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The Academic Program Review (APR) process at Texas A&M University provides the occasion for academic units to plan strategically, assess the quality and efficacy of their programs, and determine the best courses of action for ongoing improvement. APR is at the heart of our institutional commitment to excellence, and we sincerely thank you for assisting us. This letter provides you with the charge to the committee and a brief overview of the department.

**Peer Review Team Charge**

Please examine the department and its programs and make recommendations that will help in planning improvements. Your resources are a self-study report prepared by the department, copies of materials from the program’s last review, information you gain through personal interactions while visiting Texas A&M University, copies of strategic plans and goal-setting documents at the department, college, and/or university level, and any additional information requested by you or by the department. Within the broad charge of recommending ways the department can continue to improve are some specific questions that we would like you to address:

- Based on the data / information provided in the self-study report or gathered by the review team, what are the department’s overall strengths and weaknesses?
- Describe the alignment of degree program’s strategic goals and priorities with college and institutional goals and priorities.
- How would you compare this department with its peers?
- What improvements (including student learning and faculty development) has the department made since the previous program review?
- With only current resources or a modest infusion of new ones, what specific recommendations could improve the department’s performance, marginally or significantly?

We look forward to meeting with you during your time on campus. If you have any questions or require additional information prior to your visit, Ms. Bettyann Zito, APR Program Coordinator, at apr@tamu.edu.

Thank you.
Overview of the Program

The Department of Hispanic Studies is a language, literature, and culture department with a focus on the Iberian Peninsula, Latin America, and other areas of the world where Spanish is spoken, including the United States. It was founded as a doctoral-granting unit in 2004, when it became a unit independent of Modern Languages. The department offers a Bachelor of Arts in Spanish and two minors, one in Spanish and one in Hispanic Studies for Community Engagement. In addition, it offers a Ph.D. in Hispanic Studies, including literature and culture, and Hispanic linguistics. The Master’s is only available as an alternative for students who discontinue their doctoral degree.

Our doctoral program is the first of its kind, since it serves students in the College Station campus and in a consortium of A&M system campuses (Corpus Christi, Kingsville and Laredo) through teleconferencing technology. Currently, our major in Spanish has 118 students, while there are 375 students in the two minors. The Ph.D. program has a total enrollment of 40 (22 on assistantship; 9 part-time or unfunded; 9 from the consortium).

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EXECUTIVE SUMMARY OF THE SELF-STUDY REPORT

The Department of Hispanic Studies, created in 2004 to respond to the growing demand for scholarship in Spanish language, literature, and culture, and to recognize the centrality of Spanish to the history, present, and future of Texas, has made progress as an independent unit with its own character and objectives, even in a very challenging context for the humanities in general, and foreign languages in particular. It has been more successful at tackling some of these challenges than others, and has received mixed levels of support in an institutional framework that is not always well adapted to measuring and rewarding its particular type of accomplishments. Its two clearest disadvantages with respect to institutional assessment are its unwavering commitment to teach effectively in the only format accepted across the profession, i.e., in communication-intensive small classes; and the incapacity of English-centric data aggregators contracted by the university (Academic Analytics) to provide a fair measure of both the quantity and the quality of its multilingual and international scholarship. Both of these inherent departmental features handicap the department in resource allocation exercises.

Since our last program review in 2010, the department has undergone periods of internal shift and reflection, administrative and personnel changes, and increased external scrutiny of its operations. Despite those pressures, including a net loss of teaching personnel (16% of tenure lines, 33% of instructional lines), it has succeeded in setting meaningful goals for itself in terms of teaching, research, and service. It has defied national trends by maintaining and even slightly increasing enrollments and majors, developed a well thought-out strategic plan that has mapped out hiring, led to improvements in communication, and increased our presence in study abroad, curricular innovation, and overall enhancement of graduate student achievements. We currently have four clear areas of scholarship excellence (History of Ideas in the Hispanic World, Cultural
and Linguistic Contacts in the Hispanic World, Artistic Representations of Hispanic Culture on Stage and Screen, and Poetics), each with its own distinct accomplishments but also some degree of overlap and cooperation. Our graduate program, which is particularly constrained by very limited assistantship funding, is facing challenges documented across the board for state universities with graduate programs in languages. That said, our students are a source of much departmental pride; their recognized achievements in both teaching and research are well documented, and include internal awards, fellowships, and grant funding from a variety of sources. We have recently seen an uptick in external grant/fellowship applications, which have started to bear fruit.

There is still much to be done to consolidate as a high-profile research unit, for which small investments are likely to yield large rewards. Here are some of the most pressing concerns:

- **Strengthen research.** Our faculty are involved in significant research, and many of them have or are developing stellar individual reputations. That said, we could do more to enhance our profiles by employing different tools available (Google Scholar or ResearchGate, etc.) to share our research with the public. We also need to enhance internal and external grant-writing.

- **Renew hiring.** Our department has suffered from the various austerity measures that have affected T/TT hiring since 2010; we had a gap in hiring between 2010 and 2016, while we suffered departures that have resulted in a net loss of lines. This process is likely to intensify in the near future, given the generational structure of our unit. We have a clear plan to bring in new faculty in areas of high disciplinary interest and curricular demand, such as digital humanities, translation, and Spanish for the professions.
- **Increase teaching capacity.** In a university where the overall student population is growing, the percentage of Hispanic students is increasing, and Spanish appears as the undisputed language of preference to satisfy degree requirements, our capacity does not meet demand (and never has). Our enrollments are strictly constrained by supply, especially in lower division. While other departments deal with this issue through large auditoriums, that option is not open to us, given disciplinary standards supported by evidence-based best instructional practices. Online instruction appears as an option in some types of courses (composition, etc.); however, this format will do nothing to alleviate the labor-intensive nature of our work. The only realistic way to tackle this shortage is through increase in the teaching ranks, both at the tenure-track and instructional ranks. In that regard, recovering the two full-time lecturers (i.e., 16 sections) lost since our last APR appears as a highly desirable objective with a very modest financial impact.

- **Diversify curricular offerings.** This will entail both creating new courses in areas of high demand, such as professional Spanish, and developing specific certificates (e.g., in Spanish for Health Care Professionals, Applied Linguistics, etc.), and a specialized M.A. for Translation/Spanish in the Professions). Although some of these initiatives are underway, others will require new personnel and/or reassignments for some existing personnel to develop and administer the programs.

- **Improve graduate recruitment.** Our graduate program offers excellent preparation for academic jobs, both in terms of teaching and research. In order to step up our quality, we need to become more effective at recruiting top-notch candidates and this will require new funding to increase stipends. Our regular assistantships are not nationally competitive, and even our fellowships fall short of the compensation packages that other institutions can offer.
• **Improve cohesion and collegiality.** Given our department’s very nature as an interdisciplinary unit with very diverse demographics and little overlap between some fields, it is only natural that our faculty and graduate students will often be drawn in various directions. While this by itself isn’t an issue, it can lead and has led to lack of cohesion, low participation in department-wide events, and fragmentation. Efforts to counter this (a department-wide seminar series, social events, etc.) can only go so far, and according to the graduate students, don’t seem to have gone far enough. We need to make a more concerted effort to find ways to collaborate across disciplines to model the kind of behavior that our graduates will have to engage in when they work in increasingly multidisciplinary units.

• **Increase community/global outreach.** Our department has made some efforts at sharing its expertise with community organizations such as schools and non-profits via service learning, recruitment events, annual fairs, etc. However, these efforts have generally been left to individual faculty to organize and run, with the resulting lack of continuity and spotty results. We need better incentives to reward faculty who serve the Hispanic population of Texas and work for the public good.
INTRODUCTION TO THE DEPARTMENT

Process. The Academic Program Review (APR) process for the Department of Hispanic Studies was initiated in the Fall of 2016 when the department was notified of the need to prepare the Self-Study and select of an external review team for the academic year 2017-18. In the Fall of 2016, an ad hoc APR committee was appointed by the Head, which included three departmental officers (Dr. Stephen Miller, Director of Graduate Studies; Dr. José Villalobos, Director of Undergraduate Studies; Dr. Gabriela Zapata, Director of the Lower Division Language Program), as well as Dr. Teresa Vilarós, Professor of Hispanic Studies.

Department representatives from the APR committee attended an informational meeting in November, 2016, and immediately after that, they drafted a list of potential external reviewers. This list was circulated among the entire department, who made additional suggestions. The final list was submitted to the Office of the Provost in January, 2017. We received notification of the final composition of the committee on March 1, 2017.

The Self-Study document was prepared in several sections by departmental teams, each chaired by one of the committee members. The resulting reports were compiled and expanded by the Head of the Department. The complete Self-Study was circulated among the faculty for review and comment on August 1, 2017, before submission to the Office of the Provost on August 8, 2017.

It is important to note that Dr. Moyna, Head of Hispanic Studies, will not be on campus during the external team visit in October, given that it overlaps with her Faculty Development Leave period. In her absence, the Acting Head, Dr. Villalobos, and Dr. Vilarós will co-chair the APR committee and be in charge of the APR process.
Program History and Background

Background: Spanish in U.S. Academia in the 21st Century. After a period of steady growth, the second decade of the 21st century has seen a drop in enrollments in languages other than English in U.S. higher education. Indeed, as reported by the MLA in its document *Enrollments in Languages Others than English* (Goldberg et al. 2015), between 2009 and 2013 there was an overall dip of 6.7% in language enrollments. This trend has affected many languages, including Spanish, but it hasn’t substantially altered the relative share that this language occupies with respect to others in academia. In fact, Spanish continues to have the highest enrollments, slightly outpacing all others combined (50.6% of the total). Spanish also continues to be the preferred language to complete a bachelor’s degree: in 2013, out of 14,491 degrees in foreign languages, 8,443 were in Spanish (58.3%). The importance of this language can also be gauged through study abroad data: two Spanish-speaking countries are among the top ten destinations chosen by U.S. college students, including Spain (#3, after Britain and Italy) and Costa Rica (#8). Mexico, which used to be a favorite destination, has dropped in recent years due to security concerns.

That said, it is important to note that the drop in Spanish enrollments was slightly more pronounced than that of languages overall, with a dip of 8.2% (from 861,008 to 790,759). The numbers of Spanish primary majors have also decreased nationally by 9.6%, from a peak of 9,343 in 2009 to 8,443 in 2013. The decrease in Spanish enrollments was most pronounced at the graduate level, where enrollments fell 20.5% from a peak of 11,468 in 2009 to 9,122 in 2013; this was accompanied by a drop of 11.6% in Ph.D.s granted. Finally, the ratio of upper to lower division enrollments in Spanish tilts in favor of lower division (5:1, i.e., advanced courses represent 16.8% of all enrollments). This is a higher advanced ratio than ASL, Arabic, Italian,
and Latin, but lower than Chinese, French, German, Ancient Greek, Hebrew, Korean, Portuguese, and Russian.

**Spanish in Texas.** Language enrollments in Texas institutions of higher education have followed the national trends, with a drop exactly matching the national average (6.7%). The information provided by the MLA does not break down figures per language, so it is unclear whether the loss has affected Spanish as much as other languages.

Be that as it may, it is undeniable that Spanish plays a very special role in Texas. The state’s status as a borderlands region since colonial times makes it a laboratory for social changes that will eventually affect the rest of the United States. Today, out of the 23.7 million Texans over the age of 5, more than a third speak a language other than English at home, and for 7 million people (29.5% of the state’s population), that language is Spanish. Spanish speakers can be found all over the state, especially in the southern counties closest to the border (e.g., 90% in Webb county), but also in all the large urban areas. Spanish speakers constitute 38% of the population of Bexar county (San Antonio), 34% in Harris county (Houston), 34% in Dallas and 21% in Tarrant (Dallas-Fort Worth), and 24% in Travis county (Austin). This means that the vast majority of the jobs our students are preparing to perform, especially in education, health care, customer and social services, will require increasing linguistic proficiency and cultural awareness.

In the local community surrounding Texas A&M (Brazos county), Spanish is by far the most widely language spoken other than English, although at rates lower than the average for Texas (16% vs. 30%). There are churches, stores, bakeries, restaurants, and other services that cater to this Hispanic population. However, Spanish in Brazos county also tends to be highly
localized in the north (Hearne, West Brazos), while the university community (faculty, students) tend to live in the southern suburbs. Thus, in spite of the demonstrable ubiquity of Spanish in the area, the student population can be quite insulated from it in their daily life. Yet, it is important to note that Spanish-speaking countries are among the six most popular study abroad destinations for Texas A&M students (Costa Rica is #4, Spain #5, and Mexico #6).

Although the university does not keep statistics about student mother tongues, it does have information regarding its ten largest feeder Texas counties. Thanks to that information we know that most of TAMU’s students hail from urban and suburban counties around cities with rates of Hispanics of 20% or more. Thus, over one fourth of our undergraduates come from areas around Houston (17.6% from Harris county, 4.8% from Fort Bend, 3.3% from Montgomery). An additional 15% come from areas in the Fort Worth-Dallas metroplex (5.5% from Tarrant, 5.5% from Dallas, 3.2% from Denton). Areas around San Antonio (Bexar county) and Austin (Travis county) are home to 5.8% and 4.3% more. Fully half of all Aggies have been raised in multiethnic and plurilingual environments where Spanish is impossible to ignore.

**History of the Department.** It was the recognition of these demographic trends that led Texas A&M University to create an independent Department of Hispanic Studies in 2004, out of the reorganization of the former Department of Modern and Classical Languages. This split also helped redress the marked imbalance between enrollments in Spanish and the remainder of the languages, a reflection of the overall trends mentioned above. The administrative reorganization was accompanied by the approval of a doctoral program in Hispanic Studies. Ours is the only Ph.D. in our college whose innovative structure allows students from a consortium of A&M campuses in south Texas (Texas A&M International University in Laredo, Texas A&M
Kingsville, Texas A&M Corpus Christi) to complete their doctorates via teleconferencing without having to relocate.

Historically, it would not be unfair to say that the advanced study of languages other than English has been a low priority at Texas A&M University. However, this has started to change partly due to external pressures on the university, and partly due to an internal process of institutional reflection and growth meant to position Texas A&M as a global research institution. The external pressures are related to the demographic diversity described earlier, which is finally starting to affect the composition of incoming student cohorts. For example, in Fall 2016, 19.8% of all TAMU students were Hispanic, up from 15.9% in 2012. The numbers for the College of Liberal Arts are even higher: 25.1% of Liberal Arts’ students were Hispanic in 2016, up from 19.6% in 2012. Institutionally, the Vision 2020 Imperatives (in particular #6: *Diversify and Globalize the Texas A&M Community*) recognize the need for greater appreciation of linguistic and cultural diversity at the local and state level and the urgency of fostering a culture of internationalization among our students and faculty.

These changes offer the Department of Hispanic Studies an opportunity to be a central player as the university strives to guarantee all Texans access to high quality education. Moreover, at the time of its founding, the department benefitted from President Gates’ Faculty Reinvestment plan, which added 447 new faculty over five years. Indeed, between 2003 and 2008, Hispanic Studies expanded with five full-time T/TT hires, a 50% tenure-track hire (split with Africana Studies), and two non-tenure track faculty, which offset four tenured/tenure-track departures (in 2004 and 2007). An additional junior hire in 2009 meant that at the time of our previous Academic Program Review (Spring 2010), our department had 16.5 tenured/tenure-track faculty and seven instructional faculty, including five full-time lecturers, one full-time
assistant lecturer, and one part-time assistant lecturer. Immediately after the last APR, the department made two senior hires and had a retirement, so that in Fall 2010 it boasted 17.5 T/TT faculty (Table 1).

Unfortunately, this momentum was interrupted by the recession that hit the state in late 2009. With little wiggle room to contract, our department was forced to eliminate assistant lecturers and to place all full-time lecturers on 50% FTE. This led to an overall loss of teaching power by non-tenure track instructors of over 60% (cf. 35 sections in 2010-11 vs. 15 sections in 2011-12). In addition, the previous External Review Team had remarked that our graduate assistants were teaching excessively (2-3). The new Dean of Liberal Arts instructed the department to bring those course loads to national averages immediately. The combined effect of the loss of teaching by lecturers and graduate assistants was offset by an increase in the teaching load for most faculty to 2-3 (and even 3-3 in some cases), higher than that of all our aspirational peers and other Ph.D.-granting units in the college.

The recovery from this staffing crisis is ongoing. Among the instructional faculty, a retirement allowed us to place the remaining three instructors back on 100% FTE. Through modest increases to class size and the hire of one new full-time lecturer, we have managed to gradually bring down the course loads of most research-active faculty, while making modest increases to total seats filled. These efforts have been hampered by the fact that since 2010, we have lost more T/TT faculty than we have hired. One assistant professor left for a different institution in 2011, while three full professors retired in 2010, 2015, and 2017. In addition, one of our associate professors was appointed to a 75% FTE administrative position that has brought her teaching for HISP down to one course a year, while the department has received only 30% of the corresponding salary savings. Meanwhile, we hired two full professors in 2010 and one
associate professor in 2016. All things considered, then, the department has 14.75 FTE tenured/tenure-track faculty (2.75 fewer than in Spring 2010, or a drop of 16%), four full-time instructional faculty (two fewer than in Spring 2010, a drop of 33%), and no part-time instructional faculty. In addition, while in 2010, HISP had five professors on tenure-track, including four at 100% FTE and one with a split appointment, today it has none (Table 1).

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Table 1. Department faculty totals FTE by rank.

The large gap in hiring between 2010 and 2016 was detrimental to the continued development of the department. However, we are cautiously optimistic that we will continue to be given opportunities to hire both at the instructional and the T/TT ranks, so that we can fulfill the objectives of our Strategic Plan. These include an increase of seats to meet demand at all levels, but especially at lower division, something that in all of our aspirant peers is achieved through large instructional pools and/or graduate student contingents. Additionally, our research excellence depends on continued hiring in emerging fields such as digital humanities, new media, and Spanish for the professions.

**Administrative Structure**

The department operates under a set of bylaws first formulated and approved in 2004, and last revised internally in December 2016 (Appendix 1). These latest revisions were required
of all departments to guarantee alignment of internal documents with a university-wide push for stricter performance parameters post-tenure. These revisions, approved by the department, are still pending Dean of Faculties’ approval.

The Department Head is appointed by the Dean of the College of Liberal Arts, in consultation with the faculty, and serves at his/her pleasure usually for a 4-year term, which is typically not renewed more than once. Since its inception, our department has had five heads, including Víctor Arizpe (2004-2008), Larry Mitchell (ENGL, Interim, 2008-2010), Alberto Moreiras (2010-2012), Steve Oberhelman (INTS, Interim, 2012-2013), and María Irene Moyna (2013-), with José Villalobos currently serving as Acting Head. The head is the chief executive office of the department and appoints other HISP officers normally for concurrent 4-year terms. There are three officers recognized in the bylaws, namely, a Director of the Lower Division Language Program (Dr. Gabriela Zapata), a Director of Undergraduate Studies (Dr. Bertín Ortega), and a Director of Graduate Studies (Dr. Esther Quintana).

The major standing committees of the department are the Graduate Studies Committee, the Graduate Admissions Committee, the Undergraduate Studies Committee, the Awards and Leaves Committee, the Speakers and Special Events Committee, and the Diversity and Climate Committee. Until the end of 2016, we also had an Annual Evaluation Committee in charge of preparing annual performance reviews for all T/TT faculty, and an Annual Evaluation Committee Plus, specifically charged with non-tenured faculty. Both committees assisted the Head in the annual review process. However, in the (pending) revision of the bylaws, this committee has been replaced by a Peer Review Committee, which will evaluate all tenured faculty on six-year cycles, rather than annually. The Head will continue to prepare annual letters of evaluation.
Department Staff

The Department has a small staff of three, including an Executive Assistant II, a Business Coordinator, and an Administrative Coordinator. At the time of writing this report, changes are being planned that will relocate our Business Coordinator to a special unit that will serve the three departments that share our building (Hispanic Studies, International Studies, and Sociology). As a result of these changes, the Business Coordinator will no longer be supervised directly by the Executive Assistant II, as is the case at present.

After a period of some turnover and instability, since 2015 our department has succeeded in hiring and retaining excellent staff. Because we have few personnel, we encourage cross-training and coordination to minimize holdups due to absences. We offer a number of opportunities such as flextime, administrative leave with pay, promotions, and merit raises.

Our staff have distinguished themselves at the college and university level through multiple projects, and have been recognized through several awards. For example, our Business Coordinator was presented with the College of Liberal Arts (CLAS) Superior Service Award in 2010. Our Executive Assistant II has received numerous awards over the years, including a College of Liberal Arts (CLAS) Superior Service (Team) Award (2007), a CLAS Superior Staff Award (2011), the President’s Meritorious Service Award (Team) (2013), and the highest honor of the university to a staff member, the Association of Former Students Distinguished Award (2014). Our staff are also active locally and nationally, through participation in the Liberal Arts Staff Development Council, the College of Liberal Arts Lunch and Learn Committee, and the International Association of Administrative Professionals.
Department Resources

Physical Space. The Department of Hispanic Studies is housed in the centrally located Academic Building, one of the oldest and most venerable landmarks on campus. We are hopeful that plans to renovate the building in the near future will bring the comforts and amenities of the 21st century to this architectural gem of the early 1900s. At present, we have 21 individual faculty offices in the building, as well as two large common offices (ACAD 208, 223) with 24 workstations for our graduate teaching assistants. Two additional offices (ACAD 204D, 223B) are available to students who request quieter spaces to write their dissertations. Graduate students also have a common room/lounge (ACAD 126), and the department has another large room (ACAD 203) for social functions. The Psycholinguistics lab is housed in ACAD 205A.

We have priority enrollment in four classrooms in the building (ACAD 128, 224, 225, 228), and we share an additional room with International Studies (ACAD 127). Between 2015 and 2017, through several instructional technology grants totaling over $90,000, we have managed to improve the teaching and learning in several of those classrooms (ACAD 127, 128, 224) by fitting them with node chairs that allow for multiple class configurations such as pairs and small groups. Several classrooms also have tablet ‘dispensers’ that allow students access to these devices for specific projects, and we also have a portable writing lab with 30 laptops that can be carted to any class in the building for in-class collaboration. In addition, we have recently received a grant to add Smartboard technology to three of our rooms.

Finally, we have three small conference rooms (ACAD 206, 207, 211), which are adequate for small meetings, oral exams, and defenses. ACAD 206, 207 and 224 are fully fitted with teleconferencing equipment that allows two-way immersive meetings, essential for
consortium students to attend graduate classes. For our larger monthly department meetings, we use a seminar room lent to us by Sociology (ACAD 307).

**Department budget.** The base budget for the Department of Hispanic Studies for the 2016-2017 fiscal year was $2,143,749. Of that, $1,602,999 accounted for the salaries of the head and fifteen full-time tenured faculty, one 50% FTE tenured faculty, and three instructional faculty. One of the instructional faculty was funded entirely out of base budget, while an additional two were funded 50% on base budget, and an additional 50% on non-base ($41,572). Staff salaries accounted for $133,024. However, when the External Team visits us in Fall 2017, our budget will have been reduced due to a retirement and the reassigning of the Business Administrator to the college central budget. This will bring the total salary budget to $1,637,386. In addition, for the past three years non-base funding has been provided by the College to hire a temporary non-tenure track faculty position to teach additional courses, mostly at the lower division.

The allocation for graduate student support amounts to $266,141, and covers approximately 19 positions for Graduate Assistants (Teaching) (GAT) and Graduate Assistants (Research) (GAR). This funding comes partly from the college through a Graduate Assistant Allocation ($166,141, base funding), and two additional university allocations for Differential Tuition ($50,000) and Undergraduate Enhancement ($50,000). The graduate budget is extremely tight, since it is short by six lines with respect to the 25 graduate assistantships that were projected and planned in the Ph.D. Memorandum of Understanding approved in 2004. The total of 25 assistantships was meant to reflect that the minimum class size for graduate sections is five, which makes smaller cohorts non-viable.
An operating budget of $100,000 covers copying expenses, computer and office supplies, furniture, phone and mail, equipment maintenance, servicing, and repair, search committee and prospective faculty expenses, speaker and event fees, and faculty travel. In addition to this, the department provides the service of Spanish placement testing for all students who come with prior knowledge for a fee ($30), which helps generate approximately $26,000-$30,000 a year. Testing is revenue neutral: the funds are used to pay supplies, graduate student proctors, and to cover part of the salary for the testing coordinator over the busy summer months.

**Research Support.** Each research-active faculty is assigned $1,500 a year for travel to conferences and/or other research-related expenses (materials, equipment, supplies, etc.) out of the operating budget. In addition, the department offers various forms of additional research support, typically tied to specific accomplishments. For example, through our Undergraduate Research Initiative, we provide an undergraduate student with a semester $750 stipend in exchange for devoting up to 100 hours to assisting a faculty member with research. The mentor benefits from the added manpower, while the student enrolls in research hours, acquires valuable training and expertise, and often completes a project that can lead to a presentation or publication. Faculty are also rewarded with a stipend when a Ph.D. student whose committee they chair completes their dissertation in a timely manner; the amount of the award can go up to $1,000 for faculty whose students complete their degree in five years.

