fluent in Spanish, Taught me I can find a piso on my own :) Impressed my current employer when I interviewed for them. Exposed me to a new and different culture."

Erin Decker (UW), 2006-2007:

"It was a fantastic experience. It allowed me to feel safe but not coddled."

Jeanne Power Heffron (IU), 2006-2007:

"Given the geopolitical climate of the mid-2000s, it was a difficult time to be an American in Europe. Studying in Madrid tested my mettle and caused me to examine for the first time in a profound way the US culture and values in which I'd been steeped growing up, and to recognize, celebrate, and critically assess the Spanish way of life. Studying in Madrid also allowed me to develop great empathy for those who pertain to a group considered "other" as I felt at the time there was no escaping my obviously foreign appearance and accent. I frequently joke that I loved Spain a lot more than it loved me. Now ten years removed, I look back on the experience not with a student's typical nostalgia for "good times", but instead with a bittersweet appreciation, as I now realize my time in Madrid served a sort of existential pruning. The wisdom of hindsight makes clear that each cutting moment was making way for future growth."

Nicholas Titus (Purdue), 2006-2007:

"It opened my eyes to another culture and gave me an opportunity to perfect my Spanish language learning in a native environment. I fell in love with the country and it's what drove me to come back, and I've stayed!"

Lauren (IU), 2007-2008:

"I realized my true joy was travel and learning about other cultures as well as helping others integrate and explore ours, so my role professionally reflects that."

Steve Jacowski (UW), 2007-2008:

"The program expanded my mind and inspired me to never stop expanding it. I had always done well in school, but I considered knowledge to be universal and static. My time in Madrid fueled a lifelong quest for new versions of old truths. It also taught me how to make friends as an adult. "

Michael Knutson (UW), 2007-2008:

"The Madrid Program year continues to be one of the transformative highlights of my life, and I remember it fondly. It pushed me to become a more capable, independent individual. Learning Spanish has opened up so many professional doors. Above all, I gained a burning desire to experience, learn, and explore that I still carry with me today."

Heather Magers Keefe (UW), 2007-2008:

"The Madrid program was one of the best and most influential experiences of my life thus far."

Madeline Nordholm (UW), 2007-2008:

"I found my best friends during my year in Madrid! I also gained the confidence I needed in my Spanish language skills to move abroad again after graduation."

Meghan Smith (Purdue), 2007-2008:

"It gave me an opportunity to grow and find myself completely independently of all of the other things going on back home."

Danny Stofleth (IU), 2007-2008:

"In so many ways. It gave me the travel bug, leading me to new international experiences I would have never considered otherwise. It gave me the confidence to engage with others in new ways."

Jennifer Turner (Purdue), 2007-2008:

"It was the most fun but also the most academically challenging year of college for me, but I learned a lot about budgeting, time management, communication, history, and cultures. I was able to travel to 15 different countries that year and made many lifelong friends."

Lindsay Welles (UW), 2007-2008:

"It showed me how much I love to learn new things and travel to new places."

Brittany (UW), 2008-2009:

"Living in Madrid for a year changed my life in very significant ways. It taught me a different outlook on life and showed me what other cultures value, how they appreciate social time and live a more relaxed way of life. Traveling throughout Europe while I was abroad for a year was without a doubt one of the most amazing experiences of my life to date. I saw beautiful places, met amazing people and pushed myself out of my comfort zone. Being a fairly shy person, generally speaking, being able to attend classes in Madrid, give presentations in Spanish and become close with a family whose children I babysat will always be an example to myself of how I can do anything I set my mind to."

Elaine (Purdue), 2008-2009:

"Greatly improved Spanish language skills, great time to experience what it's like to be so far from family."

Matt Kaehr (Purdue), 2008-2009:

"It gave me a unique view into Spanish culture that I could not have had if I had just been there for a week or month. It changed me permanently in terms of outlook on life, as well as culturally. Professionally, it has

helped me immensely knowing the language quite well. It was an absolute wonderful six months all around."

Melissa Veneck (IU), 2008-2009:

"Living in Madrid completely broadened my worldview and encouraged me to never stop learning about new cultures and countries."

Megan Yoder (IU), 2008-2009:

"I married my conversation exchange partner from 2008 after reuniting in 2009 on another study abroad trip with Bowling Green State University in Alcalá de Henares, Spain. I now live in Spain because of those in the WIP office who paired me with my husband that day."

Sam (UW), 2009-2010:

"It brought me back to Madrid :)"

Catie Born (UW), 2009-2010:

"I am very grateful to the WIP team (Amy, Mamen, and Dr. Egea) for helping us get a start in Madrid! They facilitated our transition to life abroad and eased the culture shock for us. It was nice being independent but at the same time having support from them. After studying abroad with the WIP program, I returned to Madrid to be a language assistant in a public school. When I moved there a second time, I brought my WIP handbook!! It was still very helpful to have all of the resources that they gave us. Beyond that, after graduating college, I spent a year and a half living in Japan, and I currently live in France. Having the experience of studying abroad with the support of the WIP team made living abroad in the future much easier for me!"