Faculty can also apply for several sources of research funding at the college and university levels. For example, the College of Liberal Arts provides up to $1,500 of support for international conference travel support. It also has annual competitions for Seed Grant Funding (up to $15,000). The Glasscock Center for Humanities Research, also housed in the college,
offers numerous opportunities for funding, including research fellowships, partial internal leaves, matching grants, publishing assistance, small symposia and notable lectures, etc. The Office of the Vice President for Research offers several internal awards, some for all fields, such as the Program to Enhance Scholarly and Creative Activities (PESCA, up to $15,000 individually), and others more specific to the humanities (Arts and Humanities Fellows Program, $15,000 over three years). Several of our faculty have received funding through these programs.

Finally, tenure-track faculty may apply for Faculty Development Leave (typically, one semester at full pay or two semesters at half pay) once every ten semesters of regular employment. FDL packets require outside letters of support and have become increasingly competitive in recent years. State law limits the total faculty who may be on leave at any given time to levels that make it virtually impossible for all faculty to be granted FDL when they are first eligible for it. To make up for part of this shortfall, the college offers a separate but comparable program (Professional Development Leave, or PDL). Even so, it is often the case that meritorious faculty have to apply multiple times before their leave requests are granted.

**Technical Support.** All technical support for departments housed in the Academic Building is centralized by the College in a single IT Support Center (ACAD 122). This support center is responsible for maintenance and upgrades to all classrooms, as well as media and teleconferencing equipment in the seminar rooms. They also research and purchase computer hardware, software, and licenses. All faculty are provided with a new computer of their choice as part of their start-up packet, and these workstations are replaced every four years from a central fund. The graduate student carrels are fitted with pre-owned computers; the main objective of
those desktops is to assist students in the performance of their teaching duties, although they may also use them for their own research and classwork.

The teleconferencing capabilities of the department have improved a great deal since the 2010 Academic Program Review. The original closed-circuit TTVN (Trans Texas Videoconference Network), used when the Ph.D. program was originally set up, was notoriously unreliable, depending on a complex series of human interactions and notifications that frequently broke down. Since 2014, we have replaced the entire TTVN system with teleconferencing software from private vendors, which simplified setting up the sessions and has virtually eliminated connectivity issues. Our first provider, which we procured through a pilot grant, was BlueJeans. However, starting in Fall 2017, we are transitioning to Webex and/or Google Hangouts, two providers that the entire university has contracted with, and which will cut costs. The effectiveness of those new providers is still to be ascertained at the time of this writing.

**Date of last Academic Program Review.** Our last Academic Program Review was held in Spring of 2010. The External Review Team at the time was made up of Robert Irwin (University of California, Davis), John Lipski (Pennsylvania State University; Review Team Chair), Elzbieta Sklodowska (Washington University in Saint Louis), and Madeline Sutherland-Meier (University of Texas, Austin). The team visited the campus on February 21-24, 2010, at which time it met with the interim department head, Dr. Larry Mitchell, as well as with departmental officers (Undergraduate and Graduate Directors), tenured/tenure-track faculty, non-tenured faculty, graduate and undergraduate students, and departmental staff, as well as with university and college representatives.
ANALYSIS

Mission, Strategic Plan, Goals, Objectives

In order to forge its path to excellence, the Department underwent a long period of reflection between Fall of 2012 and Spring of 2014. This process led to a clear definition of its mission, the creation of a Strategic Plan (2015), and the revision of both its graduate (2014) and undergraduate programs (2017).

The mission of the Department of Hispanic Studies at Texas A&M is (a) to develop excellent scholarship in Spanish language and Hispanic cultures and literatures; (b) to prepare the next generation of scholars through graduate teaching, mentoring, and training; (c) to develop full translinguistic and transcultural competency in Spanish through excellent undergraduate instruction; (d) to preserve Spanish as one of the most important linguistic and cultural assets of Texas. More specifically, our lower division aims to develop intermediate high levels of language proficiency (as defined by ACTFL). In the upper division our goal is to achieve advanced mid to high advanced proficiency. To that effect, most coursework is taught through the target language. At the graduate level, we aim to develop the experts who can be both the teacher-scholars of tomorrow and/or employable in non-academic jobs that require superior analytical and research skills and high levels of bilingual/bicultural competence. At all levels, we encourage high impact learning practices that help students put in practice what they learn in the classroom in the solution of real-life issues.

Strategic Plan. Our Strategic Plan is meant to inspire and guide us through the years 2015-2020. It identifies our programmatic strengths, including: (a) our internal diversity both in terms of
demographics and scholarship; (b) the international projection of our teaching and research; (c) the many interdisciplinary connections of our faculty and students; (d) our collaborative Ph.D. degree; and (e) our diverse cultural and scholarly activities.

Our Strategic Plan also identifies our disciplinary strengths in three general fields (Hispanic Literature, Cultural Studies, Language and Pedagogy) with four clearly delineated areas of excellence. These include:

1. **History of Ideas in the Hispanic World.** Our faculty have produced seminal work in this interdisciplinary field that encompasses philosophy, religion, literature, and the arts, as well as political thought.

2. **Cultural and Linguistic Contacts in the Hispanic World.** This area includes scholars working on cultural contacts in the Peninsula, as well as among Europeans, indigenous people, and Afro-descendants in the Americas, and between Hispanic- and Anglo-Europeans in the territory of the United States. A new area of departmental expertise under this general umbrella is applied linguistics, in particular as it relates to the psycholinguistics of language acquisition.

3. **Artistic Representations of Hispanic Culture on Stage and Screen.** Our department is very strong in an area that captures the intersecting strands of research on representation, be it in drama, film, photography and iconography, and digital archiving.

4. **Poetics.** The department boasts several creative writers in a variety of genres, including novel, short story, poetry, essay, and memoir.

**Goals.** Between 2015 and 2020, the department committed to increase its output of cutting edge research and innovative teaching, its links with other units in the university, and its outreach to
the surrounding community. We aim to enhance our national and international profile through scholarship and through the development of innovative undergraduate and graduate programs. Our creative work will be nurtured through dialogue between our faculty and students, as well as fruitful exchanges with other scholars in our college and outside our institution. To support this conversation, we will continue to organize forums for academic exchange, including working groups, guest visits, and regional, national, and international conferences.

Additionally, we have committed to providing the most enriching educational experience for our students by creating curricula that reflect authentic Spanish use in the United States and abroad in the 21st century and by increasing the offerings of high-impact learning practices such as service-learning, undergraduate research, study abroad, and learning communities. We are committed to the creation of curricula that will enhance our students’ professional profiles and enrich their personal lives through the appreciation of multilingualism and cultural diversity. In particular, we aim to develop interdisciplinary degree paths that will help our graduates solve new problems in an increasingly complex and interdependent world. Our doctoral students will continue to find in our department a rigorous course of study and a nurturing environment for their individual interests, as well as the opportunity to develop their teaching skills to be competitive on the job market, both in academia and in alternative fields (business, government, non-profits).

Our outreach to local, state, and national partners will allow our faculty, students, and alumni to see the immediate usefulness of our shared linguistic and cultural expertise. We aim specifically to provide opportunities to network outside the university with institutions of K-12 education, health and social service providers, companies, media broadcasters, and state
agencies. We anticipate this will help us not just to increase fundraising but also to foster responsible citizenship in a more participatory and fair nation.

**Objectives.** In this section we highlight first the objectives in our Strategic Plan that were developed and accomplished in response to recommendations from our 2010 Academic Program Review. This is followed by other objectives that our department developed independently.

**Improvements since previous APR.** Several of our objectives are inspired by the 14 recommendations made to our department by our last External Review Team. We discuss below three recommendations that we believe we have resolved quite successfully.

1. **Reform the major curriculum to include a course sequence for native and heritage speakers (recommendation #9).** In 2011 we reformulated and reactivated SPAN 203 (Intermediate Spanish for Heritage Speakers) and SPAN 304 (Advanced Grammar for Heritage Speakers), as alternatives for the second course in the intermediate sequence (SPAN 202) and the regular advanced grammar course (SPAN 302). Although at first these courses weren’t well understood and struggled with achieving acceptable levels of enrollment, since 2013 they have become fixtures in our regular schedule thanks to better communication with students and improvements in placement testing and in scheduling (e.g., simultaneous scheduling of SPAN 302 and 304, which facilitated redistribution of mis-enrolled students).

2. **Simplify the upper division sequence to shorten time to graduation for minors and majors (recommendation #10).** Under the old undergraduate program, three courses (SPAN 302, Advanced Grammar, SPAN 303, Advanced Composition, and SPAN 320,
Introduction to Hispanic Literature) were strictly sequenced (SPAN 302 > SPAN 303 > SPAN 320) and mandatory prerequisites for practically the entire upper division. This had three unwanted consequences: (a) it slowed students down as they attempted to complete major/minor credits; (b) it forced the department to offer numerous sections of each one of those bottleneck courses, and (c) it concomitantly reduced the department’s capacity to offer a diverse and attractive slate of other courses. To counter this problem, faculty eliminated specific prerequisites, and instead grouped courses in layers by difficulty. Thus, at the end of the lower division sequence (SPAN 202, 203, or 218), students may opt for any of our advanced language courses (SPAN 301, Oral Skills, SPAN 302/304, Advanced Grammar (for L2/for HL), SPAN 303, Advanced Composition). After taking at least one of those, they may take any 300-level content course (in literature, linguistics, culture, or professional Spanish). To take courses at the 400-level, they must have taken at least two courses at the 300-level. This flexibility makes it easier for majors/minors to build their schedule with ease while completing requirements and following their personal interests and preferred instructional styles. At the same time, faculty are no longer shackled to offering countless sections of service courses, and the department can now offer an array of classes that attract a more varied student base.

(3) **Reform the graduate program to simplify its tracks (recommendation #11) and increase its flexibility (recommendation #12).** The original formulation of the graduate program had four tracks (Literature, Culture, Linguistics, Bilingualism/Pedagogy), and included a total of four common required courses (HISP 600, HISP 601, HISP 620, HISP 625). The graduate reform reduced tracks to three (Literature, Culture, Linguistics), and
later curricular changes have reduced the total number of required courses to two (HISP 600, Introduction to Hispanic Studies, HISP 675, Methods for Teaching Spanish). The new plan also allows students to take more interdisciplinary courses, so that they can avail themselves of the full range of graduate offerings at the university, in particular in departments of the College of Liberal Arts (e.g., English, Philosophy, Psychology, Sociology, Communication), and in other colleges such as Education. These modifications have made a virtue out of necessity, given that our small graduate program doesn’t have the enrollment numbers needed to sustain courses that can satisfy all of our specialties all of the time; in addition, they have allowed our students to have contact with experts well beyond those of our department.

In addition to the objectives above, the department has identified several additional goals to help us achieve excellence. We describe them briefly below, indicating to what extent they have been accomplished.

(4) **Reform the major.** Apart from the administrative simplification of tracks and prerequisites, our major has been substantially revised in content to increase the offerings in Spanish for the professions, while the large number of literature and culture offerings has been streamlined and simplified. Details of the changes are provided in the Undergraduate section of this report. (Accomplished)

(5) **Increase quality of the graduate program.** We identified active recruitment as a crucial element to increase the size and improve the quality of the applicant pool. In order to accomplish that, the department updated the graduate program flier, created a mailing list of MA graduate program directors in Texas and beyond, and started an annual Research
Showcase which brings prospective students to campus in November, before the deadline for applications. In addition, we have strived to improve the quality of our graduate students by evaluating them yearly, in a process that involves the graduate faculty. We have also increased departmental awards (for research, teaching, and service) and we have had success encouraging our students to apply for college, university, and external awards. (Accomplished and ongoing)

(6) **Improve communications.** Back in 2013 our main means of communicating with the public was a modest website that was quite static, because the department could not update its content. Since then, we have gained control over the main departmental pages, which can now be modified by staff. Our current homepage includes information not just about our programs, faculty, and staff, but also about our graduate students, awards, recent and future events, and scholarship and other opportunities. In addition, the department now has a very active Facebook page (with 900+ followers), as well as a Twitter account. This much more dynamic format ensures that all of our students have up-to-the-minute information. We have also started an annual newsletter for donors, friends, and students. Still in the works is a wider outreach effort with the local community (schools, community organizations) for presentations, volunteering, and service learning. (Partially accomplished)

(7) **Faculty hiring.** As the more senior faculty complete their careers, the department has recognized the need to expand and redirect the program based on changes in our field and our student population. Hispanic linguistics (both theoretical and applied) needed reinforcement. We have already completed one successful hire in Applied Linguistics (Gabriela Zapata), whose effect on lower division pedagogy and teacher training was
immediate and far-reaching. We are now focusing on fields such as Spanish for the professions, translation, and heritage language instruction. Another area that needs reactivation is Digital Humanities, given the retirement of the department’s expert and pioneer in the field (Eduardo Urbina). Finally, new hires should be planned to expand into Luso-Brazilian studies; these could be in combination with the above, or as independent lines. (Partially accomplished)

(8) Increase quantity and quality of undergraduate instruction. As will be seen in later sections of this report, we have maintained and even made modest gains to our enrollment and to the number of majors, in spite of cutbacks in teaching staff. However, we still need to do more to bring the teaching capacity of the department in line with that of comparable units in our peer institutions. In addition, we expanded our high-impact learning offerings, including reactivating and stabilizing faculty-led study abroad programs, incentivizing undergraduate research, supervised service-learning, and internship opportunities. That said, the supervision of these multiple experiences has created a heavy added load for multiple departmental officers for whom it isn’t the primary obligation; we would like to be able to have a single person centralize these duties. (Partially accomplished)

(9) Increase faculty productivity. While most of our faculty is research-active, two major factors have conspired against a large increase in productivity. One is the absence of new hires, whose impetus and creativity is often the engine behind moving the needle on productivity. A second factor has been the increase in teaching loads; although for most of the research-active faculty this situation has been reverted, there are some who are still teaching five courses a year. Moreover, the drag of overloads may be felt even after these
are eliminated and it could help explain why some faculty are not as research active as others. To help remedy this, we need to encourage publication of books and (external) grant applications. Some localized efforts are afoot (e.g., a linguistics writing group meets regularly to encourage healthy writing habits), but we need a more concerted effort. (Partially accomplished).

(10) **Develop certificates.** Our Strategic Plan identified several potential specialized certificates, both at the undergraduate level (Spanish for the Professions, Spanish for Health, Spanish for Media and Marketing, Advanced Spanish for Teachers), and for graduate students (Certificate in Linguistics). Although those were scheduled in our Strategic Plan for 2016, increased requirements for assessment of certificates and the need to identify more faculty willing to design and offer the corresponding coursework has stalled this objective. (Pending)

(11) **Develop expertise in the pedagogy of professional Spanish.** Universities across the United States are demanding a workforce capable of developing and teaching Spanish for the Professions at the college level. However, few institutions offer pedagogical preparation in this field at the Ph.D. level, and none in Texas. This kind of expertise will give our graduates a much sought-after profile and our department an opportunity to do cutting edge research with a high probability of external funding. However, so far we have been hampered in accomplishing this goal due to the absence of a hire in the field (e.g., translation, discourse analysis, new media, etc.) (Pending)

(12) **Develop a Masters in Professional Spanish/Translation.** We believe there is a market for an accelerated master’s program in Professional Spanish/Translation. The objective is to develop Superior/Distinguished language proficiency (ACTFL) in specialties such as
medical communication, translation and interpretation, etc. This type of long-term
program will require a very dedicated and specialized hire, which we are yet to make.
(Pending).

(13) **Develop distance education.** We believe it is time to explore formats of course delivery
that will allow some students to opt for a 100% long-distance education at the graduate
level. By relying on synchronous face-to-face communication, the system would be
infinitely more immersive and inclusive than online instruction. This is the most long-
term of our objectives, since at TAMU distance education poses considerable
administrative and curricular challenges. (Pending)
FACULTY PROFILE

General Information and Demographics

Types of Faculty appointments. For the academic year 2016-2017, the faculty of the department includes 16 tenure stream faculty and four non-tenure track faculty. Among the T/TT faculty, there are seven full professors and nine associate professors; there are no assistant professors. All full professors are on 100% FTE, while among the associate professors one has a 50-50 split appointment with Africana Studies, and another is currently the Associate Director of the LAUNCH program (undergraduate research initiatives and honors), a position that has reduced her appointment with us to 25%.

Among non-tenure track faculty there are two main titles, namely, Lecturer and Instructional Assistant, Associate, and Professor. Lecturers typically have an M.A. degree, and their career ladder includes two steps (Lecturer, Senior Lecturer). Their main duties are related to teaching, and their standard course load is 4-4. Instructional professors have terminal degrees (in HISP those are Ph.D.), and their career ladder includes three steps (Instructional Assistant, Associate, and Professor). Their duties include teaching and substantial levels of departmental service, typically related to instruction (e.g., running the Language Support Office, placement testing, etc.), and their standard course loads are typically 3-3, with reductions possible for major administrative responsibilities. Lecturers are normally hired for one-year appointments which carry no expectation of renewal, but may be renewed based on performance and available funding. Instructional faculty typically have three-year renewable contracts.

Core and non-core faculty members. For the purposes of this Self-Study, we focus here on the faculty defined as core by the Academic Program Review guidelines (“full-time, tenured and
tenure-track, 50% or more doctoral instruction’"). Currently, the instructional faculty are not involved in doctoral instruction, so we will only focus on T/TT, which is currently constituted of tenured faculty. A list of core and non-core faculty, a publication list (since 2012) for all faculty, and short CVs of all current faculty are available in Appendix 5.

**Teaching load.** Until Fall 2010, the standard teaching load of full-time tenured and tenure-track faculty was two courses per semester. However, as explained earlier (History of the Department), this course load was increased to five a year starting in 2010 for most faculty. Since 2013, we have made some inroads and currently 11 faculty (73%) are back on course loads of two a semester, but faculty with less publication activity continue to be on higher loads. Those faculty can redefine the relative weight of teaching/service vs. research in their annual performance reviews, so that their evaluations match the breakdown of their performance.

**Tenure and promotion.** Assistant Professors are considered for tenure and promotion to Associate in the fall of their 6th calendar year of service; Associate Professors may be considered for promotion at any time. Non-tenure track faculty may also seek promotion, using the career ladders presented earlier. After five years of service, full-time Lecturers may be promoted to Senior Lecturer based on meritorious teaching. In the same period Instructional Assistant Professors may be promoted to Instructional Associate Professors, and to Instructional Full Professors based on their teaching and service.

**Age.** As of Fall 2017, 43.8% of the core faculty in Hispanic Studies are over 60 years of age; 18.8% are over 65.
**Gender.** Our core faculty includes nine men (56.2%) and seven women (43.8%). Among them, men outnumber women at the full professor rank (4 to 3) and at the associate professor rank (4.5 to 3.25 full time FTE), while there are more women among the non-tenure track faculty (3 and 1, respectively.

**Race/ethnicity/nationality.** Data gathered by Texas A&M in 2016, corrected to show a retirement in May 2017, shows that the majority of the core faculty are Hispanic (9 out of 16, or 56.3%). Of the remaining faculty, four are White non-Hispanic (25%), and one faculty is Black non-Hispanic. Most of the non-core faculty are also Hispanic (3 out of 4, or 75%), with the remaining one being White non-Hispanic.

**Qualifications.** All faculty (core and non-core) hold graduate degrees in Spanish, Hispanic Studies, Linguistics, or closely related fields such as Comparative Literature. All core faculty and two non-core faculty hold terminal degrees (Ph.D.), while the remaining non-core faculty hold MA. Tenure-stream faculty carry out and disseminate high-quality research and creative work, and teach graduate and undergraduate courses in their specialties. Our instructional faculty are also often engaged in research in addition to their primary responsibilities in teaching and service.

**Evaluation.** All faculty (core and non-core) are evaluated annually in the Spring semester on the basis of their job duties, which for core faculty include teaching, research, and service. The process begins with the submission of an annual self-report, that accounts for activities over the
last three years (see Appendix 7) and must be accompanied by a current CV. The form reflects the criteria articulated in the relevant departmental document (HISP Bylaws, “Performance Indicators for Review of Faculty”), and also requests information needed for the collective departmental annual performance report. Since the Spring of 2017, the faculty self-reports are evaluated by the Head of the Department, rather than by an Annual Review Committee, as was done previously. This has simplified the process and increased uniformity in the evaluations. The Head’s evaluation is provided to the faculty at the end of the Spring semester, with an invitation to discuss results. The reviews are also the basis for the distribution of merit raises for the following annual budget. If a faculty member’s overall evaluation is unsatisfactory, the head and the faculty discuss and agree on a plan for near-term improvement. Starting in 2017, an overall unsatisfactory is obtained when a faculty member has an unsatisfactory rating in any of the categories of evaluation (teaching, research, or service). If a faculty scores ‘needs improvement’ in more than one category, a plan of improvement is also mandated.

Assistant professors are reviewed by the faculty as a whole at the midpoint of their probationary period, typically at the end of their third year on the tenure clock. A subcommittee is appointed to review the faculty’s teaching, research, and service, and to prepare reports that are then made available to the entire faculty together with the candidate’s dossier. These documents constitute the basis for the committee evaluation, performed by all eligible (tenured) faculty in the department (Appendix 1, HISP Bylaws, p. 19).

Faculty who hold lecturer and instructional professor rank undergo a similar process of evaluation, which emphasizes their job duties (teaching, and teaching/service, respectively). These faculty are also eligible for promotion, typically at the end of their fifth year of employment.
The department recognizes the importance of mentoring, but in the absence of assistant professors since 2014, when our last assistant professor was promoted, developing a formal mentoring plan for faculty has taken a back seat to other more pressing issues. This in no way should be interpreted as neglect; we will develop such a program as soon as it is meaningful.

**Performance Metrics and Analysis**

**Research**

In keeping with its overall interdisciplinary mission to advance the field of Hispanic Studies within Texas and within the national and international scholarly community, our faculty engages in critical research and creative pursuits in a wide range of fields, including Hispanic linguistics (e.g., language change and variation, bilingualism, applied psycholinguistics), literary and cultural studies including Mexican, Latin American, and Peninsular varieties (e.g., Catalan, Galician), creative writing, gender and race studies (e.g., Afro-Hispanic, Latinx Studies); visual and film studies; performance studies, critical theory, and political thought. For a more complete view of the areas of strength and emphasis of the department, the reader may consult *Research Strengths and Highlights* below, as well as the more extensive (but older) Strategic Plan in Appendix 2.

An important aspect to note about our faculty research, is that we value interdisciplinary practice within the Liberal Arts, with various core members holding affiliated positions with other units (Africana Studies, Film Studies, Religious Studies, Women’s and Gender Studies). HISP also encourages research in digital media, with two members currently pursuing projects in Computer Assisted Language Learning and Digital Humanities. Members of the department organize research working groups funded through the Melbern G. Glasscock Center for
Humanities Research, including one in linguistics (*Language Matters*), and one in Film Studies (*Film Studies Working Group*).

In what follows, we provide information regarding a range of comprehensive measures of research and scholarship quality and impact, including when appropriate, data available from aggregators such as Academic Analytics, Google Scholar, and Scopus. Although our main focus is on activity that has taken place during the last five years, we occasionally go further back in time, to provide context for meaningful comparison.

**Research Strengths and Highlights**

One of the most important outcomes from our reflection on the department’s strategic plan (2015-2020) was the identification of areas of excellence. The document identified four such areas, which cut across the traditional period divisions and encompass not only literature, but also cultural studies, and linguistics. Our department has changed in internal composition since 2015, a fact which requires some adjustment and/or expansions to those original strengths. Selected individual and collective activity is described below.

**History of Ideas in the Hispanic World.** This interdisciplinary field encompasses philosophy, religion, literature, and the arts, as well as political thought. Some notable accomplishments between 2012 and 2017 include:

- Recent publications such as Hilaire Kallendorf’s *Sins of the Fathers: Moral Economies in Early Modern Spain* (2013), and *Ambiguous Antidotes: Virtue as Vaccine for Vice in Early Modern Spain* (2017); Alberto Moreiras’ *Marranismo e inscripción o el abandono de la conciencia desdichada* (2016)
Participation in editorial teams such as Alberto Moreiras’ work as Associate Editor in the three-volume *Encyclopedia of Postcolonial Studies* (with S. Ray and H. Schwartz, J.L. Villacañas, and A. Shemak) (2016), and Sarah Misemer’s work in *The Trial That Never Ends: Hannah Arendt’s Eichmann in Jerusalem in Restrospect* (2017)

International collaborations such as the Seminario Crítico-Político Transnacional (2011-present) with U Complutense de Madrid, USC, New York University; Populismo versus republicanismo: El reto político de la segunda globalización (Complutense) (2017-2020); El arte de la participación (Universitat Politècnica de València) (2012-2015)

Digital blog *Infrapolitical Deconstruction* (www.infrapolitica.wordpress.com)

Guest speakers such as Jacques Lezra (2017), Arturo Leyte (2016), Jordi Aladro (2016)

**Cultural contacts in the Hispanic World.** This area includes scholars working on cultural contacts in the Peninsula and the Americas. In the period under consideration, the department has had several noteworthy accomplishments:

- Individual faculty publications such as María Esther Quintana’s *Madres e hijas melancólicas: Novelas étnicas de crecimiento de autoras Latinas* (2014)

- Anthologies of previous work, such as Alessandra Luiselli’s *Melusina Transfigurada: Siete calas a Sor Juana* (2013)

- A book coedited by two of our colleagues (Stephen Miller and José Villalobos), and based on a local conference: *Rolando Hinojosa’s “Klail City Death Trip Series”: A Retrospective, New Directions* (2013)
The conference *Past and Future Constructions of Latin@s: Shifting Times, Shifting Identities* (2014), which hosted notable guests such as Nicolás Kanellos, Martivón Galindo, Ana Celia Zentella, and Rolando Hinojosa-Smith

Texas Research Group on Hispanic, Luso-Brazilian, and Caribbean Thought

**Artistic representations of Hispanic culture on stage and screen.** This area captures the intersecting strands of research that focus on representation, be it in drama, film, photography, iconography, or digital archives. Some notable accomplishments since 2012 include:

- Individual publications such as Richard Curry’s *In the First Few Minutes…. Spanish Language Films* (2017), Sarah Misemer’s *Theatrical Topographies: Spatial Crises in Uruguay post-2001* (2017)
- Edited volumes such as Hilaire Kallendorf’s *A Companion to Early Modern Hispanic Theater* (2014)
- International guests such as Catalan filmmaker Albert Serra (Intermedial Art: Cinema, Literature, Visualization, Installation) (2016); and a symposium funded through the Spanish General Consulate on filmmaker José Luis Guerín (2012)
- A collaborative teaching grant from the Folger Shakespeare Library (2016)

**Poetics.** The department has several creative writers in a variety of genres, including novel, short story, poetry, essay, and memoir. Some noteworthy accomplishments include:

- Eduardo Espina’s Guggenheim Fellowship (2011)
- Individual publications such as Eduardo Espina’s collection of poetry *Quiero escribir pero me sale Espina* (2014), Juan Carlos Galdo’s novel *Caminos de agua y piedra* (2014), Alain Lawo-Sukam’s trilingual poetry collection *Rêve d’Afrique* (2013)

International guests such as Javier Cercas, who participated in a symposium on his novel *El impostor* (2015), and Carmen Boullosa whose visit centered around her novel *Texas* (2013).


**Linguistics and Applied Linguistics.** Although this area was included separately in the Strategic Plan, the presence of a newly hired applied linguist has increased the distinctiveness of this area, to the point that it deserves separate mention. Some recent accomplishments include the following:

- The newly created Applied Psycholinguistics and Cognition Lab (APCL), a collaboration between the Departments of Hispanic Studies (Dr. Gabriela Zapata) and Psychology (Dr. Jyotsna Vaid), with the participation of Dr. Patrick Bolger PSYC/HISP), which has already garnered a Seed Grant from the College of Liberal Arts ($15,000) (See below for details).

- The publication of co-edited collections by Irene Moyna (*Forms of Address in the Spanish of the Americas*, 2016) and Gabriela Zapata (*Multiliteracies, Pedagogy, and Language Learning*, 2017)

- The third conference of the *International Network on Address Research* (INAR 3), which hosted 39 presenters from 15 different countries (2015)
An active working group on linguistics, *Language Matters*, funded through the Glasscock Humanities Center

**Research Quality and Metrics**

**Books** Between 2012 and 2017, HISP has published six single-author scholarly monographs, five edited or co-edited books (one of which involved two faculty), including a dictionary and an encyclopedia, one scholarly anthology, and nine creative writing books including narrative, essays, and poetry (original works, anthologies, and translations). These books, several of which have been mentioned above, have appeared in a high quality specialized venues, including academic publishers (University of Chicago, Instituto Bejamín Franklin/Universidad de Alcalá, Instituto Cultural Mexiquense, Rice University/Literal, University of Toronto), and commercial academic presses such as Arte Público, Ashgate, Brill, Bucknell, Escolar y Mayo/Universidad Complutense de Madrid, John Benjamins, McFarland, McGraw-Hill, Palgrave-Macmillan, Routledge, Wiley-Blackwell. Creative books have appeared in publishers such as Seix Barral, Planeta, PEISA (Peru), Cuarto Propio (Chile), Lumme (Sao Paulo), Viajera Editorial (Buenos Aires), Amargord (Madrid), Fondo de Animal Editores (Guayaquil/Quito). In addition, faculty in HISP have edited special issues of four different journals, and are involved in a digital project on *Infrapolitics* (www.infrapolitics.org).

The Academic Analytics (AA) measures for books are inadequate to capture language departments, given that no books published in the Spanish-speaking world seem to have been considered by the data aggregator. A brief perusal of the list of publishers presented above will show that over half of our books appeared in Spanish-language presses, including some of the most prestigious ones in the field (UNAM, Seix Barral, Instituto Cultural Mexiquense, etc.). This
gap in coverage affects peer departments to different extents, given that they vary vastly in internal composition, including subfields and language of preference. That being said, according to AA, the average number of books per faculty was 0.9 (the same as Baylor, U of Missouri, U of Florida, and Florida International, and higher than Dartmouth, Rutgers, U of New York Buffalo, Brigham Young, and U of New Mexico, among others), which places our university in the third quartile. The percentage of faculty with a book in the period considered was 53%, also in the third quartile. As a point of comparison, this percentage is identical to Florida International University, and close to Rice (57%), Emory (56%), U of Vermont (56%), U of Florida (55%), and higher than U of Miami, Florida State, U of Wisconsin Madison, U of Arizona, USC, and Baylor, among others.

Additional measures of the importance of books authored by our faculty can be gauged from citation indexes. The five highest ranked scholarly books authored by our faculty are Moreiras’ *The Exhaustion of Difference* (2001), (389 citations - its Portuguese translation has an additional 127); Teresa Vilarós’ *El mono del desencanto* (1998) with 313; Kallendorf’s *Exorcism and its Texts* (2003), with 40 and *Conscience on Stage*, with 25; Moyna’s *Compound Words in Spanish* (2011), with 28. Hilaire Kallendorf’s *A New Companion to Hispanic Mysticism* was the winner of the 2011 Roland H. Bainton Prize for reference works awarded by the Sixteenth Century Society, while for creative works we can point to honors such as extensive features in the general and specialized press (e.g., Alain Lawo-Sukam’s *Sueño con Africa. Dream Of Africa. Rêve d’Afrique* was extensively covered in the press in several Latin American publications, and Juan Carlos Galdos’ *Estación Cuzco* (2008) was also widely reviewed in the Latin American press, while Eduardo Espina’s work has been included in the *Princeton Encyclopedia of Poetry and Poetics* (2013).
**Articles and Citations.** Between 2012 and 2017, the faculty in the department of Hispanic Studies have published 51 articles in 48 different journals. Of those, around half (27, or 56%) appear in Academic Analytics, while even fewer (18, or 37.5%) feature in the Scimago database, which provides measures of journal H-factor, as well as quartile information adjusted by field. With those limitations in mind, we can point out that of the journals included in Scimago, our faculty have published in four journals which appear in the first quartile (*Foreign Language Annals, New Centennial Review, Res Publica*, and *Spanish in Context*), and eight in the second quartile (*Chasqui, Comparative Literature Studies, Culture Theory, and Critique, Hispania, Journal of Latin American Culture, Revista Chilena de Literatura, Romance Quarterly*, and *Romanische Forschungen*). A complete list of all the journals with information pertaining to their ratings appears in Appendix 6. It must be noted that the measures in Scimago apply to the citation indexes of the journals globally, rather than any article specifically. In addition, although the field is defined as *Spanish Language and Literature*, some subfields (e.g., Hispanic linguistics, applied linguistics) tend to favor journal publication, which reflects in higher overall citations. Moreover, journals that publish mainly in Spanish have a smaller potential readership than those that publish in English.

Academic Analytics provides some additional information that can help contextualize the article information above. By using the broadest range of data points possible (2005-2015), our department ranks in the second quartile across the board in most metrics. For example, 80% of our faculty have at least one article, which places us in the same overall group (Q2) as universities such as Princeton, University of Wisconsin-Madison, Georgetown, The Ohio State University, University of Virginia, and Cornell. The same can be said about total number of
articles (51) for the ten-year time interval, which again places us in Q2, with institutions such as
University of Virginia, UCLA, Yale, Vanderbilt, Florida, and Arizona State, to name a few.
Finally, with an average of 3.4 articles per faculty in the time period, our department is again in
Q2 for that measure, in the company of institutions such as New York University, University of
Texas-Austin, and Vanderbilt. Our measures for total citations are less strong, something
attributable in part to the exclusion of Spanish-language scholarship in the AA database. Even by
taking the broadest possible range for citations (2005-2015), our department occupies the high
end of the third quartile in percentage for citations. For example, in total number of faculty with
a citation (33%) it is in the same group as institutions such as Rutgers, Yale, Vanderbilt, and
California-Irvine. In average citations per faculty, our department also places in the third quartile
(with an average of 1.5), in the company of Berkeley, California-Santa Barbara, and other highly
prestigious universities. The highest ranked departments in this measure tend to be those with
high numbers of linguists, and/or of faculty who publish in English.

**Invited and international presentations.** Although it would be impossible to present an
exhaustive picture of our conference activity, this is an important aspect of our collective
research. On any given year, over 80% of the faculty attend national and international
conferences, for an average of 45-50 a year. A very partial list includes the American
Association of Applied Linguistics, the American Council for the Teaching of Foreign
Languages, the Asociación de Cervantistas, the Asociación Internacional Siglo de Oro, the
Comparative Literature Association, the Conference on Chicana Literature and Latino Studies,
the Congreso Internacional de Literatura Hispánica, the International Conference on Historical
Linguistics, the International Conference on Multilingualism, the Latin American Studies
Association, the Linguistic Symposium on Romance Languages, the Modern Language Association (both national and regional conferences), GEMELA (Grupo de estudios sobre la mujer en España y las Américas), and the Simposio Internacional de Cultura Visual.

Our faculty also receive invitations to lecture and present as plenary speakers all over the world. Between 2012 and 2017, they have lectured in many North American venues including British Columbia, Princeton, Harvard, Columbia, Vanderbilt, New York University, University of California Santa Cruz, Irvine, and Davis, Chicago, University of Southern California, University of Michigan, University of Pittsburgh, Amherst College, Ohio State University, University of Binghamton, Rice, University of Texas-Austin, University of Miami, Clemson, and Tufts. Internationally, our faculty have been guest speakers in Latin America (Rosario, Córdoba, Santiago, Mexico City, Montevideo), Spain (Santiago de Compostela, Girona, Extremadura, Barcelona, Valencia), Europe (Liverpool, London, Manchester, Salerno, Milan, Rome, Salonica, Copenhagen, Aarhus, Potsdam, Liberec, Malta, Haute-Alsace) and even farther afield (China).

**Research Grants, Prizes, and Awards.** Our department have a strong track record of awards and prizes (Table 2). In fact, according to Academic Analytics, it is in the first quartile for total number of external awards (with 10) (tied with Iowa, Berkeley, and Oregon), and also for percentage of faculty with an award (33%) (tied with Iowa and Berkeley), and average number of awards per faculty (0.7) (tied with Cornell). These recognitions include national awards and grants such as an ACLS Fellowship, a Hiett Prize in the Humanities, a Guggenheim Fellowship, a Ford Foundation Fellowship, and a Premio Nacional de Ensayo (Uruguay) as well as internal awards, such as the Association of Former Students University-Level Research Award. After the retirement of Eduardo Urbina, founder of the Cervantes Project and a consummate grantsman,
our external grants have decreased, but over the course of their careers, our faculty have obtained National Endowment for the Humanities Summer Seminar grants and several internal research grants and awards. They include a Rothrock Fellowship for recently tenured faculty of exceptional promise (College of Liberal Arts), two Cornerstone Faculty Fellowships from the College of Liberal Arts (one for Dr. Urbina, now retired), four PESCA awards given by the VP for Research, a Strategic Development Grant and a Seed Grant from the College of Liberal Arts, two Faculty Fellowships offered by the Glasscock Humanities Research Center (one for T/TT faculty, and one for non-tenured faculty), and a grant from the Mexican American and US Latino Research Center.

<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>Award/Grant Name</th>
<th>Date</th>
</tr>
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<tbody>
<tr>
<td><strong>Before 2012</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Víctor Arizpe</td>
<td>Ford Foundation Fellowship/Postdoctoral The National Academies</td>
<td>1988</td>
</tr>
<tr>
<td>Richard Curry</td>
<td>National Endowment for the Humanities Fellowship/Summer Seminar</td>
<td>1975</td>
</tr>
<tr>
<td>Eduardo Espina</td>
<td>Premio Nacional de Ensayo, Ministerio de Educación y Cultura, Montevideo, Uruguay</td>
<td>2000</td>
</tr>
<tr>
<td>Eduardo Espina</td>
<td>John Simon Guggenheim Memorial Foundation Fellowship</td>
<td>2010</td>
</tr>
<tr>
<td>Hilaire Kallendorf</td>
<td>American Council of Learned Societies Fellowship</td>
<td>2004</td>
</tr>
<tr>
<td>Hilaire Kallendorf</td>
<td>Hiett Prize in the Humanities, Dallas Institute of Humanities and Culture ($50,000)</td>
<td>2006</td>
</tr>
<tr>
<td>Hilaire Kallendorf</td>
<td>Rothrock Fellow, College of Liberal Arts, Texas A&amp;M University ($15,000)</td>
<td>2006-2009</td>
</tr>
<tr>
<td>Alain Lawo-Sukam</td>
<td>Program to Enhance Scholarly and Creative Activities, Vice President for Research ($9650)</td>
<td>2009</td>
</tr>
<tr>
<td>Alessandra Luiselli</td>
<td>Mexican American and US Latino Research Center Fellowship</td>
<td>2006-2009</td>
</tr>
<tr>
<td>Alessandra Luiselli</td>
<td>Faculty Fellow, Glasscock Center for Humanities Research</td>
<td>2008</td>
</tr>
<tr>
<td>Alessandra Luiselli</td>
<td>TAMU Women’s Progress Faculty Award</td>
<td>2009</td>
</tr>
<tr>
<td>Stephen Miller</td>
<td>National Endowment for the Humanities Summer Seminar for College Teachers ($2,500)</td>
<td>1981</td>
</tr>
<tr>
<td>Sarah Misemer</td>
<td>Academy for the Visual and Performing Arts Research Enrichment Grant ($4,000)</td>
<td>2010</td>
</tr>
<tr>
<td>Alberto Moreiras</td>
<td>Strategic Development Grant, College of Liberal Arts ($40,000)</td>
<td>2011</td>
</tr>
</tbody>
</table>
### Table 2. Research Grants and Awards for HISP Faculty

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>María Irene Moyna</td>
<td>Program to Enhance Scholarly and Creative Activities, Vice-President for Research ($9650)</td>
<td>2007</td>
</tr>
<tr>
<td>Bertín Ortega</td>
<td>Ad Hoc Faculty Stipendiary Fellowship, Glasscock Center for Humanities Research</td>
<td>2011</td>
</tr>
<tr>
<td>María Esther Quintana</td>
<td>Mexican American and US Latino Research Center Grant ($5,000)</td>
<td>2008</td>
</tr>
<tr>
<td>María Esther Quintana</td>
<td>Program to Enhance Scholarly and Creative Activities, Vice-President for Research ($7,500)</td>
<td>2009</td>
</tr>
<tr>
<td>José Villalobos</td>
<td>Faculty Fellow, Glasscock Center for Humanities Research</td>
<td>2003</td>
</tr>
<tr>
<td>Eduardo Espina</td>
<td>Association of Former Students Research Award (University Level)</td>
<td>2016</td>
</tr>
<tr>
<td>Hilaire Kallendorf</td>
<td>Cornerstone Faculty Fellow, College of Liberal Arts ($30,000)</td>
<td>2015-2019</td>
</tr>
<tr>
<td>María Irene Moyna</td>
<td>Program to Enhance Scholarly and Creative Activities, Vice-President for Research ($25,000) with Li-Jen Kuo and Erin Tigue</td>
<td>2015</td>
</tr>
<tr>
<td>Gabriela Zapata</td>
<td>Seed Grant, College of Liberal Arts ($15,000)</td>
<td>2017</td>
</tr>
</tbody>
</table>

**Research Laboratory.** Our new Applied Psycholinguistics and Cognition Lab (APCL) is a collaboration between the Departments of Hispanic Studies (Dr. Gabriela Zapata) and Psychology (Dr. Jyotsna Vaid). It also includes Dr. Patrick Bolger, who has an Instructional Professor appointment in both departments (75% PSYC/25% HISP); in our department, Dr. Bolger does instructional service. The data-collection portion of the lab (housed in ACAD 205A) specializes in the capture of both behavioral responses and eye movements. The flagship technology in the lab is a state-of-the-art eye-tracker from SR Research, the *Eyelink 1000 Plus*. The eye-tracker is accompanied by experiment-programming software (*Experiment Builder*) and data-analysis software (*Data Viewer*). The lab also contains several laptops for purely behavioral data capture. We have used these for keystroke-logging experiments using *InputLog* software. Current projects include two behavioral and one eye-tracking study. The first behavioral study to take place in this lab was a keystroke-logging experiment looking at the writing processes of Spanish heritage speakers vs. late English-Spanish bilinguals. The second behavioral study
involves the psycholinguistic impacts of integrated performance assessment in novice-high and intermediate-low Spanish classes. So far, the lab has secured a $15,000 internal seed grant from the College of Liberal Arts, which contributed to the purchase of the eye-tracker. In the short term, the team is planning to start collaborations with TAMIU Laredo (Dr. Roberto Heredia and Anna Cieslicka). In the mid-term, the lab collaborators plan to apply for external grants (e.g., NICHD's *Child Development and Behavior Branch*), which prioritizes research proposals on heritage speakers, an area where there is a critical knowledge gap.

**Professional Service**

The faculty in HISP are actively involved both at the institutional and the professional level. They have been called upon to fulfill important missions in college and university committees and tapped as officers outside the confines of the department, and have also volunteered for the profession in a number of different capacities.

**Editorial Activity.** Our faculty serve in editorial boards as editors and/or founders (e.g., Border Hispanicisms book series, University of Texas Press, Latin American Theatre Review book series, University of Kansas, *Política común, Journal of Spanish Cultural Studies, Camino Real*). Two journals are housed in our department and edited by our faculty (*Hispanic Poetry Review, Cine y...*). HISP faculty participate as members of the boards of a vast array of scholarly journals (e.g., *Anuario de Estudios Cervantinos, Bulletin of Hispanic Studies, Chasqui, Diacritics, L’Erudit franco-espagnol, Latin American Theater Review, Littera aperta, New Centennial Review, Res Publica, Revista ALCES XXI, Revista Canadiense de Estudios Hispánicos, Revista de Erudición y Crítica, Revista de Estudios Hispánicos, Revista Hispánica Moderna, Southwest
Journal of Linguistics, Traces), and the book series Topics in Address Research, from John Benjamins.

Between 2012-2017, our faculty have reviewed manuscripts for at least 20 major presses, including, for example, Brill, Bucknell, Columbia, Duke UP, John Benjamins, Knopf Doubleday, Mc-Graw Hill, North Carolina UP, Pearson, Routledge, University of Edinburgh Press, and for as many journals (e.g., PMLA, Chasqui, Revista Mexicana de Literatura Contemporánea, Journal of Hispanic Cultural Studies, PALARA, Revista de Estudios Hispánicos, Hispania, Bulletin of Hispanic Studies).

Membership in Professional Associations. Most of our faculty are active in our professional associations and belong to more than one professional association. Several have taken leadership roles in the MLA. For example, they have served in the MLA Executive Committees as delegates (for 20th and 21st Century Latin American Literature; in the Forum in Comparative Literature and Culture; Forum in Catalan Studies, and as members of the jury of the MLA James Lowel Prize. Other associations include the Asociación Internacional de Literatura y Cultura Femenina, the Asociación Latinoamericana de Filología y Lingüística, GEMELA (Grupo de estudios sobre la mujer en España y las Américas), and the Linguistic Association of the Southwest.

Grant reviewing. Several of our faculty have also reviewed grant applications for agencies such as the Danish Council of Independent Research, the Howard Foundation at Brown University, the American Council of Learned Societies, the Agencia Nacional de Investigación e Innovación (Uruguay), and the National Science Foundation.
Tenure and Promotion Reviews. Between 2012 and 2017, our faculty have been heavily involved in reviewing tenure and/or promotion cases, having completed over thirty such cases for a number of different types of institutions, including Ivy Leagues (Princeton, Cornell), liberal arts colleges (Bryn Mawr, Bard, Ithaca, Barnard, Colgate, Oberlin), and a slew of private and state universities across the United States and Canada (University of Southern California, University of California-Santa Barbara, University of California-Merced, Ohio State, Catholic University, Rutgers, Ottawa, Michigan, NYU, Fordham, Arkansas, Delaware, Indiana, Georgia, Nebraska), including, several schools in Texas (Texas Tech University, Texas State, Sam Houston State).

Institutional Service

In spite of the fact that the size of our faculty is smaller than that of virtually all other departments in the college, HISP faculty are involved at many levels of institutional governance. Some of the most significant such positions include the Associate Directorship of the Glasscock Center for Humanities Research (College of Liberal Arts) and the Associate Directorship of LAUNCH (Undergraduate Research and Honors) (Provost’s Office). Our faculty are also active in the Senate, the Committee on Academic Freedom, Responsibility, and Tenure, and in Liberal Arts committees such as the Dean’s Advisory Committee, the Interdisciplinary Task Force, the College Planning and Resources Committee, and the Study Abroad Committee. They are invited or volunteer to review scholarship applications for graduate and undergraduate students (Diversity, Merit, Boren Scholarship), and they also participate in selecting Arts and Humanities Fellowships, PESCA fellowships, and others. Finally, and given the scarcity of Latin@ faculty
on campus, our department is often tapped to advise student organizations such as the Hispanic Studies Association, Sigma Delta Pi, Mexican Student Association, Ballet Folklórico Celestial, the Gates Millenium Scholars, and the Latina Sorority Sigma Iota Alpha.

**Teaching Quality and Metrics**

Our faculty prides itself in its excellent teaching, which can be demonstrated with a number of different measures, including student evaluations, teaching awards, and documented efforts to improve teaching through retraining.

**Class size.** We try to adhere as closely as we can to the recommendations of the Modern Language Association regarding class size (20 students), while at the same time recognizing that in a university with close to 60,000 students, our department has a duty to teach increasingly large numbers of undergraduates. We keep class size at no more than 25 in lower division (though on occasion demand has forced us to raise that number to as high as 28) and we strictly cap writing- and communication-intensive classes at 24. Our content classes at the upper division often have more students, but they never exceed 28. At one time the department was willing to experiment with larger class sizes (taught in English), but we found that those classes weren’t popular enough to warrant the complications of struggling to find large classrooms. It is very likely that students continue to flock to our doors not in spite of our small class size, but because of it.

**Student-Faculty Ratio.** The Department of Hispanic Studies currently has a healthy Student-Faculty ratio that is slightly lower than that of A&M as a whole. The university currently boasts
a 20:1 student to faculty ratio, and for Fall 2016 the department’s number in this category stood at 17.2:1 (excluding GAT FTE numbers; see Table 3). This number also reflects the larger enrollment in lower division (LD) courses mostly taught by GATs. When looking at upper division (UD) figures, the ratio drops to 12.8:1 for Fall 2016.

<table>
<thead>
<tr>
<th></th>
<th>Fall 2012</th>
<th></th>
<th></th>
<th>Fall 2013</th>
<th></th>
<th></th>
<th></th>
<th>Fall 2014</th>
<th></th>
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<tbody>
<tr>
<td></td>
<td>LD 102.</td>
<td>UD 13.</td>
<td>UG 28.</td>
<td>Ph 4.3</td>
<td>Total  17.5</td>
<td>LD 55.</td>
<td>UD 10.</td>
<td>UG 20.</td>
<td>Ph 4</td>
<td>Total  15.2</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>6</td>
<td>1</td>
<td>3</td>
<td></td>
<td>4</td>
<td>3</td>
<td>6</td>
<td>4</td>
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</tbody>
</table>

Table 3. Student-Faculty ratios across the department (excludes GATs)

**Teaching Quality.** A very rough preliminary measure of teaching quality can be gleaned from our high student evaluations. More accurate measures of effectiveness can be gleaned from the high number of teaching recognitions obtained by our faculty in teaching (Table 4). Eleven of our faculty (55%) have at some point in their careers been awarded teaching awards, including the highest teaching recognition offered by the university (Association of Former Students University Level Award for Teaching) (four times), the corresponding College Level award (four times), the Student Led Teaching Award (twice), and the Betty Unterberger award for Honors teaching (once). Moreover, faculty are often selected as fellows in training institutes, such as the Summer Institute for Instructional Technology, the Service-Learning Fellows Program, and others, where they acquire new teaching skills. Our faculty have also been successful at obtaining teaching chairships (McCalla, U of Alberta) and grants, both external (Folger
Shakespeare Library) and internal (High Impact Instructional Innovation, AVPA Curriculum Development Grant).