Cian Deegan (IU), 2009-2010:

"It has completely changed my life. In all positions upon graduation, the Spanish language has been what has got me the job. I have many relationships formed in Spain during my study abroad year that continue being very important to me."

Kinsey Bice (UW), 2010-2011:

"My experiences in Madrid with learning Spanish, and how that learning process affected my English and me as a person, forms the personal experience upon which most of my research is built."

Robbie Dean (Tulane), 2010-2011:

"Became fluent in Spanish, made amazing connections with people, grew into myself, set up on a long-term trajectory to use Spanish in my everyday life."

Jeremy Hage (IU), 2010-2011:

"It gave me a great desire to travel more and explore other cultures."

Liz Pophal (UW), 2010-2011:

"It was a life changing experience for me! It taught me to live independently and to think with a worldview in mind. It was the pivotal point in my life when I realized what made me happy and started me on a path of greater understanding and appreciation of other cultures."

Laura Reich (UW), 2010-2011:

"It was awesome! Gave me lots of confidence and independence, and some of the best friends ever. I would encourage everyone to do it, and I will forever be in love with Spain."

Courtney Schultz (IU), 2010-2011:

"Before studying in Madrid, I knew I had an interest in going abroad but had no idea how it would impact myself. Aside from learning the Spanish language and culture, I also learned so much about myself. Living abroad made me so much more confident and independent. I was able to travel to places and meet people I never would have the chance to otherwise. Studying abroad was also a very marketable trait when it came time to job search. I cannot say enough amazing things about this program & studying abroad, in general."

Sasha Toussaint (UW), 2010-2011:

"Became fluent in Spanish which has definitely opened doors for Kenya."

Lana (UW), 2011-2012:

"I gained a lot of confidence in myself and also started to live a healthier and happier life."

Mike Presiado (UW), 2011 (Spring):

"I met my wife here in Madrid. She was my tutor for an Art History course I took."

Alejandro Urruti Heath (IU), 2011-2012:

"More than I can put into words. Aside from giving me space to vastly improve my Spanish (which has helped me connect to my Argentine family), I built wonderful friendships that have lasted years, grew a more international conscience, learned a ton about a variety of subjects from amazing faculty, and felt for the first time what it's like to be liberated from Anglo identity as well as the homophobic environment pervades the Heartland."

Jared Widder (UW), 2011-2012:

"Tremendously beneficial. Changed my world view, perspective, way of interacting with people and understanding them, ability to converse in Spanish, and a greater enjoyment for life."

Felicia (UW), 2012-2013

"In every single way. It helped me realize better what I wanted to do with my life and where I wanted to be. I moved back to Madrid for months after completing the program and lived there again for an additional year."

Michelle (UW), 2012-2013:

"It gave me life-long friends and memories I'll never forget. It also helped me with job applications as it showed that I am fluent in Spanish."

Trey (IU), 2012-2013:

"The Madrid Program had a huge and lasting impact in my life. In addition to the obvious linguistic improvement that such a program provides, it taught me that I was capable of living in another country and on my own. It also changed my perspective of the world and world cultures. Another long-term effect has been that it instilled a longing to travel and experience new things and cultures."

Cole Bryant (UW), 2012-2013:

"It definitely opened me up to the idea of living abroad. What might have before seemed like a huge decision now just seems normal. The idea of traveling to any country or experiencing any culture is much more inviting after study abroad."

Livia Grogan (UW), 2012-2013

"Inspired me to live and work in Spain. I've come back three separate times since then, speak a high level of Spanish, and have a job in Spain."

Zach Hersh (UW), 2012-2013:

"It affirmed my love for traveling and living in different cultures. It gave me courage to go travel and explore more of the world."

Emma Limke (UW), 2012-2013:

"It made me realize how much I love to travel."

Katie Lorentson (IU), 2012-2013:

"It helped me to improve my Spanish, challenge myself personally, help me to become more open-minded, and I met some of my best friends."

Lisa Repshas (UW), 2012-2013:

"Made incredible friendships--we still spend time together to this day."

John Seidcheck (UW), 2012-2013:

"Most importantly, it solidified my Spanish skills, made me realize how big the world is, and gave me the travel bug. Additionally, it has helped me better work alongside people who from different backgrounds."

Amy Woehling (UW), 2012-2013:

"It really expanded my view of the world by removing a major portion of a comfort zone I was unaware of: English. Having to find my own apartment in a different country was also an exciting challenge that made me feel as though I lived in Madrid; not just studying abroad."

Allison Hughes (IU), 2013-2014:

"It improved my confidence greatly, something I always struggled with."

Christina (UW), 2014 (Fall):

"It did immensely. I feel like that whole experience and Spain is a part of me as a person and who I am. I am just so passionate about Spanish as a language and the culture of the country. It helped me break of my shell and normal comfort zone trying new things learning to enjoy the little things in life being in the moment. If I wasn't impacted I wouldn't be here now once again living in Madrid. How cool is that?"