Across the university, there is a great push to incorporate technology in our lower division, with students constructing digital assignments, and learning how to use a variety of tools. That said, the department has not ventured into fully online instruction. The first disincentive is the fact that asynchronous formats are not well suited to language teaching, in particular the development of oral communicative proficiency that is the main objective. The second hurdle is the fact that to be successful, online courses require incentives for faculty to recreate in online platforms activities comparable in effectiveness to standard face-to-face interactions, and the reassurance that high levels of tech support will be available on a regular basis. That does not mean we are not willing to discuss offering some limited coursework online (e.g., translation, writing), where the emphasis is on written production.

<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>Award/Grant Name</th>
<th>Date</th>
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<tbody>
<tr>
<td><strong>Before 2012</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Norma Arizpe</td>
<td>Association of Former Students Distinguished Award in Teaching (College-Level)</td>
<td>2009</td>
</tr>
<tr>
<td>Victor Arizpe</td>
<td>Association of Former Students Distinguished Award in Teaching (University Level)</td>
<td>2000</td>
</tr>
<tr>
<td>Richard Curry</td>
<td>Association of Former Students Distinguished Award in Teaching (College Level)</td>
<td>1991</td>
</tr>
<tr>
<td>Richard Curry</td>
<td>Association of Former Students Distinguished Award in Teaching (University Level)</td>
<td>1998</td>
</tr>
<tr>
<td>Eduardo Espina</td>
<td>Association of Former Students Distinguished Award in Teaching (University Level)</td>
<td>2007</td>
</tr>
<tr>
<td>Brian Imhoff</td>
<td>Association of Former Students Distinguished Award in Teaching (University Level)</td>
<td>2006</td>
</tr>
<tr>
<td>Hilaire Kallendorf</td>
<td>Student-Led Award in Teaching (SLATE) ($2,500)</td>
<td>2010</td>
</tr>
<tr>
<td>Alain Lawo-Sukam</td>
<td>Student-Led Award in Teaching (SLATE) ($2,500)</td>
<td>2010</td>
</tr>
<tr>
<td>Alain Lawo-Sukam</td>
<td>Summer Institute for Instructional Technology Grant ($2,500)</td>
<td>2011</td>
</tr>
<tr>
<td>Alessandra Luiselli</td>
<td>Student Government Association Champion of Diversity Award</td>
<td>2006</td>
</tr>
<tr>
<td>María Irene Moyna</td>
<td>Student-Led Award in Teaching (SLATE) ($5,000)</td>
<td>2010</td>
</tr>
<tr>
<td>Name</td>
<td>Award</td>
<td>Year</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>----------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>María Irene Moyna</td>
<td>Summer Institute for Instructional Technology Grant ($2,000)</td>
<td>2011</td>
</tr>
<tr>
<td>Bertín Ortega</td>
<td>Summer Institute for Instructional Technology Grant ($2,000)</td>
<td>2011</td>
</tr>
<tr>
<td>María Esther Quintana</td>
<td>Summer Institute for Instructional Technology Grant ($2,000)</td>
<td>2011</td>
</tr>
<tr>
<td>Since 2012</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hilaire Kallendorf</td>
<td>Folger Shakespeare Library Collaborative Teaching Grant ($6,000)</td>
<td>2016</td>
</tr>
<tr>
<td>Alain Lawo-Sukam</td>
<td>Association of Former Students Distinguished Award in Teaching (College Level) ($2,000)</td>
<td>2015</td>
</tr>
<tr>
<td>Sarah Misemer</td>
<td>Betty M. Unterberger Award for Outstanding Contribution to Honors Education</td>
<td>2016</td>
</tr>
<tr>
<td>Alain Lawo-Sukam</td>
<td>Flipping Your Course Faculty Institute ($2,000)</td>
<td>2015</td>
</tr>
<tr>
<td>María Irene Moyna</td>
<td>High Impact Instructional Innovation Grant ($10,000)</td>
<td>2015</td>
</tr>
<tr>
<td>María Irene Moyna</td>
<td>Service-Learning Faculty Fellow ($2,500)</td>
<td>2013</td>
</tr>
<tr>
<td>José Villalobos</td>
<td>Association of Former Students Distinguished Award in Teaching (College Level) ($2,000)</td>
<td>2017</td>
</tr>
<tr>
<td>Gabriela Zapata</td>
<td>McCalla Professorship, Office of the Provost, University of Alberta (CAD$32,000)</td>
<td>2012</td>
</tr>
</tbody>
</table>

*Table 4. Teaching Awards and Grants of HISP Faculty*

**UNDERGRADUATE PROGRAM**

**Administration.** The Undergraduate Studies Program is an important component of the Department of Hispanic Studies and the College of Liberal Arts. We offer a Major in Spanish, and two Minors, in Spanish and Hispanic Studies for Community Engagement. In addition, we offer over 50% of the basic language courses available to satisfy the college’s language requirement.

The Office of Undergraduate Studies interacts directly with undergraduates by way of recruiting, advising, administering placement exams, registration, new student conferences, transfer credit, grade appeals, and student records. On the programmatic side, it takes care of curriculum, scheduling, recertification of writing- and communication-intensive courses, undergraduate research initiatives, and assessment.
Between 2013 and 2017, the program was administered by Dr. José Villalobos, currently the Acting Head. Since Fall 2017, the Director of Undergraduate Studies has been Dr. Bertín Ortega, who is in charge of upper division curriculum and instruction, scheduling, placement testing, and undergraduate student relations. The Director of the Lower Division Program, Dr. Gabriela Zapata, focuses on lower division pedagogy and curriculum, training and supervision of graduate assistants and instructors, benchmark testing, and coordination of teaching awards. The Language Support Office (LSO) is run by Dr. Patricia Timmons (on leave), who is in charge of hiring, training, scheduling, and supervising tutors and student workers.

LOWER DIVISION

**Overall Objective and Structure.** The main objective of our Lower Division is to offer the university’s undergraduates the best quality basic instruction possible in Spanish language, with the goal of developing communicative competence and awareness about the main features of Latino culture. This is accomplished through our four-course sequence which counts for a total of 14 credits (two four-credit 100-level courses and two three-credit 200-level courses). Additionally, our lower division offers study abroad options (see *Study Abroad*), and extracurriculars such as an active Conversation Club, discussed below.

**Curricular Innovations.** Under the direction of Dr. Gabriela Zapata, the Lower Division Spanish Language Program offers beginning and intermediate Spanish classes in four levels of instruction: SPAN 101 (proficiency level: Novice High, as determined by the American Council for the Teaching of Foreign Languages, ACTFL), SPAN 102 (ACTFL Intermediate Low), SPAN 201 (ACTFL Intermediate Mid), and SPAN 202 (ACTFL Intermediate High). These courses are
very much in demand, serving an average of 850 students per semester, in sections that are
typically at maximum capacity (25-28). Back in 2014, around 80% of the students in those
classes were from Liberal Arts. Smaller but growing shares of the student population come from
the other colleges, including B.S. majors in Business and Engineering (which has developed a
Global Engineering program with a 3-credit language requirement). Although we would like to
believe that the popularity of these courses reflects a growing recognition of the importance of
Spanish in the world at large, patterns of enrollment and other evidence suggest that the numbers
are in part driven by more pragmatic concerns. Anecdotal evidence, consistent with findings at
other institutions, also indicates that a number of students appear to be motivated primarily by
the belief that inclusion of Spanish on their transcript will prove an asset on the job market or
merely by the desire to raise their GPA.

This past academic year (2016-2017), the Lower Division Language Program curriculum
started undergoing dramatic changes to attract and motivate more students in an effort to recruit
minors and majors, and to reflect the national trends in second language education advocated by
ACTFL. These changes include the incorporation of innovative, research-informed practices
(World Readiness Standards for Language Learning) and assessment approaches (Integrated
Performance Assessment) to emphasize students’ active learning and use of Spanish. The
changes were first implemented in SPAN 101 and 102 in Fall 2016, and have subsequently been
extended to SPAN 201 and 202 in Spring, Summer, and Fall of 2017.

Our curricular innovations reflect the main objectives guiding the present program,
including the following: (a) to introduce students to Spanish and its cultural diversity; (b) to
promote the development of learners’ performance in ACTFL’s three modes of
communication—interpretive (reading, listening, and viewing), interpersonal (oral interactions
with other speakers), and presentational (the use of Spanish for the presentation of ideas orally, in writing, or in multimodal ways, i.e., through a combination of media); (c) to develop their intercultural understanding and social conscience towards problems that affect their culture and other cultures; and (d) to prepare them for advanced work in Spanish content classes (literature, cultural studies, and linguistics).

**Assessment.** Student success in the new program is measured through formative and summative tools, and two benchmark proficiency exams. Formative assessment requires learners to use Spanish in a variety of assignments such as oral interactions with partners, comprehension and interpretation of written and oral texts, and development of written compositions in a variety of genres (postcards, emails, letters, posters, memes, etc.). This work is assessed with holistic rubrics based on two important documents developed by ACTFL: the *NCSSFL-ACTFL Can-Do Statements*, and the *Performance Descriptors for Language Learners*. Summative assessment is achieved through technology-based projects where students develop digital magazines and books (SPAN 101 and 102) and interactive posters (SPAN 201 and 202) that allow for the comprehensive application of the content learned in each specific class. The projects serve various purposes: (a) to increase learners’ motivation by connecting Spanish to their personal lives; (b) to provide learners with a real-life like opportunity to use Spanish in the presentational mode; (c) to establish a clear connection between class content and assessment; (d) to develop students’ multiliteracies through the understanding of how digital media work, and how multimodal resources can be combined to convey specific meanings; and (e) to promote learner autonomy through collaboration with peers. Since students’ work is innovative and creative, each
semester we reward their efforts by organizing contests across each instructional level, with the winning section earning a pizza party.

Attainment of the proficiency level expected after the completion of two and four semesters of Spanish instruction is assessed with two benchmark proficiency exams modeled after the internationally renowned Diploma de Español como Lengua Extranjera (DELE), and administered to students electronically after the completion of SPAN 102 and 202. The first benchmark test administered in SPAN 102 in Spring 2017 rendered promising results, even though only 114 students out of 253 completed it (45%). Of those, 58% met expectations (scoring 75% or above), and 42% exceeded expectations (scoring between 85% and 100%). However, we feel that more information on students’ performance and the achievement of the expected proficiency level is needed. Thus in the Fall of 2017, we plan to establish the following assessment measures: (a) we will modify the benchmark test so that it better reflects the work students have done in class, as well as ACTFL performance descriptors and proficiency guidelines; (b) we will incorporate the benchmark test as an evaluation component in the SPAN 102 syllabus, to ensure completion of the test by all enrolled students; and (c) we will complement the test with other forms of assessment to have a more comprehensive picture of both learners’ performance and proficiency levels at the end of the second semester of instruction. The SPAN 202 benchmark test will be implemented at the end of the Spring 2018 semester to allow for students’ exposure to the four-course sequence under the new curriculum.

**Instructor training and supervision.** Each semester, the programs’ four classes—divided into approximately 30 sections—are taught mainly by an average of 17 graduate students, three lecturers, and a few (2-4) tenure-track faculty. The innovation in the language program has
allowed for a reduced 2-1 teaching load for graduate students (down from 2-2 before Fall 2017).
It has also provided graduate students with opportunities for professional development in the
form of a multi-day workshop before the start of the Fall semester, a mandatory 3-credit
methodology class (HISP 675), and an average of three workshops per semester with a focus on
ACTFL’s high-leverage teaching practices and Core Practices for World Language Learning. In
addition, all graduate student instructors and lecturers are observed in class and receive oral and
written feedback. To encourage and reward high teaching skill levels, the department has
instituted an annual internal Teaching Award. A further initiative directed towards supporting
and developing graduate students’ teaching practice is the newly-established Graduate Assistant
Peer Mentorship program. The main goal of this program is to provide peer support to graduate
students teaching in the Spanish Lower Division Language Program for the first time, and to
allow for more experienced graduate students to share their knowledge and teaching experience
with their colleagues. Two graduate students participated in this program in Spring 2017, and we
hope that students will avail themselves of this opportunity in Fall 2017, as a new cohort of
graduate instructors joins us.

**Curricular Alternatives.** At the 200-level of instruction, the Lower Division Language Program
branches out into various curricular options. For example, students who wish to enroll in SPAN
201 and 202 but have an interest in the biological sciences, can opt for Spanish for Health
Professionals I and II (SPAN 208, 218) instead. These two classes share the same theoretical and
pedagogical basis of the program’s other four courses, but the focus in on matters related to
healthcare and patient-provider interaction. In addition, to complete the lower division language
requirement, students can enroll in the five-week summer faculty-led study abroad program in
Toledo, (Field Studies Abroad I and II, SPAN 221, 222) (See Study Abroad section for details). Finally, we have recently submitted a course approval request for Intensive Elementary Spanish (SPAN 112), an 8-credit course that will allow students that complete the equivalent of SPAN 101 and 102 in a single semester, thus speeding up completion of the language requirement. This will be followed by a similar 6-credit Intensive Intermediate Spanish, once we have revamped the syllabus in SPAN 202, at the end of Fall 2017.

Extracurricular Activities

**Conversation Club.** The Lower Division Language Program offers additional opportunities for language learning. For example, students who wish to practice Spanish outside the classroom can attend the Spanish Conversation Club, whose main objective is to provide learners at the novice and intermediate levels of proficiency with the opportunity to use Spanish in an informal, fun setting. The Club meets once a week for two hours. The first hour is devoted to novice students, and the second to intermediate learners. The club is run by a graduate student assigned annually on a rotation basis. The student’s responsibility is to direct the conversation activities, and develop specific instructional material under Dr. Zapata’s supervision. The Club thus constitutes another opportunity for graduate professional development.

**Future Plans.** At present, several classroom-based research initiatives are underway to assess the success of our new curriculum. These will guide the short- and long-term goals of the program, which include: (a) the on-going revision and improvement of curriculum based on results of students’ formative, summative, and proficiency assessment; (b) a curricular move from the use of textbooks to a complete reliance on digital open-source instructional materials to
be developed in house by the year 2020; and (c) the incorporation of Spanish for the Professions classes (health, business, science) at the four levels of lower division instruction as possible alternatives to the general-Spanish options already offered.

**UPPER DIVISION**

Our upper division courses serve a large cross-section of the student population, including majors, minors, and students who take Spanish as an elective to complement a variety of degrees. In Fall of 2014, the last time an extensive census of our students was conducted, the share of the College of Liberal Arts was smaller in the upper division than in the lower division (63% vs. 80%). Other colleges increase their share at the upper division concomitantly, such as Education (10%), Business (7%), Science (7%), Engineering (4%), Veterinary Science (4%), Agriculture and Life Sciences (4%). Since 2014, there has been a visible increase in enrollments from these colleges, but we have not conducted another large-scale census to support these impressions. (The complete list of our approved and pending courses can be found in Appendix 3.)

**THE SPANISH MAJOR**

**Objectives.** The overall objective of the Spanish major is to develop our students’ linguistic proficiency in Spanish and competency in the diverse manifestations of Hispanic culture, including its history, linguistic and dialectal diversity, media, art, and literary texts. The Spanish Major requires a minimum of 33 hours of approved courses. Our department offers courses under two prefixes, SPAN (Spanish), which teach content in Spanish, and HISP (Hispanic Studies), which teach Hispanic-related content in English. The latter courses were developed
mostly to allow for easy cross-listing (e.g., with Africana Studies, Religious Studies, English, Film Studies), and to attract students whose linguistic proficiency may make it hard to learn when courses are taught in Spanish. In practice, however, the vast majority of our courses on any given semester are SPAN.

**Major Course Requirements.** Of the total 33 credits in the major, six hours must be at the intermediate level, and the remaining 27 must be in upper division. Nine of those 27 hours must be in language or linguistics courses, including Oral Skills (SPAN 301), Advanced Grammar/Advanced Grammar for Heritage Speakers (SPAN 302/304), Advanced Composition (SPAN 303), Business Spanish (SPAN 306), Spanish for the Sciences (SPAN 307), Oral Communication for Health Professionals (SPAN 318), Spanish Phonology and Phonetics (SPAN 350), Introduction to Hispanic Linguistics (SPAN 352), Advanced Writing (SPAN 403), Spanish-English Translation (SPAN 407), Advanced Spanish-English Translation (SPAN 417), Hispanic Sociolinguistics (SPAN 452), and Topics in Hispanic Linguistics (SPAN 462). Nine hours must include courses in Spanish literature or culture from the following list: Hispanic Culture and Civilization to the 18th Century, and 18th Century to Present (SPAN 311, 312), Introduction to Spanish Literature (SPAN 320), Spanish Literature to 1700, and from 1700 to 1936 (SPAN 331, 332), Spanish-American Literature from 1492 to 1821, and from 1821 to 1935 (SPAN 341, 342), Photography in the Hispanic World (SPAN 409), Hispanic Film (SPAN 410), Contemporary Hispanic Society and Culture (SPAN 411), Hispanic Writers in the US (SPAN 412), Hispanic Culture through Art (SPAN 413), Spanish Language Poetry (SPAN 421), Cervantes (SPAN 445), Contemporary Spanish and Spanish-American Literature (SPAN 450), Topics in Hispanic Literature (SPAN 460), and Topics in Hispanic Culture (SPAN 461). The
remaining nine hours can be chosen from any 300-400 SPAN courses not used to fulfill specific requirements, from 300-400 HISP courses, and from a pre-approved list of interdisciplinary courses with Latino/Hispanic content taught across the College in other departments such as English, History, Political Science, and Sociology.

**Other Requirements.** To complete the degree, at least nine credits must be taken in SPAN courses at the 400-level, and at least six must be in writing- or communication-intensive courses (SPAN 301, 303, 320, 445). Texas A&M has residency requirements to graduate with a Bachelors: at least 36 credit hours of the entire degree must be taken in residence, and of those, 12 credits must be in the major department. Lastly, all Spanish majors must complete a 10-week experience abroad that can be either credit-bearing (study abroad) or a significant and documented experience (volunteering, internships, or other professional settings). Exceptions to the experience abroad requirement are only made for students with a compelling documented obstacle to completion (disability, immigration status, family obligations, etc.). Overall, compliance with this requirement is high (around 75-80%). A hurdle reported by our advisor is that some students declare their secondary major in Spanish late in their degree plan, when it is extremely impractical or onerous to add a study abroad experience before graduation.

**Curricular Innovations.** Some recent changes related to the undergraduate reform completed in 2016 have helped increase student enrollment and stabilized the number of Spanish majors. These changes included substantial revisions to the curriculum and some more superficial changes meant to improve our communication of course content with advisors and students.
Among the most substantial programmatic changes, we made it easier to complete the major by eliminating bottlenecks. We took out specific prerequisites (Advanced Grammar, Introduction to Hispanic Literature) and instead layered courses by difficulty. Thus, at the end of the lower division sequence (SPAN 202, 203, or 218), students may opt for any of our advanced language courses (Oral Skills, SPAN 301, Advanced Grammar for L2/HL, SPAN 302/304, Advanced Composition, SPAN 303). After taking at least one of those, they may take any 300-level content course (in literature, linguistics, culture, or professional Spanish). Before taking courses at the 400-level, students must take at least two courses at the 300-level. With these changes, students have an opportunity to build on their oral and writing skills before they move on to more challenging content courses where these skills will be practiced and reinforced, without being constrained to take specific courses which are invariably overenrolled.

The reform also included the design and approval of several new courses meant to bring our program in line with the recommendations of the MLA 2007 report Foreign Languages and Higher Education: New Structures for a Changed World. These included the creation of courses specific for heritage speakers (as detailed in Improvements since previous APR) at the intermediate and advanced level (SPAN 203, 304). We also developed sequences of professional Spanish, adding to our popular Business course with offerings for health professionals (SPAN 318), and translation (SPAN 407, 417). Some additional new courses have also been developed in literature and culture (Advanced Writing in Spanish, SPAN 403) and Photography in the Hispanic World (SPAN 409). Most of these courses address professional communication needs specific to the interaction with Hispanics at the state, national, and global level.

At the same time, several courses in literature and culture which still appear in our catalog are slated for consolidation and merger. The specific courses include Hispanic Culture and
Civilization to the 18th Century (SPAN 311), Hispanic Culture and Civilization: 18th Century to Present (SPAN 312), Spanish Literature to 1700 (SPAN 331), and Spanish Literature from 1700 to 1936 (SPAN 332). They will be replaced by three courses, under the general title of *Hispanic Cultures in Historical Context*, that eliminate the separation between culture and literature, allowing faculty to modify content depending on individual specialty, as long as overarching learning outcomes are met: SPAN 321 (covering the 15th-18th Centuries), SPAN 322 (19th Century), and SPAN 323 (20th-21st Centuries). These courses have already been approved at the College level and should appear in the next course catalog.

Finally, there have also been changes meant to regularize course sequencing and clarify content for the benefit of students and advisors alike. Thus, for example, Oral Skills, formerly SPAN 310, was given the number 301, to show it belongs in the linguistic consolidation level. The composition course (SPAN 303), formerly identified as Composition and Conversation, was renamed to reflect its true core content, which is writing as opposed to speaking. Other courses were given more transparent or attractive names.

**THE MINORS**

The Department offers two minors: a Minor in Spanish and a recently created Minor in Hispanic Studies for Community Engagement, both of which require completion of 18 approved credits. The objective of these two minors is to offer students the opportunity to take advanced Spanish courses, chosen from our offerings in language, linguistics, culture, and literature, and to document this proficiency on their transcripts.
**Minor in Spanish.** The minor in Spanish allows students to continue honing their linguistic and cultural skills beyond the language requirement. Along with increased language ability, students also work on their cultural competency and can choose courses in any area, including professional Spanish, literature, or culture. The minor includes the two intermediate courses (SPAN 201 and 202 or equivalents), as well as at least 12 credits of upper division classes (SPAN 300-400).

**Minor in Hispanic Studies for Community Engagement.** This minor allows students to develop their linguistic and cultural competency with the main objective of interacting and serving the Latino population in the U.S. It combines high levels of Spanish proficiency with interdisciplinary coursework. This minor requires six SPAN credits at the upper division and nine hours from a selection of coursework dealing with Hispanic/Latino topics such as Anthropology, English, Geography, History, Philosophy, Political Science, Sociology. A key component of this minor is a mandated service learning component of at least three credits of Community Impact through Service Learning in Spanish (SPAN 483). Students who take this course must identify a local or regional organization and work on a community project to serve its goals. Students involved in this kind of project have worked for local schools, hospitals, immigration services, and others.

**HIGH IMPACT LEARNING**

The department has traditionally had excellent teaching (see *Faculty Teaching Awards*) and strong high-impact instructional practices. The most obvious example is study abroad, since HISP offered this opportunity earlier than most other units in the university, and has consequently gathered the most continuous experience, taking hundreds of students abroad over...
the decades. In recent years, we have also developed other HIPs by adding incentives to service-learning, mentoring of undergraduate research, and collaborative instructional enhancement projects (*Proyecto Enseña*). Each one of them is described below.

**Study Abroad.** The department pioneered study abroad for language instruction. Two types of programs have generally been offered, including at the intermediate and advanced level. Currently, we offer two such programs each summer. The intermediate-level program goes to the Universidad de Castilla-La Mancha, in Toledo, and allows students to complete the intermediate sequence (as SPAN 221, 222, Field Studies) in five weeks. The advanced level program has been offered in different locations, depending on faculty curricular interests. In the recent past, we have taken students to Barcelona, Santiago, and Quito. Because Spanish majors must complete a 10-week experience, the advanced-level programs take place during Summer Session I, allowing interested students to remain in the host country for another five weeks to complete an internship, research project, or volunteer opportunity. Enrollments in our summer programs have been quite healthy recently, and the future looks bright (Figure 1).

The department encourages participation in study abroad (either faculty-led programs and other programs of the students’ choice), through Study Abroad scholarships funded by generous private endowments and gifts. The awards are generally for $1,000, which admittedly does not cover the entire program, but help students defray a portion of the costs.
It should be noted that our department also has an oversized role in study abroad transfer credit: over 8% of all the credit transferred from abroad across the university is for Spanish coursework and goes through our office. We have a dedicated position, the Director of Study Abroad, whose main role is to ascertain course equivalences from multiple institutions, and to work in conjunction with the faculty and the Study Abroad office to design and approve faculty-led language programs. Since Fall 2013, that position has been occupied by Dr. Víctor Arizpe.

**Undergraduate Research.** In Fall 2016, the department launched an Undergraduate Research Initiative that allows students to apply for research assistant positions with our faculty. This competitive program matches interested students with faculty researchers. A small bursary ($750) is awarded to the selected students when they complete the project. It is expected that
students work closely with faculty for up to 100 hours per semester, while earning credit for Undergraduate Research (SPAN 491). Since 2015, nine students have taken 491 credit and the program’s impact is evident in the successful completion of several projects. One project resulted in a presentation at the annual conference of the Linguistic Association of the Southwest and has already been published in *Hispania* (Rosales & Moyna 2016), while other papers have been submitted more recently (Zapata, Ribota, Salazar & Peacock). There have also been several conference presentations, at the International Workshop on Spanish Sociolinguistics (Butt & Moyna 2016) and the forthcoming Hispanic Linguistics Symposium (Zapata, Bolger & Vela de la Cruz 2017). Undergraduate researchers from our department have also distinguished themselves in local venues, with one student (Maci Greene) earning the best paper for the category of Humanities (History, Literature, Fine Arts, Communication, Languages, Philosophy) during TAMU Research Week 2015. We intend to continue encouraging larger numbers of faculty and students to participate.

**Service Learning.** Because service-learning is often offered as an alternative to those students unable to participate in study abroad, the experience has been offered in our program for a long time. However, since we instituted the Minor in Hispanic Studies for Community Engagement, the number of students who complete service-learning projects has grown considerably (10 in 2014, 35 in 2015, 19 in 2016, 12 so far in 2017), either through the new SPAN 483 or through SPAN 484, a number originally designated as Internship, but which was doing double duty.

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1 Undergraduate student names underlined.
Proyecto Enseña. In Fall 2016, the department launched a new initiative meant to encourage teaching collaborations to enhance undergraduate instruction through a small endowment. Faculty members and graduate students are encouraged to pair up to design and implement a special teaching project in an undergraduate class. The instructor of record can be either of the two participants, with the remaining member of the pair acting as a consultant or assistant. The incentive provides a small bursary to each of the participants to reward the effort, as well as funding for expenses incurred in the implementation of the activity itself. For example, a faculty member who was teaching a course on Cuban art partnered with a Cuban graduate student, who was given an opportunity to give some guest lectures; the entire class later visited the Houston Museum of Fine Arts to view a related exhibit, with all expenses paid through the project. The students were then tasked with developing Wikipedia pages for selected contemporary Cuban artists. These projects have been very positively reviewed by both the students and the participating faculty, and we intend to repeat them in future semesters.

Instructional Support Services and Extracurricular Activities

Academic Advising. Until recently, departments have had exclusively dedicated advisors, but the college is moving to a system of advising ‘pods’ serving multiple departments. HISP has a designated advisor (Zuleika Carrasco), who is split between our department and Sociology and is located in ACAD 107. While we do not know what the impact of this move will be with regards to student loyalty and identification with the major, we are hopeful that it will increase double majors as advisors share resources. Among the advisor’s responsibilities is the preapproval of study abroad courses by our majors, when they don’t go on TAMU sanctioned trips. It deserves mention that our advisor is extremely active on campus in student group advising (Filipino
Student Association, Lambda Theta Alpha), facilitation of conferences, conference review committees, and multiple recruitment activities.

**Placement Exam.** Until Fall 2013, the Spanish placement test was performed by the office of Data and Research Services. It consisted of a single multiple-choice test of receptive skills (reading, listening, recognition of grammatical structures), and made no distinctions by language background. The test was costly to the students, leading to high levels of non-compliance. Moreover, it led to inaccurate placement for heritage learners, who often placed much lower than their actual linguistic abilities would have predicted.

In Spring 2014, HISP brought back the test in-house, to regain control over its format and grading. This has allowed us to offer two versions of the assessment tool, one for second language learners and an entirely different one for heritage learners. The HL test is based on the format developed by Belpoliti and Fairclough at the University of Houston, and it works to discriminate multiple levels of proficiency. Unfortunately, our student population makes it impractical to offer elementary heritage learner courses, so that these students are directed into the corresponding level of second language learners (SPAN 101, 102, 201). Our new tests are more comprehensive than the older format: they include vocabulary and grammar sections as well as a writing portion and an optional oral interview. Some portions are done by scantron, but the productive skills are graded manually. Between Fall 2014 and Fall 2016, we administered a total of 2899 placement tests, of which 77% were for second language learners and 23% for heritage learners.
**Language Support Office.** The Language Support Office (LSO) (ACAD 124) provides free language tutoring by appointment and on a walk-in basis for students enrolled in undergraduate Spanish courses. The LSO generally employs one graduate and four undergraduate students per semester, and it is open five days a week, typically for a total of 30 hours. The most recent attendance logs (Spring 2017) show that the majority of students sought helped for composition writing (51%) followed by assistance with homework/grammar (19%), conversation practice (18%), reading comprehension (5%), assistance with presentations (4%) and translation assignments (2%). The data indicate that the LSO not only assists students with matters related to language learning in general, but it also provides strong support for our writing- and communication- intensive courses, thus filling a gap not addressed by the University Writing Center, which offers services exclusively in English.

**Community Outreach and Diversity: The Hispanic Film Series.** This classic feature of our department has been organized for over ten years by Dr. Rick Curry with the purpose of sharing this aspect of Hispanic culture with the entire university community. The Film Series exhibited 13 films last year, though on average one film per month for a total of eight a year are shown from among current and recent Spanish-language movies. Traditionally advertised to our own students, and often offered as an extra credit activity option, the crowds have been getting bigger recently, with as many as 300 plus in attendance, since we started advertising the films through general listservs. To make the events even more impactful, for two years in a row the department has been organizing a Diversity Essay Contest among our students, which encourages them to view several movies and write a paper reflecting on the representation of diversity in those movies.
Future Plans. Among our most exciting new initiatives is the Spanish Immersion community (¡Sí! Spanish Immersion), which will start in Fall 2017. We have partnered with Residence Life, to designate a floor in one of the university residence halls as a Spanish immersion hall. Students at the intermediate level will be placed together, so that they can interact and commit to speak Spanish in their everyday interactions. They will be required to carry out a number of mandatory activities (service learning, participation in the Conversation Club, field trips), and they will all be enrolled in the same section of SPAN 301 (Oral Skills) in Spring 2017.

Program Assessment

Lower Division Language Program. Benchmark exams were implemented in 2013 to assess students’ level of proficiency after four semesters of basic language instruction. Initially, the exam was administered on paper and graded by hand, but we moved to a scantron form and then to its present digital format delivered via the university’s learning platform, eCampus. In the past three years, 1414 students have taken the test, but it was in the third year of implementation that we reached our goal of testing at least 80% of the students enrolled in Span 202 and 203 (up from 47% in 2014 and 71% in 2015).

Based on the results of the first benchmark (Sp 15), we implemented changes to our classes in 2014 and 2015 to provide more oral practice and interactive activities (e.g., the Conversation Club). In addition, we reviewed syllabi to clarify objectives and make target language functions for every unit explicit to both instructors and students. We also reactivated study abroad at the intermediate level, which was interrupted between 2010 and 2015. The results of the second benchmark (Sp 16) showed improvement in the targeted areas. With the
arrival of Dr. Zapata in 2016, we further strengthened our program in several ways: (a) we created teaching materials and lesson plans that encourage interactive target language use, and that rely on authentic materials; (b) we emphasized a student-centered classroom through conversations, debates, role-play situations, etc.; (c) we created eCampus sections to share activities and materials, and we have improved this repository of teaching resources with the help of instructors; (d) we have continued to review syllabi in order to clarify objectives and assignments.

The data of the benchmark in year 3 (Sp 17) have helped Dr. Zapata make further changes, the full implementation of which will be achieved in 2018 (see Lower Division for details). Interim results are promising, as expressed by both instructors and students, and as reflected in student production. The average evaluation scores for trained instructors in lower division have gone up substantially (SPAN 101 from 4.52 to 4.65; SPAN 102, from 4.25 to 4.65). Samples of student work under the new curriculum can be found in the Basic Language Program’s website: http://spanprog.wixsite.com/tamu-spanprog/student-work.

Major. It has been harder to establish and measure outcomes in the major, given the diversity of courses available, and students’ varied professional and personal goals. Our earliest attempts at measuring major outcomes were based on written surveys (pre-2013), and in-person exit interviews (post-2013). The data obtained from these were found to be inadequate for two reasons. The first is that those instruments only measured satisfaction with the major, an indirect measure of quality. The second was that our advisor at the time found it very difficult to collect paper surveys, and it was even harder to schedule the exit interviews with the head, which led to low compliance. That said, some useful insights did emerge from the interviews, including the
low oral proficiency of some majors upon graduation, and their suggestions for updating the coursework and improving response times to their needs.

This led our assessment coordinator (Dr. Ortega) to try a different tack, with the assistance of our new advisor. Graduating seniors must now submit a sample paper in Spanish, which will be evaluated by three independent readers with the use of a rubric developed with the assistance of Dr. Zapata. The task is simpler for the students, and the evaluation will give us an overview of their writing ability, and thus constitute a direct measure of language proficiency. The papers have been collected for the first time, and will be evaluated over the course of the Summer of 2017.

ENROLLMENTS

General Trends. In the past five years, the total number of seats offered by HISP has ranged from a low of 1,270 (F13), to a high of 1,550 (Sp16). Overall enrollments have thus bucked national trends by showing modest gains (see Figure 2). The past four long semesters for which we have data (F15, Sp16, F16, Sp17) have exceeded the average for the period (1,427), which indicates that the trend is towards growth. However, with the notable exception of Summer 2017, there has been a marked drop in summer enrollments, which has been a drag on our overall numbers. Our department lacks hiring flexibility, which means that enrollments are exceedingly sensitive to class cancellations due to retirements, sick leave (Sp15, F15), or position reassignments (F16) with no compensatory hiring. In other words, enrollments are limited by supply, not demand. In fact, in most cases, the semesters with higher enrollments correspond to semesters with more open sections, i.e., more instructors. Our total capacity hovers around 90-92%, with our lower division and professional Spanish courses generally at capacity. Moreover,
small differences in the balance between lower division and upper division sections over the semesters affects overall WFTE (see Tables 5 and 6).

**Figure 2. Enrollment figures for undergraduate courses in SPAN and HISP.**

**Enrollments in the Major and Minor.** As stated above, in terms of overall enrollments, our department bucks the national trend for Texas and the nation, since it has held steady and even shown slight increases over the last five years. That said, it should be recognized that for a university of our size (near 60,000 undergraduates at last count), the department has traditionally been small, even if it outstrips all other foreign languages (combined), as well as Performance Studies, Music, Theater, and Philosophy. Like most language departments, most of our
undergraduates are in fact double majors or double degree students with the totals for each year being: 119 majors in 2012, 125 in 2013, 139 in 2014, 142 in 2015, and 129 in 2016. Spanish is a very versatile major, combining with the most other majors of any offered in the college. For example, it combines well with Liberal Arts majors such as International Studies, English, and Sociology, but also with degrees such as Biomedical Sciences, Math, and Education and Kinesiology, to name some. Spanish is also among the most popular minors in the college: in any

Table 5. Average SCH per FTE per rank in Hispanic Studies.

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<td>Graduate Assistant Teaching</td>
<td>256.7</td>
<td>266.2</td>
<td>329.5</td>
<td>252.9</td>
<td>248.9</td>
</tr>
</tbody>
</table>

Table 6. Average WSCH per FTE per rank in Hispanic Studies.

<table>
<thead>
<tr>
<th>Average WSCH per FTE for Faculty Rank</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>292.7</td>
<td>326.8</td>
<td>319.5</td>
<td>327.3</td>
<td>411.9</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>334.3</td>
<td>189.3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate Professor</td>
<td>346.0</td>
<td>249.7</td>
<td>341.8</td>
<td>321.3</td>
<td>251.4</td>
</tr>
<tr>
<td>Other Faculty</td>
<td>445.6</td>
<td>289.2</td>
<td>206.7</td>
<td>265.9</td>
<td>308.2</td>
</tr>
<tr>
<td>Graduate Assistant Teaching</td>
<td>254.0</td>
<td>266.2</td>
<td>329.5</td>
<td>277.0</td>
<td>283.5</td>
</tr>
</tbody>
</table>
given semester, the number of minors exceeds that of majors by an order of around three to one. For this data, see Figure 3.

![Figure 3. Majors and minors.](image)

**UNDERGRADUATE STUDENT DEMOGRAPHICS**

Although it would be valuable to offer demographic information for all our enrolled students, our university only provides documentation for primary majors, which is what we have used below.

**Gender.** As is typical of modern language departments throughout the U.S., females outnumber males in our major two-to-one, a ratio that is consistent between 2012 and 2016 (Table 7). It
should be noted that official surveys only give students binary gender choices, which makes it impossible to know whether any students identify as non-gender binary.

**Ethnicity.** In terms of ethnicity, our numbers are also quite stable over time, with Hispanic students constituting over half of all our majors consistently. White Non-Hispanic students constitute about a third of students, and other ethnicities and international students are represented among our majors only sporadically, including African American, Asian American, and students who identify as multiracial.

<table>
<thead>
<tr>
<th></th>
<th>Fall 2012 (%)</th>
<th>Fall 2013 (%)</th>
<th>Fall 2014 (%)</th>
<th>Fall 2015 (%)</th>
<th>Fall 2016 (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>47 (69.12)</td>
<td>43 (66.15)</td>
<td>47 (65.28)</td>
<td>58 (74.36)</td>
<td>51 (26.09)</td>
</tr>
<tr>
<td>Male</td>
<td>21 (30.88)</td>
<td>23 (34.85)</td>
<td>25 (34.72)</td>
<td>20 (25.64)</td>
<td>18 (26.09)</td>
</tr>
<tr>
<td>Ethnicity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td>41 (60.29)</td>
<td>41 (62.12)</td>
<td>42 (58.33)</td>
<td>45 (57.69)</td>
<td>40 (57.97)</td>
</tr>
<tr>
<td>White</td>
<td>26 (38.34)</td>
<td>22 (33.33)</td>
<td>25 (34.72)</td>
<td>29 (37.18)</td>
<td>27 (39.13)</td>
</tr>
<tr>
<td>Black</td>
<td>1 (1.47)</td>
<td>0</td>
<td>2 (2.78)</td>
<td>3 (3.85)</td>
<td>1 (1.45)</td>
</tr>
<tr>
<td>Asian</td>
<td>0</td>
<td>1 (1.52)</td>
<td>1 (1.39)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Multiracial</td>
<td>0</td>
<td>1 (1.52)</td>
<td>0</td>
<td>0</td>
<td>1 (1.45)</td>
</tr>
<tr>
<td>International</td>
<td>0</td>
<td>1 (1.52)</td>
<td>2 (2.78)</td>
<td>1 (1.28)</td>
<td>0</td>
</tr>
</tbody>
</table>

*Table 7. Percentages of majors by gender and ethnicity; Spanish majors only (2012-2016)*

**Number of degrees awarded.** In the past five years, our department has awarded 162 major diplomas. Our graduation rates for majors fluctuate somewhat from year to year, but average 32.4 a year, and seem to be stable on the whole (Table 8).

**Time to degree.** Our time to degree has been falling for a number of years. Initially, in 2007, changes to the core curriculum and the reduction in hours from 128 to 120 had an impact. Since 2013, our more flexible degree plan has continued the department’s contribution to the
university’s goal of reducing graduation times, without further reducing the number of credits in
the degree or the quality of the coursework students must take (Table 8).

<table>
<thead>
<tr>
<th>Degrees Awarded</th>
<th>Time to Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-2012</td>
<td>36</td>
</tr>
<tr>
<td>2012-2013</td>
<td>40</td>
</tr>
<tr>
<td>2013-2014</td>
<td>20</td>
</tr>
<tr>
<td>2014-2015</td>
<td>30</td>
</tr>
<tr>
<td>2015-2016</td>
<td>36</td>
</tr>
<tr>
<td>Total</td>
<td>162</td>
</tr>
</tbody>
</table>

*Table 8. Majors awarded and time to degree between 2011-12 and 2015-16.*
GRADUATE PROGRAM

Overview

Our department offers two degrees, a Ph.D. and an M.A. in Hispanic Studies. However, starting in the academic year 2012-13 our M.A. ceased to be offered as an independent degree, and since then we have only admitted students into the Ph.D. program. The M.A. in Hispanic Studies is thus only offered to students who have made enough progress on the Ph.D. coursework to have the credits for a non-thesis M.A. and who for whatever reason need to interrupt their studies.

There are two groups of students in our Ph.D. program, namely, those admitted to the Texas A&M University campus in College Station (TAMU), and those admitted to our program through the campuses that participate in a multi-campus consortium which includes several other institutions in the TAMU System, including Texas A&M International University (TAMIU, in Laredo), Texas A&M Kingsville (TAMUK), and Texas A&M Corpus Christi (TAMUCC). Most of the students who come to our campus are full-time students admitted with assistantships. Although our graduate stipends are modest, incoming students can be eligible for additional competitive fellowships. Students admitted through the other campuses have different types of financial arrangements that our campus does not control. These may include full-time employment on campus in administrative and teaching positions, or assistantships in the M.A. programs of those universities, if they are concurrently enrolled for their M.A. In fact, most of the consortium campus students are part-time, and they tend to be older students. In the 2016-17 school year, the department had a total of 29 active enrolled students in the TAMU campus, four in TAMIU, and four TAMUK students; there were no TAMUCC students.

Several positive developments have taken place since our APR of 2010, when the Ph.D. Program was in its sixth year. Some of these changes are curricular: the number of required
courses has been reduced from four to three, and there is active conversation among faculty and students about the advisability of further reductions in the number of requirements, given the interdisciplinary nature of our program. Another programmatic change is that the progress of our students is now much more closely monitored though annual reviews, beginning in the second year, and continuing until graduation. The specifics of this process are detailed below, but overall, the exercise has been useful to accomplish two goals. The first is to identify students who fall behind in any of their milestones in the program. The second is to identify patterns in the various student subgroups we serve. For example, it was thanks to these regular reviews that it became apparent that our consortium students are quite different from TAMU students in terms of goals and opportunities. Although in the original formulation the consortium faculty was scheduled to participate fully in the program, it has become clear over time that the bulk of the responsibility for guiding graduate students will fall on TAMU faculty, as does the funding of these students for conference attendance and research travel.

In closing this overview, it is important to mention that our graduate program has also benefitted from a relocation of GAT offices to the Academic Building, which has given it cohesion and a sense of belonging. Finally, another notable improvement in recent times has been a reshuffling of duties that has brought the graduate program administrative support under the portfolio of Cindy Hurt (Executive Assistant II). As the most senior and experienced staff person, she has been instrumental in improving record keeping and processes for graduate operations (onboarding, international students, travel funding requests, course requests, exam and defenses, etc.). In the past, frequent changes in administrative support hampered the work of the Director of Graduate Studies.
**Administration.** The Graduate Program is led by the Director of Graduate Studies, a position established in our bylaws, and who is appointed by the Head. In Fall 2017, the position is occupied by Dr. María Esther Quintana. It was held previously by Dr. José Villalobos (2004-2008), Dr. Eduardo Urbina (2008-2011), Dr. Hilaire Kallendorf (2011-2014), and Dr. Stephen Miller (2014-2017). Although the DGS ideally serves a term that matches that of the Department Head, due to a number of personal and professional reasons only one of the past Directors of Graduate Studies has in fact completed the term. In part to give additional faculty the opportunity to become acquainted with administration, we have recently designated a Placement Officer, a position currently occupied by Dr. Alain Lawo-Sukam, who is in charge of publicizing our program, contacting graduate directors in M.A. institutions, and organizing recruitment events.

The DGS is responsible for communicating with applicants to guide them through the process and connect them with potential mentors, reviewing admission applications and annual performance of graduate students, planning and implementing the graduate curriculum, and distributing travel and research funding to graduate students. The DGS advises all students individually until they select their chair and members of their Ph.D. Advisory Committee, no later than their fourth full-time regular semester in the program (typically by the second Spring semester). After that, the DGS continues to monitor student completion of programmatic milestones, including degree requirements, coursework specific to the student’s plan, third language exam, and providing assistance in administrative matters of registration, etc. The DGS also chairs the Graduate Studies Committee and the Graduate Admissions Committee. Finally, all Directors of Graduate Studies in the college are ex officio members of the Graduate Instruction Committee (GIC), which meets once a month and is chaired by the corresponding Associate Dean.
THE DOCTORAL DEGREE

Curriculum. There are three areas of concentration in the interdisciplinary Ph.D. in Hispanic Studies: Hispanic Literature, Hispanic Linguistics, and Hispanic Cultural Studies. In practice, there is more curricular cross-over between students in literature and culture than between either of those groups and linguistics students, who tend to seek relevant coursework outside our department in Psychology, Sociology, English, and Bilingual Education, for example. Cultural Studies students typically take coursework outside the department in Philosophy, English, Communication, Africana Studies, and Film Studies. The literature students tend to take the most courses in our department.

Our department has a total of 25 curricular offerings scheduled based on student demand, instructor availability, and balance in coverage (for a complete list, see Appendix 4). Moreover, we have a course ‘shell’ designation (Special Topics, or HISP 689) that faculty can use to offer pilot courses, as a prelude to creating new regular courses. In addition, students can take individual Directed Studies courses (HISP 685) when they cannot find any courses appropriate to their degree plan. Because HISP 685 can only be repeated for a maximum of six credits, it is typically reserved for summer, when graduate offerings are scarce. The course name HISP 691 is reserved for individual research, and is requested after the completion of the preliminary exam and submission of the proposal.

At the inception of the Ph.D. program, there were four three-credit requirements in the program, including Introduction to Hispanic Studies (HISP 600), Research, Theory, and Writing (HISP 601), Spanish Applied Linguistics (HISP 602), and Studies in Critical Theory (HISP 620). These were consolidated and reduced to three, with the merger of HISP 600 and 601; Spanish Applied Linguistics, a more theoretical class, was replaced by HISP 675, Spanish Teaching
Methods, which is required of all students who are employed as graduate assistants in our program. Students in the other campuses are not expected to take HISP 675, because most of them are not employed as language instructors and cannot put into practice the methodologies presented in the course.

For students entering with an M.A., our program requires 64 credit hours, including:

- 9 hours of required courses
- 15 hours of courses in their concentration
- 15 hours of electives from outside HISP, related to the field
- 9 hours of free electives
- (a minimum of) 19 hours of dissertation hours (HISP 691)

For students entering without an M.A., our program requires 96 credit hours, including:

- 9 hours of required courses
- 15 hours of courses in their concentration
- 15 hours of electives from outside HISP, related to the field
- 9 hours of free electives
- (a minimum of) 19 hours of dissertation hours (HISP 691)
- 32 hours which can be additional courses or dissertation hours

**Interdisciplinary Graduate Certificates.** A sizeable number of our students (ten so far, or around 30%), have taken advantage of the flexibility of our degree to take courses that will allow them to complete graduate certificates on the way to their Ph.D. Graduate certificates require the completion of four 3-credit courses in a cluster of interdisciplinary coursework, and help demonstrate teaching and research capabilities beyond those of their narrow concentration. The
most popular such certificates among our students have been Film Studies (9 total), Women and Gender Studies (4), Africana Studies (2), and Digital Humanities (1). Given the realities of the job market, and the demand for graduate certificates across the board, the Director of Lower Division, Dr. Gabriela Zapata, is moving toward creating a graduate certificate in Applied Linguistics, which will give all graduate students in the college, including our own students in the literature and culture areas, the opportunity to add L2 instruction to their skill set.

**Funding**

**Graduate Assistantships.** We currently offer five years of continuous funding to TAMU students who enter the Ph.D. program without an M.A., and four years for those coming to us with an M.A. from an accredited program. Whenever there is any discretion regarding funding, we recommend that students accept the longer funding option, to give them more time to mature their dissertation and seek employment.

The current graduate assistantship stipend is $14,000, with potential for summer funding through additional teaching or research assignments. On average, between stipends, fees, and summer support, our students receive $19,000 a year, on top of tuition remission and health insurance. The stipend is paid over the nine-month September-May academic year, as a monthly salary of $1,555.56 per month. Although we have not done a systematic analysis, anecdotal evidence suggests that our levels of funding compare unfavorably with those of other institutions. This is especially true of private universities, but it also applies to many state schools. The low cost of living in College Station alleviates the problem to some extent, but it is undeniable that higher offers from other institutions lure away many of our top candidates.
**Fellowships.** Our university offers some fellowships that help us recruit top candidates. Merit Fellowships are administered through the College of Liberal Arts, and Diversity Fellowships are administered through the Office of Graduate and Professional Studies (OGAPS). To be eligible for nomination, students must be U.S. citizens or legal permanent residents, which means that many of our otherwise extremely competitive international applicants are not eligible.

The total five-year value of the Merit Fellowship is calculated at $164,480, which includes top-up stipends of $20,000 on the first and last years of the Ph.D. in addition to tuition remission and fee support of up to $9,000 per year, and yearly health insurance coverage of up to $1,896. In their original formulation, Merit Fellowships were offered centrally through the Office of Graduate and Professional Studies, and were meant for students who combined high GRE scores and GPAs in their prior school work, with excellent personal statements, writing samples, and letters of recommendation. Since 2016, the same competition has been administered by the colleges. The College of Liberal Arts has identified a thematic emphasis for its Merit Fellowships, namely, the Grand Challenge of “Strengthening Democracy,” which has somewhat limited the possibilities of the department to compete. Currently, the primary criterion of selection is that the student’s personal statement, past activities, and letters of recommendation convince the College selection committee, made up of the college’s Directors of Graduate Studies, that the students nominated by the departments will in the course of their doctoral studies work to “strengthen democracy.” During the period covered by this APR, our department has had two nominees win Merit Fellowships before 2016, and one afterwards. Only the most recent awardee accepted the Merit Fellowship and is scheduled to join us in Fall 2017.