Kirsten Gibson (Purdue), 2014 (Spring):

"I made life-long friends, both American and Spanish, and got to experience a country, culture and language deeply. It's something almost indescribable. I think that's why students who come back from study abroad can't stop talking about it for years afterward. They're always pulling out anecdotes from their time abroad without really explaining why that matters to anyone else. It's because it's hard to describe if you weren't there in that particular moment. The smells, sounds and sights are filtered through your personality and emotional context to create this memory that will always be nostalgic. You will always want to recreate it, but you'll never be able to. It's magical."

Nicole Dorn (UW), 2014-2015:

"It allowed me to explore a variety of places and cultures while opening up my perspective on all of them as well."

Bailey Jaworski (UW), 2014-2015:

"Spending a year abroad in Madrid was the best decision I could have ever made. I still tell stories about my life and adventures in Europe- I can't wait to go back someday!"

Coltin Metzger (IU), 2014-2015:

"The program impacted my life more than anything to this point has. Almost three years later not a day goes by I don't think about Madrid, wish I was in Madrid, etc. I loved Spain before I came having visited previously, but living there for a short time only made that grow. I am still very passionate about Spanish and always look for ways to improve. I cannot wait until I can afford to visit Madrid again one day, I long to be there so so much every day. This was the greatest experience I've ever had."

Alex Osborne (Purdue), 2014-2015:

"I made some of my best friends through this program and got to experience many new cultures. This program made me more independent as a student and in my daily life."

Shelby Polizzi (UW), 2014-2015:

"Studying abroad in Madrid opened up so many opportunities for me personally and later on professionally in my life. This program allowed me to see how independent I could be and how much I was able to accomplish for myself when I put my mind to it. I was able to meet so many lifelong friends through this program that changed my life while I was in Madrid, from spending every day with them to traveling to the most amazing places, they allowed me to find who I am during this time and I will be forever grateful for that. This program changed how I look at the world and gave me new perspectives, it opened my mind to new opportunities and was the best experience I have ever had."

Rachel Stoebe (UW), 2014-2015:

"The Madrid program gave me confidence unlike anything before. I came back to the US able to take more risks in academics and professionally. I also found that it made me feel like a part of something very special that I will always cherish. I think about being in Madrid every day and how I could have done so much more there."

David (UW), 2015 (Fall):

"Although I've traveled a lot in the U.S., I had never made as big of a leap as studying abroad. I actually turned in my application on the latest possible date because I almost decided not to go, but the decision to follow through with it could only be described as overwhelmingly positive! I met amazing friends and visited places that many people only dream of one day seeing. Overall, the program improved my Spanish as well as broadened my perspective of European culture, and I'm thankful every day for the opportunity to have been there."

Dan Griese (UW), 2015 (Fall):

"The semester that I spent in Madrid with WIP was definitely one of the most influential times in my life. It helped me be more open to the ideas of people from different areas of the world, even from within our own country as well as forcing me to become more independent and confident in unsure situations. Last but not least, the program gave me the opportunity to see some parts of the world that I may never have a chance to again (or for a long time), which I will never forget."

Derick Dobson (Purdue), 2015 (Spring):

"Oh geez, it's hard to think of ways WIP did not impact my life. I think my most critical areas of growth were; gaining a better understanding of myself as an individual; learning how to adapt to a new culture (be it micro in the form of a new school, to macro society in general); and finding a space in my heart that I didn't know I had for all my fellow Wippers, the program directors and admin, and for the people of Spain."

Julia Lewando (Tulane), 2015 (Spring):

"I had such a positive study abroad experience that I came back to live and work in Madrid! I loved my classes, the Complu, life in Madrid and the people met."

Adam Pease (IU), 2015-2016:

"The program was transformative on multiple levels for me. It provided space, support and opportunity for me to live independently abroad, a lifelong dream of mine. In that regard, I feel now that I the doors are open for international work and living. During my year in Madrid, I was able to develop and strengthen my own beliefs as an American living abroad. I think importantly this program simultaneously gave us so much freedom to live and travel, yet a familial safety net of an extremely supportive and prepared staff in the WIP office. Their support helped me transition into Madrid as another home."

Carrie Chase (IU), 2016 (Spring):

"How did it not? I have become a completely different person since studying abroad. It has given me greater confidence in myself in a magnitude of ways- in speaking Spanish, in traveling, in leaving my comfort zone...the Madrid program allowed me to travel around Europe, see some of the most famous monuments in the world, and learn to love other cultures. I got to experience new people, food, surroundings, music- you name it. I have a much more worldly approach to situations now, and I no longer feel limited in anything I do. The Madrid program taught me that as long as you do your best, you will succeed. I learned I don't have to be a perfectionist; I just have to try. The Madrid program has taught me lessons I will carry with me for the rest of my life."