The Diversity Fellowship is valued at $151,000, including a stipend of $18,000 per year for years one through three in the program, which tops up the assistantship stipends, as well as
payments of up to $9,000 in tuition and fees for those same years. This award is administered through OGAPS and is designed to support the studies of excellent applicants whose life, research experiences, and/or employment background will contribute significantly to academic excellence and will maximize the educational benefits of diversity for all students. Experiences related to ethnic, cultural, and gender diversity, non-traditional age, and veteran status, are often behind Diversity Fellowship nominations. Applicants for this competition are identified as having relatively high GRE scores and GPAs from previous studies, but more importantly, their application packets need to describe the specific ways in which the candidates will diversify the campus and the field. Among students currently in our program, five have won Diversity Fellowships.

As stated before, even with the addition of these fellowships, we still have some trouble recruiting our top candidates. During the past five years we have had two Merit awardees and one Diversity awardee turn us down for programs with higher or more consistent funding levels. For now, our best recruiting tool continues to be the high caliber of faculty, who are sought specifically by some students as advisors, even if it means a financial sacrifice.

**Funding for Research, Travel, and Professional Development.** The main source of funding for our students’ research continues to be intramural. The department has a substantial research and travel budget that is distributed at regular intervals over the year. The total amount of funding varies, since it comes to us from OGAPS via the College of Liberal Arts, but it hovers around $30,000. We cap funding for domestic conferences at $700 and for international conferences at $1,500 per student per year. In the summer, the department allots larger sums (of up to $6,000) to the more senior students who are planning to travel to archives, carry out data
collection, attend summer institutes, or otherwise enhance their research after the completion of their exams. There are two main sources outside the department that offer assistance to our students through a variety of programs, namely OGAPS and the Glasscock Center for Humanities Research. Our students are highly successful at obtaining these grants. Finally, we are starting to see more applications from our students for external funding institutions such as the ACLS, the Newberry Library, and the Ford Foundation, with promising results.

Finally, we should mention that the department is increasingly focused on helping graduate students acculturate into the profession. In that regard, we have used funding from a College of Liberal Arts grant to purchase a resource library with books on a variety of relevant topics (CV building, minorities and women in academia, the tenure process, etc.). Moreover, we have instituted talks on the profession, both by departmental members and by guest speakers.

**Graduate Student Recruitment.** Starting in Fall 2016, the department has stepped up its recruitment efforts in several ways. For example, our Recruitment Officer regularly updates the departmental informational flier and sends the information to a list of contacts among graduate directors in Texas and farther afield. We make contact with potential recruits at major events, including very especially the South Central Modern Language Association (SCMLA) conference, where we rent a table to advertise and promote our program with students and faculty from other institutions.

Last year for the first time we held a very successful one-day Research Showcase in November, which allowed HISP professors to present current research to students as well as potential recruits, before the deadline for applications. Recruits were provided with travel and lodging support, and had an opportunity to meet and mingle with faculty and students, visit the
campus and our department facilities, and discuss their individual interests with potential advisors. The showcase was scheduled to precede the deadline for applications, to give students an incentive to apply to our program. Of all our efforts so far, this one has been the most successful; four out of the five applicants who accepted our offer were among our guests in November. We intend to repeat the event and hopefully expand its reach.

**Admissions Process.** Candidates applying to our program submit an online application through *ApplyTexas*, with includes a statement of purpose (in English). In addition, they are directed to submit a writing sample (in Spanish), a CV, transcripts, and letters of recommendation. GRE scores are optional, but applicants are cautioned that they without those scores they cannot be nominated for several internal fellowships. TOEFL scores are required of international students.

Complete applications are made available to the members of the HISP Graduate Admissions Committee, which consists of the DGS and three tenured faculty members. Committee members evaluate and rank all acceptable candidates, and identify those candidates that are not acceptable. In one or more meetings of the committee, individual rankings and rationales are discussed and reconciled, and a single ranking of acceptable candidates is produced. An important step is to ascertain oral proficiency in both Spanish and English, so all candidates that have not met the committee (e.g., through the recruitment event), are invited for an oral interview via Skype or in person, where their bilingual linguistic proficiency as well as their readiness for a doctoral program are ascertained. The final list of candidates is then forwarded to the Department Head, who is in charge of making offers to the five highest ranked candidates. Other acceptable candidates lower in the ranking are informed of their status, and told that they have acceptance to our program, with funding pending. Given the process of
candidate sorting, we typically have at least a couple of highly ranked candidates decline our offers, which allows us to make offers to other acceptable candidates.

Students may be admitted into the 64-hour or the 96-hour program. In theory, the 64-hour students are those that enter with an M.A. degree in Spanish or Hispanic Studies, while those without such a degree are admitted into the 96-hour program. In practice, given limitations of funding to four years for students in the 64-hour program, we typically admit students into the 96-hour program, especially foreign students whose licenciaturas are hard to compare against the U.S. degree system. This guarantees that they will have a full five years to work on their dissertations, enter the job market, and have their degree in hand by the time they are due to start full-time employment in August. Any student who feels comfortable with four years of funding instead of five, and who can complete course requirements and writing within that time frame, can request to be switched from the 96-hour option to the 64-hour option quite easily, while the reverse move is almost unfeasible.

**On-boarding.** Shortly after admitted candidates accept our offers, they are supplied with information concerning local housing options, and other useful information. More importantly, they are placed in contact with students already in the program who are often in a better position to help them find their bearings in town. During the week before the start of the Fall semester, we have a well-structured and intensive Orientation Workshop. Although all students employed by the department are expected to attend, the orientation is more thorough and involves more sessions for the new students. The Center for Teaching Excellence (CTE) organizes some separate sessions that are mandatory for all new graduate assistants (Teaching Assistant Training and Evaluation Program, or TATEP). The most pertinent training is provided by our department,
and it includes discipline-specific teacher training and a description of the lower division and its components. The Director of Graduate Studies also uses part of the orientation to give an overview of the Ph.D. program, to review any important procedure or policy changes, and to remind students of funding opportunities, important dates, and requirements. A final important element of the workshop is that it gives students an opportunity to meet each other and the graduate faculty in a social setting.

**Assessment of student progress.** Student learning and success in our program is measured by the following standards and milestones: (a) academic good standing/probation; (b) annual review of progress through self-reporting; (c) preliminary examinations; (d) dissertation proposal; (e) dissertation defense. Separately, those students who teach in our language program are given teaching evaluations by both their teaching supervisor, the Director of the Lower Division Program, as well as by their students.

Ph.D. students must maintain a 3.25 GPA to remain on assistantship, and a 3.0 GPA to remain in good standing with the university. It is the responsibility of the Director of Graduate Studies to check all students’ GPA at the end of each semester. Students who fall behind on either of these benchmarks receive a probation letter. The terms of the probation are that the student meet the minimum requirement in the probation semester; it is extremely rare for Ph.D. students to be placed on probation.

Students are reviewed through an annual self-evaluation. Until 2016, that review was based on the submission of an annual portfolio including several documents (teaching and research statement, writing samples, student and supervisor teaching evaluations, CV, etc.). However, the process received mixed reviews and seemed to provide insufficient information.
about progress. As a result, starting in 2017, it will be replaced with an annual form, where students will give details of their recent accomplishments. The form will be approved by the student’s advisor, and it will have the added advantage of allowing for efficient data aggregation for the program as a whole, as well as serving as the basis to measure completion of specific individual goals.

The information provided by the student is evaluated by the Graduate Studies Committee members first. Typically, committee members divide up the files for detailed review, and follow this with internal discussion, which is then shared at a special department meeting. Students are given three possible ratings (satisfactory, needs improvement, unsatisfactory), for each separate category and also overall. The student is notified of the review through a letter signed by the Director of Graduate Studies.

In the three years since the Annual Review of graduate performance was started, unsatisfactory ratings have been rare on individual categories, and no overall unsatisfactory rating has been given to any student. Ratings of unsatisfactory or needs improvement are addressed through direct discussion between the student and the DGS, with notification of the student’s Ph.D. Advisory Committee chair.

ANALYSIS OF STUDENT LEARNING OUTCOMES

Student Accomplishments and Awards. By all accounts, our graduate students are doing very well in our program, well beyond the routine classroom performance. For example, in 2016 alone, they presented or published 42 papers, including some at national or international venues (LASA, MLA, etc.) and also locally. By all accounts, students were well mentored and understood the demands and expectations of the profession, especially as they approached ABD
status. There was, however, a big gap between students in the College Station campus, who presented an average of 2.1 papers a year, and those in the other campuses, who in 2016 didn’t present any papers. This points to a bimodal student population and to a greater need to encourage and foster students in the consortium campuses to allow them to achieve results comparable to those of their College Station peers.

Our students are also successful at obtaining fellowships, grants, and awards, not just in the department, but also when competing across the college and the university. Table 9 summarizes the most important teaching and research awards they have obtained between 2012 and 2017 from sources outside the department. In teaching, it is particularly noteworthy that on two occasions, our students have garnered the highest teaching award offered by the university, of which only 10-12 are offered every year. The fact that the university has over 60 departments, most of which have larger graduate cohorts than ours, should help understand the scale of this achievement. The same can be said for the Fasken Teaching Award, which was created in 2014, and has been offered for four years. Typically five or six such awards are offered, to be distributed among the college’s 12 departments; our students have been honored in three of four iterations of the prize. Equally noteworthy is the fact that three out of the 12 peer mentors hired by the Center for Teaching Excellence as consultants across the entire university belong to Hispanic Studies and that these are the only hires from the College of Liberal Arts. Part of our teaching excellence is due to internal efforts to offer mentoring, and also to the fact that we foster teaching excellence through our own internal awards, which help students put together competitive packets with ease.

In terms of research, over 20 of our students have obtained some type of fellowship or award granted by the university or the college, which is a high percentage if one considers the
total size of our cohorts. For example, 87.5% of the students admitted in 2013 have received awards, as have 83.3% of those admitted in 2014, 40% of those came into our program in 2016, and 40% of those about to enter in 2017 (we admitted no funded students in 2015).

Unfortunately, students from the consortium campuses have received these awards less frequently, which points to some administrative hurdles and disparities in achievement between the two groups.

Among the awards earned from outside the department, the most noteworthy are the OGAPS Dissertation fellowships, both for their level of funding support and because they are awarded through a university-wide competition. Our students have succeeded in securing these awards six times in the past four years, an average totally out of proportion with the size of our graduate student body. They also benefit from the opportunities provided by the Glasscock Center, and regularly win those awards as well. More importantly, we have started to encourage students to apply for external funding, and recently one student has earned a Mellon Summer Institute Fellowship. We are hoping for this culture to take root in our newer cohorts, by exposing them to the grant-writing process and rewarding their efforts.

<table>
<thead>
<tr>
<th>Student</th>
<th>Award</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teaching Awards</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Guillermo García Ureña</td>
<td>Fasken Graduate Student Teaching Award</td>
<td>2016</td>
</tr>
<tr>
<td>Guillermo García Ureña</td>
<td>Recognition for Veteran Support</td>
<td>2015</td>
</tr>
<tr>
<td>Guillermo García Ureña</td>
<td>Association of Former Students Distinguished Teaching Award</td>
<td>2017</td>
</tr>
<tr>
<td>Andrew Lantz</td>
<td>Association of Former Students Distinguished Teaching Award</td>
<td>2013</td>
</tr>
<tr>
<td>Andrew Lantz</td>
<td>Fasken Graduate Student Teaching Award</td>
<td>2014</td>
</tr>
<tr>
<td>Rubria Rocha de Luna</td>
<td>Fasken Graduate Student Teaching Award</td>
<td>2015</td>
</tr>
<tr>
<td><strong>Research Awards</strong></td>
<td></td>
<td></td>
</tr>
<tr>
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<td>2017</td>
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<td>Year</td>
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<td>Kelsey Harper</td>
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<td>Damián Robles</td>
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<td>2014</td>
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<tr>
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<td>René Rubí</td>
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<td>2017</td>
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<tr>
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<td>Héctor Weir</td>
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<td>Inti Yanes</td>
<td>Association of Former Students Graduate Student Grant</td>
<td>2016</td>
</tr>
<tr>
<td>Inti Yanes</td>
<td>Digital Humanities Summer Institute (Victoria, BC)</td>
<td>2017</td>
</tr>
</tbody>
</table>

*Table 9. Teaching and Research Grants and Awards for HISP Graduate Students*

**Placement**

Another measure of success can be found in placement after graduation. Of the 34 graduates of our program, 31 (91%) have sought and found employment, while the remainder have either not found employment or are currently not seeking it. Of those with employment, nine (29%) have
tenure-track jobs, including two who are already tenured and one who recently retired from an upper administration position. Of the 22 students not in tenure-track positions, 18 have academic appointments as lecturers, visiting professors, instructional professors, or directors or developers of instructional programs, while three have found employment outside of academia related to their degree (e.g., web development); one of our graduates, hired as our undergraduate advisor, is sadly deceased.

The institutions that have hired our graduates include several in the United States and some abroad. Our graduates in T/TT positions were hired mainly in Texas institutions, including Texas A&M International, Wiley College, Angelo State University, and Stephen F. Austin, and other southern states including University of Central Arkansas, Ouachita Baptist University (AR), Barton College (NC), and Northwest Missouri State University. One of our ABDs has already found tenure-track employment in Eastern Kentucky University. Those with non-tenure track employment are in several institutions including universities in Texas (Baylor, Sam Houston State, North Texas) and farther afield (Bates College, Virginia Commonwealth, University of Denver, University of Arkansas Fayetteville, Universidad de Puerto Rico Rio Piedras), other types of institutions both in Texas and elsewhere (Tarrant Community College, College Station Consolidated High School, Santa Barbara City College, Department of Defense Language Institute in Arlington, VA). A smaller group are abroad in institutions in Mexico (Tecnológico de Monterrey), Paraguay (Elevate Global, Asunción), Colombia (Universidad Javeriana de Cali), and England (University of Newcastle). In the future, we aspire to be able to place more of our students in tenure-track jobs, and in institutions that will allow us to extend our reach.
**Graduate Student Survey.** In Fall of 2016, the department surveyed all its graduate students to ascertain their most views regarding the program. A total of 27 responses were obtained, mostly from funded students in the College Station campus, for whom the exercise was most meaningful. In general, students were satisfied or very satisfied about current levels of employment support in terms of training and mentoring, and there was visible recognition and appreciation for recent changes to the lower division training and curriculum. Their main suggestions had to do with having the possibility of providing feedback at the end of their workshops and trainings, and more clarity with regard to the way their teaching assignments are distributed every semester. In terms of their coursework, students expressed some doubts about the advisability of having required courses, beyond the teacher training course, which most recognized was helpful and necessary. They also expressed some doubts that the assignments they were asked to do in their classes were helpful to accomplish the objectives of their degree, mainly with regards to content. Although students were happy with the mentoring they were receiving in terms of professionalization, they also complained that their levels of financial support for conference travel were inadequate, as were their salaries. Students had some negative opinions about the annual evaluation process, in terms of the timing, the type of feedback, and the overall usefulness of the process.

One final item of some concern for the future is the fact that graduate students continue to feel some lack of cohesion and collegiality in our department. While the more senior students recognized improvement over the years (‘things have changed over the years, but I cannot say at all that when I first arrived the atmosphere was cordial and productive….. An “us” and “them” situation... resulted in lack of participation to departmental events (including seminars or lectures) and a serious concern shared by many that there might have been also repercussions on
our academic performance’), it continues to be remarked by new graduate cohorts that the atmosphere in the department could improve. Several mentioned low attendance at departmental events as symptomatic of this problem.

**Future Plans.** The department is planning to carry out telephone interviews with its former graduate students, starting with the most senior ones, to determine what they perceive to have been the most helpful features of the program upon graduation, and to help establish what we should do to our program to give newer students even better tools to succeed upon graduation. Another project in the works plans to invite faculty currently working at a variety of different institutions (teaching intensive, liberal arts colleges, private, public, community colleges, etc.) to give students a clearer picture of the job market and its many niches, and help them decide which ones may be better suited to their profiles.

**GRADUATE STUDENT DEMOGRAPHICS**

**Overview.** By the end of the 2016-17 academic year, our department will have seen a total of 34 Ph.D. and 13 M.A. students graduate. The first Ph.D. was granted in August 2008, while our first M.A. graduated in December 2008. Before the creation of the Department of Hispanic Studies, Modern Languages offered an M.A. in Spanish, but there have been gaps in record keeping that make it impossible to report on that period.

We currently have 43 students in the Ph.D. program, of which 23 are full-time funded students, and an additional 20 are unfunded part-time students, including both students from the consortium campuses (8) and students who are no longer funded by the department because they
have exceeded the limits of their assistantship or have decided to relocate before completion of their degree (12).

Our cohorts tend to be small, never exceeding ten students, and typically around 5-6. The bulk of those students are in residence at the College Station campus, but we take an additional 2-3 students annually from the other campuses as well. It should be noted, however, that in 2015 the dean of Liberal Arts restricted our graduate admissions strictly to students with at least partial fellowship funding. When a Diversity Fellow and a Merit Fellowship winners declined our offers, that imposed a de facto moratorium on new admissions for that entire year. We feel that this austerity measure, while not devastating in the long run, has made it harder to recruit high quality applicants, especially in a context where Ph.D. degrees in Spanish have plummeted 20% nationwide.

Gender. When considered together, our graduate student population skews female, with women outnumbering men among the applicants (47 to 39, or 55%) and among the last five incoming cohorts (22 out of 36, or 61%) (Table 10). However, our Ph.D. awardees are more evenly distributed, with 18 women out of our 34 graduates (53%). It should be noted that the binary gender breakdown of the official university survey instruments make it impossible to select non-binary gender identity. Our own survey (above), which was anonymous, showed that at least three of our students identify as non-gender binary.

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
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</tr>
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<td>5</td>
</tr>
<tr>
<td>2013</td>
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<td>2016</td>
<td>4</td>
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<td>7</td>
</tr>
<tr>
<td>2017 (Expected)</td>
<td>2</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>14</td>
<td>22</td>
<td>36</td>
</tr>
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</table>

Table 10. Gender of incoming students 2012-2017
Ethnicity. Among our 34 graduates, 17 (50%) are Hispanics born in the U.S., naturalized, or permanent residents, ten are White Non-Hispanic (29.5%), and seven (20.5%) are international students (i.e., non-residents on student visas) from Britain, Spain, and Colombia. Among our current students, 32 are Hispanic (either born in the U.S., naturalized, or permanent residents) (74.4%), while six are White Non-Hispanic (13.9%), and five are International students (11.6%), from Cuba, India, Italy, Spain. Our department is thus a highly diverse and international unit.

Degrees Awarded. Between 2011-12 and 2015-16, we awarded an average of 3.4 degrees a year, from a low of 2 (in 2015-16) to a high of 5 (2014-15) (Table 11). For the academic year 2016-17, for which our official TAMU Accountability platform still didn’t have results at the time of writing, we anticipate a bumper crop of new degrees (ten in all), including three students who completed their degrees within the five-year time limit or shortly thereafter, and seven who had been in the pipeline for many years, and finally managed to complete their degrees through persistence and the support of their committees. Among these stragglers were students who had at some point been full time in our program, but then had left campus to pursue employment opportunities or discharge family obligations, as well as part-time students for whom the entire process takes longer than average.

Time to Degree and Attrition. According to data provided by the university, between 2011-12 and 2015-16, our time to degree has varied between a high of 7.2 years (in 2014-15) and 5.5 (in 2013-14). These fluctuations are due to the very small cohort sizes, which can be easily skewed by even one student who fails to complete the degree on time (Table 11).
<table>
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<tr>
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<th>Time to Degree</th>
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<tr>
<td>2011-2012</td>
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<tr>
<td>2012-2013</td>
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<tr>
<td>2013-2014</td>
<td>3</td>
<td>5.5</td>
</tr>
<tr>
<td>2014-2015</td>
<td>5</td>
<td>7.2</td>
</tr>
<tr>
<td>2015-2016</td>
<td>2</td>
<td>6.5</td>
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Table 11. Graduate degrees awarded and time to degree, 2011-12 to 2015-16.

Attrition is not a considerable issue in our program. In the period between 2012 and 2017 only two students admitted to the Ph.D. program with an assistantship have left the program. Three additional students, one based in College Station and two in TAMIU Laredo have decided to end their studies due to a number of personal factors, mostly unrelated to the program; three of the students who left the program were of non-traditional age.
ALIGNMENT WITH INSTITUTIONAL GOALS AND PRIORITIES

Institutional Goals and Priorities. Texas A&M aspires to be ‘an ideal 21st century university’ by fulfilling its commitment to the principles of land grant institutions as outlined in the the Morrill Act of 1862. These include providing the state’s population with access to higher education, generating meaningful research and scholarship, and transferring discoveries to the people of Texas and beyond. Moreover, as an AAU institution, it commits to serve society through basic and applied research, lead in graduate education, and be an engine of social transformation and economic growth.

To achieve those goals, in 1999 the university developed Vision 2020, an ambitious long-term plan to become a top-ten public research intensive institution. In that document, the University recognized that “The single most important prerequisite to gaining consensus top ten status is the establishing of a superb Letters, Arts, and Science faculty at the center of Texas A&M University.” The University’s current strategic planning document, “Texas A&M University: An Ideal 21st Century University” reviews the accomplishments of the recent past and establishes four broad goals, including: (a) Providing an outstanding educational experience for all students (enhanced learning outcomes, appreciation for education, high completion rates and timely graduation, high placements); (b) producing impactful new knowledge, innovations, and creative works (high citation, utilization, and visibility of research, funding support levels, recognition, contribution to solving society’s grand challenges); (c) placing the needs of the public good at the forefront of its mission (increasing number of underrepresented groups among its graduating cohorts, graduating students committed to serve the public good, guaranteeing low student debt, improving society through research and creative activity, good stewardship of resources).
The College of Liberal Arts also developed a strategic plan that emphasizes educating students for a changing world and with its own specific goals. These include creating and disseminating knowledge, excelling at undergraduate and graduate education, fostering inclusiveness, and enriching the intellectual life of the university and the community. Our department is helping our institution and the college achieve several of its stated goals, among which these are some of the most significant:

- **Timely graduation rates:** HISP’s undergraduate time-to-graduation of 4.07 is on target with that of the college’s (4.04) and is slightly faster the university’s (4.19). Although our graduate time-to-graduation exceeds that of other departments in the university (6.5 vs. 5.97), it is still considerably faster than the average for the field (8.9, according to the 2014 *Report of the MLA Task Force on Doctoral Study in Modern Language and Literature*).

- **Composition of the student body:** HISP exceeds by far the rates of Hispanic students of the college and the university (57.7% vs. 25.1% and 19.8%, respectively). Our department’s students are also much more likely to be first generation than the average for both the college and the university (40.5% vs. 28.4% and 23.4%, respectively). The academic achievement of our incoming undergraduate cohorts has made great strides over the past few years. Thus, for example, while the percentage of top 10% students has remained stable for the university (hovering around 39%), and for the college (around 37%), ten percenters have become a larger and larger share of our majors (from a low of 30.21% in 2012 to 33.33% in 2013, 36.84% in 2014, 42.57% in 2014 and 41.57% in 2016).

- **Excel in undergraduate and graduate education:** Our department takes its teaching mission extremely seriously, as evinced by recent thorough reforms of its major and Ph.D. program, as well as the development and revamping of its minors and the secondary
certification program. Our faculty are consummate professionals, as demonstrated by the high number of recipients of teaching awards, in excess of 50%. Our graduate students receive extensive training and mentoring throughout their studies, and leave the institution well equipped for the rigors of college teaching. They also have received numerous accolades for their teaching, out of proportion with the size of our graduate program. With small class sizes that allow for intense interaction, judicious application of instructional technology, and frequent formative assessment of writing and oral communication, we offer the most innovative pedagogical advances in language and content instruction.

- **High impact learning opportunities**: Our department exceeds by far the average of both the college and the university in number of high impact learning opportunities, in particular, in measures of graduates who have completed study abroad. For example, in 2016, the year with the highest rates of study abroad across the board, 64% of HISP’s graduating seniors had done study abroad, vs. 30% for Liberal Arts, and 19.4% for the university at large. It should additionally be noted that our requirement for study abroad is for a minimum of ten weeks, among the highest in the institution. Other HIPs, such as service learning, mentored undergraduate research, field trips, and learning communities have developed more recently, but are becoming a part of the culture.

- **Enrich the intellectual life of the university and community**: Through its research colloquia, seminars, conferences, working groups, film series, and outreach activities, which easily exceed twenty a year and many of which are co-sponsored with other units, our department takes very seriously its responsibility to present the most engaging and thought-provoking aspects of Hispanic culture.
Create knowledge through influential research: In a challenging context for the humanities, our faculty are succeeding in maintaining highly visible profiles, both within the academic community and as public intellectuals. Over 80% presented their research and creative work at conferences in 2016, and 30% received invitations as keynote speakers. Although many of their publications are not visible to English-language based data aggregators, recent highlights include a Guggenheim award, and several significant internal awards, such as an AFS Distinguished Research Award and a Cornerstone Faculty Fellowship. Faculty are also highly engaged in their professions, both in editorial activities and substantial professional service.

In all then, in spite of its small size and limited resources, Hispanic Studies punches above its weight in many ways and is fully engaged in the mission of the institution.

Departmental Goals

Of course there is much to be done to consolidate HISP as a high-profile research unit, for which small institutional investments are likely to yield large rewards. Our most pressing goals are presented below, with some strategies to help us achieve them.

- **GOAL 1: Strengthen research.** Our faculty have active research agendas, publish regularly, and are well respected members of the scholarly community. In general, we have good levels of internal financial support for research, via travel support, and college and university funding for larger projects. That said, we could do more to increase our visibility and reputation, in particular, by seeking external sources of funding through grants and fellowships.
- **Strategy 1:** Encourage all faculty to share their research with the world through professional Google Scholar profiles and other mechanisms.

- **Strategy 2:** Invite the College Research Office to give workshops on grant writing.

- **Strategy 3:** Provide internal financial incentives to faculty who submit grant proposals.

- **GOAL 2: Renew hiring.** To maintain momentum as a research unit at the forefront of the field, an important goal must be to renew our cadre of both junior and senior faculty. Our viability as a research unit depends on continuous hiring at all levels and in several specialties. It is particularly important to ramp up junior hiring, as a way to keep up with younger generations of students, and develop expertise in new fields.

  - **Strategy 1:** Request to hire an expert in Spanish digital humanities
  
  - **Strategy 2:** Request to hire an expert in professional Spanish and translation
  
  - **Strategy 3:** Request to hire in Portuguese and Luso-Brazilian language, literature, or culture.

- **GOAL 3: Increase teaching capacity.** In a university where the overall student population is growing, the percentage of Hispanic students is increasing, and Spanish appears as the undisputed language of preference to satisfy degree requirements, our capacity does not meet demand and never has. Our enrollments are strictly constrained by supply, especially in lower division. While other departments deal with this issue by teaching in large auditoriums, that option is not open to us, given disciplinary standards supported by evidence-based best instructional practices. Online instruction appears as an option in some types of courses (composition, etc.); however, this format *per se* will do nothing to alleviate the labor-intensive nature of our work.
Strategy 1: Seek to hire high-quality instructional faculty at competitive salaries and working conditions that encourage permanence and guarantee a stable teaching staff. We should continue to lobby to recover the two full-time lecturer positions (~ 16 sections) lost since our last APR.

Strategy 2: Develop alternative instruction models (online, hybrid, distance) in select courses where those modalities are well suited to course content and objectives.

GOAL 4: Diversify curricular offerings. This will entail both creating new courses in areas of high demand, such as professional Spanish, and developing specific certificates (e.g., Spanish for Health Care Professionals, Applied Linguistics, etc.), and a specialized M.A. for Translation/Spanish for the Professions). Although some of these initiatives are underway, others will require new personnel to develop and administer the programs (Goal 2).

Strategy 1: Identify faculty willing to develop and teach new undergraduate courses in advanced Spanish for teachers, methods of teaching Spanish to diverse populations, Spanish for media and journalism, etc.

Strategy 2: Create a calendar for the design, development, and approval of undergraduate and graduate certificates.

Strategy 3: Investigate the administrative and curricular processes required to develop a new M.A. program in Translation, with either a 3-2 or 4-1 model.

GOAL 5: Improve graduate recruitment. Although the department has put in practice several initiatives to improve graduate recruitment, our applicant pools have become smaller, a reflection of national trends. Moreover, we often lose our top candidates against better funded institutions. We need to do a better job of encouraging students to apply and of making competitive offers to candidates we want to attract.
**Strategy 1:** Include graduate student funding in grant requests, both internal and external, in order to be able to supplement internal funding sources.

**Strategy 2:** Continue to aggressively pursue internal fellowships.

**Strategy 3:** Lobby with the upper administration to increase the overall graduate budget.

- **GOAL 6: Improve cohesion and collegiality.** Given our department’s very nature as an interdisciplinary unit with very diverse demographics and little overlap between some fields, it is only natural that faculty and graduate students will be drawn in various directions. While this by itself isn’t an issue, it has led to fragmentation, lack of cohesion, and low participation in department-wide events. Efforts to counter this (a departmental seminar series, social events, etc.) can only go so far, and according to the graduate students, don’t seem to have gone far enough. We need to make a more concerted effort to collaborate across disciplines to model the kind of behavior that our graduates will have to engage in when they work in increasingly multidisciplinary units.

  - **Strategy 1:** Organize departmental activities that straddle disciplines, such as thematic conferences, volumes, and collections with literary/linguistic components.

  - **Strategy 2:** Create a framework and incentives for collaborative teaching and research efforts.

- **GOAL 7: Increase outreach and visibility.** Our department shares its expertise with community organizations such as schools and non-profits via service learning, recruitment events, annual fairs, etc. However, these efforts have generally been left to individual faculty, which results in poor follow-through and limited impact. We need better incentives to reward faculty who serve the Hispanic population of Texas and work for the public good.
- **Strategy 1:** Highlight outreach efforts by including them on our website, and create an open invitation for campus or community partners that may want to visit the campus or otherwise engage with us in our areas of expertise.

- **Strategy 2:** Establish a committee in charge of developing a systematic outreach program.
APPENDICES
Appendix 1

BYLAWS AND STANDING POLICIES
DEPARTMENT OF HISPANIC STUDIES
TEXAS A&M UNIVERSITY - COLLEGE STATION

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SECTION I: STATEMENT OF MISSION AND PURPOSE

The faculty of the Department of Hispanic Studies (HISP) establish these Bylaws at a time when worldwide globalization includes the demographically and culturally significant Hispanization of Texas, as well as of large northern cities and virtually the entire Southwest of the United States. Through teaching, research, service and administration the HISP faculty contribute in their undergraduate work to preparing students in all aspects of Hispanic Studies through fostering adequate preparation in the field and university and professional levels of bilingualism and biculturalism especially in English, Spanish, and/or Portuguese, but not to the exclusion of other languages and cultures of the regions and lands where Spanish- and Portuguese-language presence is significant. The HISP graduate program trains specialists in all particular fields of Hispanic Studies, with a special attention to literary and visual studies, linguistics, and language studies, as well as in transdisciplinary Hispanic Studies.

Guided by the principles of fairness, civility, flexibility, diversity, and transparency, the HISP faculty define herein the administrative and departmental structures, functions and duties, as well as policies and procedures requisite to achieving their purposes in accord with the vision, policies and procedures of Texas A&M University and the College of Liberal Arts. By means of these Bylaws, the HISP faculty also describe how the traditional professorial activities in teaching, research, service and administration contribute to building an increasingly successful department wherein students and faculty realize their fullest potential.

SECTION II: ADMINISTRATIVE STRUCTURE

The Department Head, the Director of Graduate Studies (DGS), the Director of Undergraduate Studies (DUS), the Director of Lower Division Language Instruction (DLDLI), and the Director of Study Abroad (DSA) shall be the officers of HISP.

A. Department Head: Is appointed by the Dean of the College of Liberal Arts, in consultation with the faculty, and serves at the Dean’s pleasure. The Department Head is the chief executive officer of HISP. In addition to his or her duties as defined by the Dean, the Department Head has the following duties:

1. **Administrative**: Directs and monitors, in consultation with HISP faculty, departmental initiatives related to program building at the undergraduate and graduate levels; represents HISP at official functions; presides at general and special meetings of HISP, calls elections of faculty to designated departmental, college and university committees; makes ad hoc individual and committee appointments for specific departmental tasks; appoints HISP officers in consultation with the faculty; coordinates efforts for internationalization and cooperation with other institutions; presents candidates for adjunct faculty affiliations; recruits faculty and staff in consultation with the voting faculty; determines the duties of individual faculty members; fosters faculty development in accord with the mission and purpose of HISP;

2. **Budgetary**: Prepares the preliminary annual budget, and presents a report thereon to the faculty; supervises the allocation of the budget; allocates salary increases to individual faculty members in accord with University and College Policy; acts as advocate to the Dean and the Administration for appropriate budgetary resources, including faculty salary increases and competitive pay scales.

3. **Curricular**: Proposes developmental and long-range plans for HISP to its membership; determines individual course assignments after consultation with the DGS, the DUS and individual faculty; assures
that the content of course offerings as specified in course syllabi agrees with corresponding catalog
descriptions of the course.

B. Director of Graduate Studies (DGS): Is appointed by the Head normally for a term of four years in
consultation with faculty. Reports to Department Head. Re-appointments must be approved by a
majority of voting faculty.

Duties: Recruitment and advising of graduate students; planning and implementing the graduate
curriculum in consultation with the faculty; monitoring the overall progress of the graduate program;
serving as Acting Head when requested to do so by the Head; chairing the Graduate Studies Committee.

C. Director of Undergraduate Studies (DUS): Is appointed by the Head normally for a term of four years
in consultation with faculty. Reports to Department Head. Re-appointments must be approved by a
majority of voting faculty.

Duties: Supervision of the upper-division programs; oversight of lower-division language instruction;
planning and implementing the undergraduate curriculum in consultation with the faculty; recruitment
and supervision of advising for majors and minors; monitoring the overall progress of the undergraduate
program; serving as Acting Head when requested to do so by the Head; chairing the Undergraduate
Studies Committee.

D. Director of Study Abroad (DSA): Is appointed by the Head normally for a term of four years in
consultation with faculty. Reports to Director of Undergraduate Studies and Department Head. Re-
appointments must be approved by a majority of voting faculty.

Duties: Planning and implementing new Study Abroad Programs for HISP; planning and implementing
the study abroad curriculum in consultation with faculty; supervising the recruitment, selection, and
advising of students going abroad in consultation with the Academic Advisor and, as needed, with DGS
and DUS; monitoring current and future programs of study abroad; liaise between HISP and the Study
Abroad Programs Office.

E. Director of Lower Division Language Instruction. Is appointed by the Head normally for a term of four
years in consultation with faculty. Reports to Director of Undergraduate Studies and Department Head. Re-
appointments must be approved by a majority of voting faculty.

Duties: prepare syllabi for elementary and intermediate language core courses; establish policies for
lower level Spanish courses (e.g., policy on absences); select and order textbooks; ensure that instructors
are aware of all information pertinent to the instruction of these classes and that the instructors are on
task; prepare language lab session or online materials for use in coordinated courses; communicate to the
lab assistants, tutors, supplemental instruction leaders, etc. expectations of general and weekly
performance, and monitor their compliance with expectations; act to correct lack of compliance; prepare
unit exams and final exams for relevant courses; ensure that instructors are provided with copies of exams
to be administered; work to ensure standard grading practices for all sections; provide instructor
supervision/training by: setting up regular meetings with GATs for the discussion of expectations, teaching
strategies, grading procedures, lab programs, online activities, etc.; organizing, with expected obligatory
attendance, workshops for instructors of lower level Spanish courses; visiting GATs' classrooms for
evaluation and feedback or arranging for such visitations, providing instruction and training for lab
assistants, tutors, supplemental instruction leaders; provide the department head with a list of class assignments for the language sequence consistent with budget projections at mid-semester every semester.

SECTION III: MEETINGS

A. Departmental Meetings: Are conducted according to Robert’s Rules of Order. Faculty shall usually meet as a whole once a month during the academic year. Every effort will be made to schedule meetings so as to avoid conflicts with the department teaching schedule and enable any voting faculty member to attend. [Change requested by Dean Benedik, approved by the department on November 10, 2016.] The Head will set agenda items in consultation with faculty and moderate the meeting. All meetings will be announced at least one week in advance; agendas shall be distributed at least two days in advance. Additional meetings may be called by the Head to transact business as needed.

B. Special Meetings: The Head of HISP, or the chair of any duly-constituted HISP committee, following an affirmative vote by that committee, may call special meetings as necessary to transact business. Special meetings may also be called by written petition to the Head if supported by at least 33% of voting faculty.

C. Voting: The following members of HISP have voting rights on matters of general policy covered by these Bylaws and Standing Policies except where otherwise specified in this document: Faculty with the rank of Assistant, Associate, or Full Instructional professor, Senior Lecturer and Lecturer with appointments of at least 75%, and Assistant Lecturers with 100% appointments. [Change requested by Dean Benedik; Approved by department of November 10, 2016]. Faculty with a rank as specified above holding a budgeted joint appointment in HISP and another administrative unit are eligible to vote. Except for faculty members on a visiting appointment, faculty with an appointment of at least 50% are eligible to vote on general departmental matters not pertaining to hiring, tenure, promotion, or graduate program policy. Unless otherwise specified, absentee or proxy balloting shall be permitted in HISP. A quorum is needed for voting decisions that are binding. Quorum in the department is defined by the presence at the meeting of a simple majority of voting personnel available for attendance, that is, without an excused absence for the target meeting.

SECTION IV: COMMITTEE STRUCTURE

The committee structure of HISP shall consist of the Tenure and Promotion Committee; the Promotion Committee; and Standing Committees. The Head may appoint ad hoc committees in consultation with faculty as needed.

A. The Tenure and Promotion (T&P) Committee consists of the tenured faculty of HISP with rank of Professor, or Associate Professor. Voting for T&P cases shall be by written secret ballot.

1. Evaluation Subcommittee. The Head will establish an evaluation subcommittee and chair from among T&P Committee members to prepare four separate draft reports -- on teaching, on research, on service, and a draft summary of subcommittee deliberations and recommendations -- for the probationary third-year review and the review for promotion and tenure. The four reports and the candidate’s dossier shall form the basis for discussion at the T&P Committee meeting, which the Head will not attend. The chair of the evaluation subcommittee shall moderate subcommittee meetings and T&P
Committee deliberations. In the case of multiple tenure cases, the Head will appoint one chair to moderate all Tenure Committee deliberations. The chair will ensure that the final version of the four reports represents T&P Committee discussion and faculty voice, and reflects the vote of the committee. A summary report on the discussion and vote must be presented for full T&P Committee sign-off.

B. The Promotion Committee for tenured associate professors consists of the tenured faculty at the rank of professor. The Promotion Committee for faculty in the instructional ranks consists of all faculty at a rank higher than the candidate for promotion (tenured professors, instructional associate and full professors). The Promotion Committee for lecturers includes all faculty at a higher rank (tenured professors, instructional associate and full professors, and senior lecturers). [Change requested by Dean Benedik; approved by the department on November 10, 2016.] Voting for Promotion cases shall be by written secret ballot.

1. Evaluation Subcommittee. The Head will establish an evaluation subcommittee and chair from among Promotion Committee members to prepare four separate draft reports -- on teaching, on research, on service, and a draft summary of subcommittee deliberations and recommendations -- for the review for promotion to Full Professor. The four reports and the candidate's dossier shall form the basis for discussion at the Promotion Committee meeting, which the Head will not attend. The chair of the evaluation subcommittee shall moderate subcommittee and Promotion Committee meetings. In the case of multiple promotion cases, the Head will appoint one chair to moderate all Promotion Committee deliberations. The chair will ensure that the final version of the four reports represents Promotion Committee discussion and faculty voice, and reflects the vote of the committee. A summary report on the discussion and vote must be presented for full Promotion Committee sign-off.

C. For Tenure and Promotion Guidance please refer to College guidelines at

http://liberalartscommunity.tamu.edu/docs/Bjobling/TenurePromotionGuidelines.pdf

C. Standing Committees:

1. Graduate Admissions Committee (GAC): Consists of four members from HISP, including the DGS and three HISP members elected from among graduate faculty by HISP graduate faculty, as well as the DGS from each participating campus. The term of membership on the Committee will be for a rotating three years. Duties will include identifying and recruiting eligible applicants, screening applications, interviewing candidates, making admissions decisions, and identifying possible nominees for awards and fellowships. [Approved by faculty November 10, 2013]

2. Graduate Committee (GC): Consists of four members, serving for a rotating three years, at least one of whom will hold the rank of Full Professor and one of whom will be a graduate student; membership on the GC will be by means of election from among graduate students by graduate students in HISP and from among graduate faculty by the graduate faculty in HISP; the DGS will chair the committee; the graduate student will be a non-voting member of the GC; duties of the GC will include evaluation of graduate students, evaluation of the graduate curriculum, formulation of program reports, and recommendations for graduate program policies.

3. Undergraduate Committee (UGC): Consists of seven members; the DUS will chair the committee; the UG advisor will be a non-voting ex officio member; membership for three positions will be by means of election from among faculty and will include representation from the lecturer, instructional, and T-TT
ranks [Approved by department on November 10, 2016; change requested by Mike Benedik]; one position will be filled by an undergraduate student who will be a non-voting member; one position will be filled by a graduate student who will be a non-voting member; duties of the UGC will include evaluation of the undergraduate curriculum, formulation of program reports, recommendations for undergraduate program policies, pre-approval of new course proposals and curriculum changes.

4. Awards and Leaves Committee (ALC): Consists of three members from the tenured faculty, chosen by election by the faculty as a whole; chaired by the highest-ranked member; in cases of rank parity, the chair will be decided by the committee members, so as to distribute responsibilities fairly among colleagues [Approved by the department on November 10, 2016; change requested by Mike Benedik]; term of membership is a rotating three years; duties include: making nominations to the department Head for all fellowship, grant, and award competitions affecting departmental members (faculty, staff, and students) within the College and the University for which a formal nomination by the Head or by the Department is expected; helping the department Head develop precise criteria for the nomination process; setting non-flexible guidelines for the presentation of advising or supporting materials by prospective nominees; keeping records of all nominations and criteria; duties specifically exclude commissioning recommendation letters for the different competitions, as nominees will generally take responsibility for that aspect of the process as a condition of acceptance of their nomination; coordinating applications for Faculty and Professional Development leaves; producing a ranking of nominations; requesting and evaluating post-Leave reports.

5. Peer Review Committee (PRC): Consists of five members elected from the tenured faculty representing different ranks, two of whom must be full professors and two associate professors, and should be chaired by one of the full professors; term of membership is six years, that is, a full review cycle; all members of the committee will be reviewed by the remainder of the committee; collects and organizes peer review materials for tenured faculty; evaluates teaching, research, and service for each dossier under three categories, namely, “satisfactory,” “needs improvement,” and “unsatisfactory,” correlative on a 1 to 5 numeric scale, to 2.5 through 5 for satisfactory; 2 through 2.4 for “needs improvement,” and 1 through 1.9 for “unsatisfactory.” “Excellent” is a subcategory of “satisfactory” and it is to be used ad hoc whenever it is advisable for reasons that must be made explicit (see Standing Policy III and Addendum III for details).

6. Speakers and Events Committee (LC). Consists of three members elected from the faculty; chaired by the highest-ranked member; in cases of rank parity, the chair will be decided by the committee members, so as to distribute responsibilities fairly among colleagues [Approved by the department on November 10, 2016; change requested by Mike Benedik]; term of membership is a rotating two years; promotes, collects and organizes departmental requests for invited lectures or other professional-development events; commits to supplementing departmental funds with funds from other available areas in the University, such as the Glasscock Center or the Dean’s Office.

7. Diversity and Climate Committee (DC). Consists of four elected faculty members from all ranks, one graduate student, and one staff member; chaired by highest-ranked member; in cases of rank parity, the chair will be decided by the committee members, so as to distribute responsibilities fairly among colleagues [Approved by the department on November 10, 2016; change requested by Mike Benedik]; term of membership is a rotating three years; takes a proactive position on all issues pertaining to diversity and climate in the department; coordinates with the College Diversity Committee; channels all considerations and requests meant to foster an appropriate departmental climate within its purview; advises the faculty and the Head on best diversity practices within the department.
SECTION V: PROCEDURES FOR ADOPTION AND AMENDMENTS

A. Adoption: These Bylaws and Standing Policies take effect immediately upon authorization by the Dean of the College of Liberal Arts and the Dean of Faculties.

B. Amendments: Amendments to these Bylaws and Standing Policies may be proposed by the Head, by a duly constituted HISP committee or by written petition to the Head if supported by at least 33% of voting faculty. Proposals for amendments to bylaws will be included on the next departmental meeting agenda for debate only and voted upon at the following departmental meeting. Amendments to Standing Policies will be included on the next departmental meeting agenda and may be approved at that meeting. Amendments to bylaws require 66% approval of voting faculty in order to take effect; standing policies require majority approval of voting faculty to take effect.

SECTION VI: APPROVAL AND REVISION HISTORY

A. Approved by HISP faculty 12/17/03
B. Amended by Dean of Faculties K. Watson 1/6/04
C. Amended by CLAA Dean's Office 1/6-9/04
D. Revised 12/5/2005
E. Revised 1/25/2007
F. Revised 12/9/2009
G. Revised and restructured – 12/5/2011
H. Approved by HISP faculty 12/16/2011
I. Approved by the College of Liberal Arts 6-4-12
J. Approved by the Dean of Faculties (7-17-12)
K. Revised 10/18/2013, Approved by HISP faculty 11/15/2013
L. Revised 1/30/2015, Approved by HISP faculty 11/10/2016
M. Revised 10/28/2016, Approved by HISP graduate faculty 12/9/2016

Approved by the College of Liberal Arts: January 9, 2017

Approved by the Dean of Faculties: DATE
STANDING POLICY I:

DEPARTMENT POLICY ON TENURE AND PROMOTION

The HISP faculty clarify here the standards by which tenure-track faculty members are judged during their probationary period. This statement indicates the objectives to be met for tenure and promotion to Associate Professor by the time of final review and the criteria for promotion to Professor. This policy is intended to be consistent, equitable, fair, and in accordance with CLAA and TAMU policies. Please refer to College guidelines at

http://liberalartscommunity.tamu.edu/docs/Bjobling/TenurePromotionGuidelines.pdf

A. Probationary Period. Annual reviews are mandatory. A comprehensive review is performed at the midway point of the probationary period, usually during the third year of the initial appointment. It is important that tenure-track faculty demonstrate high, continuing achievement by contributing to the programmatic needs of HISP through effective teaching, research and service. It is the responsibility of the candidate, in consultation with the Head and faculty, to plan a program of academic career development and a time-table for implementation of the plan. By the midterm review candidates must show clear and substantial progress toward the requirements of tenure and promotion.

B. Criteria for Tenure and Promotion

1. Research. A candidate must show through significant and substantial scholarly publication a record of achievement and disciplinary recognition that is consonant with the aims of a major research university. The quality of these publications is more important than their quantity, and the candidate must demonstrate significant intellectual growth beyond the dissertation;

   a. If a candidate draws upon the dissertation for publication, such as a series of articles or a book, this work normally will be completed and submitted for publication by the time of the third-year review. If a candidate should present as the major work for the tenure and promotion file a book that was taken from the dissertation, the T&PC must firmly establish that the book is a substantially revised and expanded version of the dissertation and that it has gone significantly beyond the dissertation;

   b. It must be understood that, for any successful case for tenure and promotion, the candidate has to demonstrate evidence of a research program that is independent of, but not necessarily unrelated to, the dissertation. In all cases for tenure and promotion to associate professor, there must be evidence of a significant and sustainable research program that is beyond any book or series of articles derived from the dissertation and that is demonstrated in thematically or theoretically related externally peer-reviewed articles, book chapters, research grants or fellowships, or other evidence of research activity.

   c. Books are important indicators of scholarship. Single-authored monographs, critical studies and critical editions are prime examples. They should normally be published by a university press or as part of a recognized scholarly series issued by a commercial publishing house or by an equivalent foreign publisher. Vanity press publications are not acceptable. Other types of editions, co-authored or co-edited studies will carry less weight. Bibliographical studies will be judged according to their scholarly merits. Translations cannot take the place of individual scholarly publications, but high quality translations can be seen as significant contributions to the discipline. While textbooks may be viewed as valuable to the profession, they cannot be equated with scholarly books.
d. Articles will normally appear in refereed journals, volumes of critical essays edited by a respected member of the discipline, or selected, appropriately refereed proceedings from international or national conferences and symposia. Particularly valuable in some of our fields are series of related articles. Articles published in leading refereed journals will usually carry more weight than those appearing in volumes and proceedings, but the professional standing of the editor, other co-contributors and press will be evaluated and taken into account. Publications identified as notes will usually carry less weight than articles, but notes and reviews can enhance the overall record of the candidate.

2. Teaching. For tenure and promotion a candidate's teaching must contribute efficaciously in the classroom to the effective education of students.

   a. Effective teaching is assessed through a combination of methods and indicators, including direct observation of classroom teaching, the candidate's syllabi and teaching materials, student evaluations, as well as teaching awards and grants for development of new courses and innovative approaches to teaching. At least once a year during the probationary period T-TT faculty members in two-person teams will observe the candidate teaching a class, and then produce written evaluations of the candidate.

3. Service. The most important service any faculty member can give is that which helps to build a stronger Department of Hispanic Studies, College of Liberal Arts, or University. Service to the professional field is external service, and will be considered equally useful. Service should help the faculty member establish her or his personal profile at those relevant levels. It is normally the case that a candidate's first service is given to the department and that the radius of his or her service increases with time. There are differential expectations for service loads on the basis of rank.

   a. Consistent, effective service begins with attendance at HISP departmental meetings and includes active engagement and cooperation in departmental initiatives and participation in ad hoc and standing committees. It may extend to College and University committees to complement departmental service. External service includes service to the professional field at large.

C. Promotion from Associate Professor to Professor

1. Normally the promotion from Associate Professor to Professor can be considered after at least four years of service and experience at the rank of Associate Professor. The promotion, however, is not a function of the numbers of years of service, but of clearly demonstrated achievement and distinction in teaching, research and service. Professors should be nationally and internationally visible, and recognized as leading scholars in one or more fields in which they have made an impact on the profession.

2. The research record for promotion to Professor must include a body of ongoing scholarly research beyond the review for tenure and promotion to Associate Professor. This record will normally include a book-length critical study or critical edition published by a university press or as a part of a recognized series issued by a commercial publishing house or an equivalent foreign publisher. This study or edition must have been published by the time of consideration of the scholarly record. Vanity press publications are not acceptable. Guidelines concerning other types of editions, co-authored or co-edited studies, bibliographical studies, translations and textbooks are the same as stated above.

3. The overall record of research must be recognized as a significant scholarly contribution by the profession. Such recognition may be established through published reviews, citation lists, editorship(s) of
and/or membership(s) on the editorial board(s) of a major journal(s), and related or similar professional
criteria.

4. A professor is expected to be a leader in teaching, service and professional involvement. The rank
bestows a special responsibility for the overall progress of the Department, and for the relations with
other University entities, faculty and students. While scholarly achievement is normally the deciding factor
for this promotion, true eminence in other areas may carry considerable weight.
STANDING POLICY II:

PERFORMANCE INDICATORS FOR REVIEW OF FACULTY

The different review exercises mandated by University SAP 12.06.99.MO.01 are meant to accomplish three primary tasks: to help the professorial body in the Department as a whole in the understanding of expectations and the development of best practices for tenured faculty at Texas A&M University; to promote a constant process of self-assessment and improvement in the context of peer review; and to help the departmental head and the College administration in the determination of appropriate merit-based salary raises.

Both the Head and the Peer Review Committee are expected to perform their tasks with deep respect for the dignity of the departmental faculty, in a collegial and constructive manner, and with a primary concern for the welfare of the department. The annual review evaluations by the Head are also instrumental documentation for the preparation of the periodic peer reviews for tenured faculty, also mandated by University regulations, and conducted by the department’s Peer Review Committee every six years. As noted elsewhere, additional reviews outside the six-year cycle can be requested by the individual faculty member or the Head in the context of the possible initiation of a Professional Development Review.

The overarching criteria must include, 1) an approach to the faculty member’s scholarly career that includes a balanced assessment of her or his overall trajectory; 2) an emphasis on quality rather than merely quantity of performance; 3) a presumption of credit in all cases where the benefit of the doubt can be meaningfully used.

The annual review evaluates and rates practices over a three-year period, with a special concentration on the last year, in the areas of Research, Teaching, and Service.

Research and Creative Work

Both the annual review and the peer review must take into consideration the fact that a scholarly career is a long-term process, and that evaluation of a faculty member should take into account all past accomplishments, including the accomplishments that led to appointment, tenure, and/or promotion at Texas A&M University. Accomplishments in research or creative work are most commonly demonstrated through the completion of significant research, writing, or performance projects. The quality and scope of outcomes and activities will serve to determine to what extent the standards of merit for different professorial ranks are being met.

A one-size-fits-all set of criteria is difficult to define. While individual faculty members are in charge of presenting their personal case in the clearest way, since it is in their best interest to do so, reviews must show flexibility and discretion in evaluating the individual faculty member’s scholarly and/or creative work. Evaluators need to consider not only the number and length of faculty publications, but also the visibility and impact of the work published, insofar as they may be indicators of quality. Quality, not quantity, should be the primary consideration for evaluation in every case. The timing of research outcomes varies not just from faculty member to faculty member, but also within a faculty member’s career. Special attention needs to be paid in this specific case to narratives describing progress.

Given the complexity and variety of judgments to be made, and while full responsibility for adequate self-presentation is the charge of every faculty member, both the Head and PRC members may (but do not
have to) seek additional guidance as needed from appropriate faculty in particular subfields within a discipline with regard to the importance of particular outcomes or professional activities. Within the obvious need for progress and the fulfilment of expectations, respect for a faculty member’s decisions as regards her or his own career development must trump the evaluator’s criteria for progress in her or his own case. Not everyone must follow the same path, and faculty reviewers must be particularly sensitive to diversity.

For Research:

To meet or exceed expectations over a three-year (for annual reviews) or six-year (for periodic peer reviews) period, a faculty member should present a record of significant scholarly or creative work, as evidenced by achievements and activities such as, but not limited to, the following unranked list:

- Monographs published or under contract with a respected press.
- Scholarly edition with an introduction and notes.
- Digital databases, archives, and research tools of scholarly value.
- Peer-reviewed scholarly articles in good-quality venues.
- Book chapters in scholarly volumes and selective proceedings of major conferences.
- Internal grants with a focus on research and development.
- External national and international fellowships and grants.
- An edited issue of a scholarly journal.
- A textbook from a respected publisher and based on original research by the author
- Frequent citation of publications, re-publication or translation of work.
- Awards for, or publication of, creative activities.
- Presentations at regional, national, or international conferences.
- Invited lectures.
- Omnibus reviews or article-length reviews.
- Translations published in recognized venues.

For Creative Work:

To meet or exceed expectations over a six-year period, a faculty member should present a detailed record indicating visibility, impact, and quality of venue of creative tasks resulting in publications of poems, novels, literary translations, plays, or short-stories, or in performance actions.

Teaching

Teaching is central to the mission of Hispanic Studies in language, linguistics, culture, literature, critical theory, and film and media. The challenge to faculty is to teach at a level that both covers the fundamentals of these several areas of study, and places cutting edge disciplinary research into the courses that constitute the undergraduate SPAN and HISP curricula and the graduate HISP degree plans. This process is by definition extremely dynamic and will be evaluated most directly in five ways: 1) peer review of course materials (including syllabi and testing instruments); 2) student reactions, outcomes, and evaluations; 3) peer-visitation/evaluation of classes; 4) instructor supervision of undergraduate and graduate research such as theses and dissertations; and 5) development of high-impact teaching activities at the departmental level or beyond. While student evaluations constitute an important indicator, they should not be the sole standard for evaluation. They are only one factor among several. Personal
narratives concerning innovation, development, new courses, and new practices should be given appropriate weight.

In evaluating teaching, the three- or six-year windows are designed to encourage flexibility and discretion in assessing the individual faculty member’s performance in the context of the broader goals of promoting consistent and high-quality teaching. Factors such as class size and level, honors designation, and the luck of the draw can all affect course evaluation numbers in a given semester. A faculty member may develop several new courses over a period of a few years, followed by a period of appropriately repeating and refining those courses, and in a given year (i.e. a faculty development leave or external fellowship) may do no teaching at all.

To meet or exceed expectations over a three-year (for annual reviews) or six-year (for peer reviews) period, a faculty member should present a record of significant teaching, as evidenced by achievements and activities such as, but not limited to, the following unranked list:

- Effective teaching performance as evidenced by peer evaluation, student satisfaction and student outcomes.
- Development of effective pedagogical methods and materials as evidenced by syllabi, peer evaluations, and student outcomes.
- Effective direction of graduate and/or undergraduate research or creative activity such as dissertation, honors theses, etc.
- Competitive internal or external grant support for teaching/learning projects.
- Selection for departmental, college, university, or professional society teaching award.
- A textbook from a respected publisher not based on original research by the author
- Curricular development as seen in new courses and/or major revision of existing courses.
- Reflective critique and continuous improvement of teaching, as evidenced by self-evaluation of course materials, student evaluations and outcomes, participation in teaching workshops and other such activities.
- Chairmanship in graduate advisory committees.
- Membership in graduate advisory committees.
- Receipt of awards for research or academic performance by the faculty member’s students.
- Placement of graduate students or post-doctoral fellows into significant academic, scholarly and related positions.
- Significant contributions to the professional development of students.

Service

Service is the glue by which departments focus their energies on their common missions and goals, and the interface between departments and their colleges and universities, and with the broad scholarly enterprise at the level of region, nation and world. Taking into account the different roles and challenges of untenured and tenured faculty in all institutions, the expectations for service are quantitatively and qualitatively different. But common to all professorial ranks is the expectation of being good departmental citizens. This includes, but is not limited to, regular attendance at departmental meetings, membership on appropriate departmental standing and ad hoc committees, and casting departmental ballots as eligible.

Opportunities for faculty service will naturally vary at different stages of individual careers, with some faculty members being active in functions not clearly visible at the departmental level. Narratives
concerning service accomplishments from individual faculty members must be carefully studied by faculty reviewers.

For the tenured ranks service should be significant within the department, college and university, and should also include evidence of impact and professional value beyond TAMU. Note that, while service starts at the departmental level, it is equally valid at all levels of engagement. Departmental service should not be privileged over college- or university- or professional-field service, or vice versa.

To meet or exceed expectations over a three-year (for annual reviews) or six-year (for peer reviews) period, a faculty member should present a record of significant service, as evidenced by achievements and activities such as, but not limited to, the following unranked list:

- Service as departmental undergraduate, graduate director or other departmental administrative roles.
- Service as an officer or committee chair in a regional, national or international professional and/or governmental organization(s).
- Service as a member or officer of the Faculty Senate.
- Service on University, College and Department committees and task forces as chair or member.
- Service as an advisor to student organizations.
- Substantial service to the local community and public at large.
- Service as editor of a journal or book series, or as editorial board member
- Service on external peer committees for tenure and promotion cases or as a proposal reviewer for scholarly awards or on a governmental task force, commission or board.
- Participation on review panels for major institutional grants or national funding agencies.
- Organization and/or chairmanship of program sessions at national and international meetings.
STANDING POLICY III:

PROCEDURES FOR REVIEW OF FACULTY

Procedures for annual review of faculty are governed by these guidelines, which in turn are governed by policies of Texas A&M and the College of Liberal Arts. University policy regarding faculty evaluation is outlined in University SAP 12.01.99.M2 and SAP 12.06.99.M0.01. There are binding internal departmental Guidelines for Faculty Review. The annual review by the Head evaluates faculty performance on a yearly basis, even though, in accordance with College bylaws, annual reviews of the previous three years must be taken into account for merit raises. In cases of conflict between the procedures that follow and University or College policies, this document is superseded.

A. Annual Reports and Annual Merit Reviews. The Department Head shall conduct annually a review of each T-TT faculty member's performance in the areas of teaching, research or creative work, and service. Non T-TT faculty will be evaluated on teaching effectiveness and, as relevant, on service. Faculty undergoing a probationary review or review for tenure and/or promotion will be peer-reviewed by the appropriate committee (See B below), the materials for which shall form the basis for the Head's annual review.

In preparation for each year's review, faculty will submit an annual report consisting of a current vita and a report of individual accomplishments for the year of review, along with copies of publications and supporting materials deemed appropriate, and communicated to the faculty through yearly instructions from the Head. The Head, in view and full consideration of the departmental Guidelines for Faculty Review, will write and convey an evaluation of the annual report consistent with performance indicators provided in Standing Policy II. The Head's evaluation shall serve as the basis for recommendation for merit salary increases.

The relative weights for evaluating T-TT faculty performance across the three areas of concern normally shall be: 1) 50% Research or Creative Work; 2) 30% Teaching and 3) 20% Service, excepting probationary TT faculty, who will follow the formula: 1) 55% Research or Creative Work, 2) 35% Teaching, 3) 10% Service.

HISP officers carrying especially heavy service loads, for example, or faculty on teaching leave or who elect to teach heavier loads throughout the year, may have this general formula adjusted by the Head. The Head will determine any individual variation from the general formula in consultation with individual faculty members and document that variation in advance of the review. In any reallocation of workload, each course taught in addition to the basic four courses a year will be equivalent to 10 percent of the workload.

In order to place each member of the faculty in the appropriate category (“satisfactory,” “needs improvement,” and “unsatisfactory”), the head will use a five point-scale, from 5 to 1, with 5 representing the highest possible rating and 1 the lowest. A “satisfactory” rating will correspond to 2.5 through 5 in the numerical scale; a “needs improvement” rating stands for values between 2 and 2.4; “unsatisfactory” corresponds to values between 1 and 1.9. This scale will be applied to each category of research, teaching, and service.

In compliance with SAP 12.06.99.M0.01, to receive an overall satisfactory rating a member of the faculty will need to achieve a rating of “satisfactory” in at least two categories, and may not receive a rating of
“unsatisfactory” in any category (i.e., three “satisfactory” ratings or two “satisfactory” ratings and one “needs improvement” rating). Other combinations (e.g., one “satisfactory” and two “needs improvement”, two “satisfactory” and one “unsatisfactory”, etc.) will lead to an overall unsatisfactory rating, regardless of the relative weight of any category ranked “unsatisfactory.”

For faculty with overall “satisfactory” ratings, the determination of raises will be based on the rating obtained for research, teaching, and service, weighted by percentage corresponding to each category (normally, 0.5 for research, 0.3 for teaching, and 0.2 for service). Thus, for example, a faculty member receiving an evaluation of 4.2 in research, 3.5 in teaching, and 5 in service would receive a composite score of $4.2 \times 0.5 + 3.5 \times 0.3 + 5 \times 0.2$, or 4.15 overall. The head may decide to employ the category “Excellent” for any faculty who is deemed deserving of extraordinary merit on a given year.

B. Periodic Peer Review. The Peer Review Committee will conduct a comprehensive performance evaluation of every tenured faculty member every six years following the Guidelines for Faculty Review in the Department of Hispanic Studies (Standing Policy III). It may also evaluate the performance of a faculty member who requests an additional review. Special reviews outside the regular cycle may also be set in motion by a request from the Head to initiate a Periodic Peer Review of any tenured faculty member, as authorized by University regulations.

In all cases, the Peer Review Committee will proceed to its task by collecting annual review documentation for faculty members for the previous six years. At any point in its deliberations or in preparation for them, the Committee will have the option to request additional documentation within the six-year range from faculty members under review in cases that may warrant it, i.e., when the committee may run into unclear cases in one or more of the evaluation categories.

The Peer Review Committee will proceed to its task with full knowledge and consideration of the departmental regulations and guidelines concerning peer evaluation and review standards.

C. Definition of evaluation categories for Annual Review and Periodic Peer Review. For purposes of Annual Review and Peer Review processes in HISP, we will use the three standard categories, which are “satisfactory,” “needs improvement,” and “unsatisfactory.” It is understood that a category of “excellent,” under the general rubric of “satisfactory” can be employed by the Head or the Peer Review Committee whenever it is felt appropriate and the numerical values justify it. [In what follows, I changed order of ratings.]

“Satisfactory” corresponds to numerical values between 2.5 and 5. “Needs improvement” corresponds to numerical values between 2 and 2.5. “Unsatisfactory” corresponds to numerical values between 1 (the minimum in the scale) and 1.9. The subcategory of “excellent” should be justified ad hoc in every case, and will normally require numerical values in excess of 4.

A “satisfactory” rating will be given to a faculty member who is performing at appropriate levels in the relevant category. A consistent pattern of positive work enhancing the departmental mission must be apparent. In Service this entails a commitment to institutional advancement at either the departmental or other levels of the professional field. In Teaching this will be visible through positive indicators of strong investment in the education of undergraduate students, graduate students, or both. In Research it will be done through the submission of obvious, measurable results, or convincing narratives reflecting progress and promising solid outcomes. For annual reviews, the category will emphasize satisfactory performance within the previous calendar year.
A “needs improvement” rating will be given to a faculty member who is found lacking in the relevant category due to failure to maintain adequate patterns of performance in Research, Teaching, or Service over the period under evaluation. For Service, this could mean a failure to serve in committees or a failure to adequately contribute to mandated departmental activities in the absence of compensatory engagements elsewhere. For Teaching, a failure to maintain appropriate standards as evinced by student evaluations, peer visitations, or lack of course development. For Research, an insufficient commitment to publishable outcomes over a significant enough period of time. For annual reviews, the category will emphasize insufficient performance within the previous calendar year.

An “unsatisfactory” rating will be given to a faculty member who exhibits consistent pattern of inaction or negative action in the relevant category (i.e., absenteeism, repeated failure to accomplish necessary tasks, lack of any interest in research endeavors). This rating should be assigned to faculty members who have failed to contribute to the mission of the department either in Research, Teaching, or Service over the period of evaluation. For annual reviews, the category will emphasize performance, or lack thereof, within the previous calendar year.

The “excellent” rating (a subcategory within “satisfactory”), will be given to a faculty member whose work visibly and decisively advances the departmental mission in any given evaluation period. It Research, it must be linked to the quality of outcomes; in Teaching, to the quality of the commitment to educational goals; and in Service, to the quality of contributions to institutional life. For annual reviews, the subcategory will emphasize work within the previous calendar.

**C. Third-Year Reviews, Tenure Reviews, Reviews for Promotion.** The Department Head shall appoint an evaluation subcommittee for each faculty to be reviewed for the probationary third-year review and for the tenure and promotion review (see Section IV.A), and for promotion (see Section IV.B). All members of the evaluation subcommittee are expected to review the candidate's dossier in each area and to contribute to the written report. Additional documentation may be solicited to supplement the report in each area for the third-year review. External letters must be solicited for the report on Research and Creative Work for the review for tenure and promotion. At least half of the solicited external letters should be from a list provided by the candidate, and none shall be from the candidate's "Do Not Ask List." The results of each stage of a candidate's review process shall be made known to the candidate as the review proceeds.

Evaluation subcommittee reports (research, teaching, service, and summary) and the candidate's dossier will form the basis for consideration of a case by the Tenure and Promotion Committee or the Promotion Committee. The chair of the evaluation subcommittee shall moderate subcommittee meetings and T&P Committee deliberations. Following open discussion by the committee, a decision to continue, tenure, and/or promote the faculty member shall be taken by written secret ballot. The chair of the Tenure and Promotion Committee or Promotion Committee shall forward its vote, final report, and materials from the evaluation subcommittees to the Head. The chair, not the department Head, will ensure that the final version of the four reports represents T&P Committee discussion and faculty voice, and reflects the vote of the committee. A second summary report summarizing T&P Committee discussions and vote must be presented for full committee sign-off.
STANDING POLICY IV:
DUTIES AND RESPONSIBILITIES OF HISP OFFICERS

A. **DGS.** Duties of the Director of Graduate Studies include:

1. **Student-related:** Recruiting; coordinating offers of financial assistance; coordinating orientation programs for new graduate students; advising for registration, degree plans, and committees opportunities; advising for awards and other funding opportunities; conferring with DSA concerning graduate student study abroad opportunities; conducting exit interviews and maintaining longitudinal records of career placement and professional advancement;

2. **Administrative:** Serving as the HISP representative to the College-Level Graduate Instruction Committee and as liaison between HISP and the Office of Graduate Studies; processing petitions; amending degree plans or making other requests of the Dean and Office of Graduate Studies; monitoring and reporting policy and requirement changes that affect the HISP graduate program, and general status of graduate programs and students; supervising the HISP test for university-wide, graduate-student, foreign-language requirement; chairing Graduate Studies Committee.

3. **Curricular:** Planning curriculum offerings in consultation with the Head, DUS and graduate faculty; processing changes to curriculum.

B. **DUS.** Duties of the Director of Undergraduate Studies include:

1. **Student-related:** Supervising major and minor advising; coordinating student relations and recruitment and retention efforts; acting as the HISP liaison with the CLLA Office of Student Affairs; resolving grade disputes; maintaining longitudinal records of career placement and professional advancement; acting as liaison with high-school Spanish programs;

2. **Administrative:** Serving on College-level Undergraduate Instruction Committee and as liaison with the College’s Office of Undergraduate Studies; supervising and implementing changes in the HISP undergraduate curriculum; chairing the Undergraduate Studies Committee.

3. **Curricular:** Advising Head regarding scheduling and teaching assignments in consultation with faculty and the DGS; monitoring continuity of upper-division course offerings; processing changes to curriculum.

C. **DSA.** Duties of the Director of Study Abroad include:

1. **Student-related:** Promoting HISP study abroad programs, supervising the recruitment, selection and advising students who study abroad on programs sponsored by HISP;

2. **Administrative:** Representing HISP study abroad programs within SAPO, CLLA, and other University entities; serving on relevant study abroad committees; monitoring current study abroad programs, developing and implementing future study abroad programs; processing program approvals; supervising HISP-sponsored study abroad programs;

3. **Curricular:** Working with the DUS and the HISP Advisor to integrate study abroad programs
sponsored by HISP into departmental philosophy and ensure compliance with HISP requirements.

D. **DUTIES OF THE DIRECTOR OF LOWER-DIVISION LANGUAGE INSTRUCTION**

1. **Student-related**: Providing instructor supervision/training by: conducting regular meetings with GATs for the discussion of expectations, teaching strategies, grading procedures, lab programs, online activities, etc.; organizing, with expected obligatory attendance, workshops for instructors of lower-level language courses; visiting GATs' classrooms for evaluation and feedback or arranging for such visitations, providing instruction and training for lab assistants, tutors, and supplemental instruction leaders.

2. **Administrative**: Providing the department head with a list of class assignments for the language sequence consistent with budget projections at mid-semester every semester; consulting in the selection of graduate students chosen for service as teaching assistants and communicating with them prior to the beginning of their service.

3. **Curricular**: Preparing syllabi for lower level language courses; establishing policies for said courses (e.g., policy on absences); selecting and ordering textbooks; ensuring that instructors are aware of all information pertinent to the instruction of these classes and that the instructors are on task; preparing language lab session or online materials for use in coordinated courses; communicating to the lab assistants, tutors, supplemental instruction leaders, etc. expectations of general and weekly performance, and monitoring their compliance with expectations; acting to correct lack of compliance; preparing unit exams and final exams for lower-level language courses; ensuring that instructors are provided with copies of exams to be administered; working to ensure standard grading practices for all sections.
STANDING POLICY V:

FORMATION AND PROCEDURES OF SEARCH COMMITTEES FOR T-TT FACULTY

A. When hiring for a T-TT faculty position is approved by the Dean of CLLA, the Head will name a search committee consisting of at least three T-TT members in consultation with the T-TT faculty. The committee should demonstrate strength in the academic specialty being recruited. Membership on the committee may be from outside of HISP should circumstances of a particular search make such membership advisable.

B. At the first meeting of the Search Committee, chaired by the department Head, committee members will prepare the job description, determine advertisement venues, set a schedule for the receipt of applications and selection of semi-finalists, who are normally to be interviewed at the MLA Annual Convention, and elect the chair, who will be responsible for the orderly functioning of the search and for keeping the T-TT faculty apprised of progress with the search.

C. The dossiers of candidates shall be available to HISP T-TT faculty during the search, which contains within it a vetting process whereby faculty may comment on specific candidacies. The list of semi-finalist candidates produced by the Search Committee will take into account T-TT faculty comments.

D. Finalist candidates will be selected by the Search Committee following interviews with the semi-finalists. The search chair, in conjunction with the Head, will create a schedule of on-campus interviews for finalists, which will include a scholarly presentation and may include a demonstration class by the candidate, as well as formal meetings with the appropriate level(s) of administration beyond the Department, as well as with HISP Officers and faculty.

E. When the round of on-campus interviews is complete, the T-TT faculty will meet to rank-order its selection of finalists via secret ballot. Taking into account this ranking, the Head will enter into negotiations with a candidate when authorized to do so by the Dean of CLLA.
STANDING POLICY VI

GUIDELINES FOR HISP WORKPLACE BEHAVIOR AND CONFLICT RESOLUTION

These guidelines are based on the following assumptions:

● Faculty, staff, and students in HISP recognize that a productive working environment is based on mutual respect and courtesy at all levels of the departmental operation.
● All members of the department are committed to fostering a constructive atmosphere where individuals can feel supported and supportive of others.
● Faculty, staff and students of HISP will make every effort to maintain friendly and courteous attitudes toward others at all times, whether internal or external to our department.
● Generosity, tolerance, fairness, and an open demeanor are essential aspects of courteous behavior whether in real or virtual interaction (i.e., email, telephone, or other electronic means).

Should situations arise that are in conflict with any of these assumptions, individuals are encouraged to work toward resolution that generally benefits all involved parties and supports the best interests of HISP. The following guidelines for reporting problems having to do with uncivil or discourteous behavior in the workplace offer multiple courses of action to address workplace conflict, if it were to occur.

1. Consider whether resolution can be accomplished through a direct conversation between conflicting parties. Seek to understand, to clarify, and to explain the source of conflict and its impact.
2. Direct the problem to the attention of your immediate supervisor or of the departmental head as soon as possible if informal, personal measures fail to resolve the issue or are not prudent to pursue.
   a. You are entitled to ask for a witness to be present during your reporting interview.
   b. Your supervisor will attempt to mediate through a personal conversation. Should that fail, your supervisor will bring the issue to the attention of the departmental head.
   c. The departmental head will prescribe immediate action as appropriate to the situation and within University policy.
   d. If the head’s action does not resolve the problem, a grievance procedure may be initiated in accordance with College and University regulations.
3. Should the departmental head be perceived as the cause of the problem or conflict, undergrad students may report directly to the Director of Undergraduate Studies; graduate students may report directly to the Director of Graduate Studies; staff members may report directly to the Office of Human Resources; and faculty members may address their concern to the Dean of Liberal Arts or the Dean of Faculties. The DUS, DGS, Human Resources personnel, or the Dean of Faculties will, under their separate authorities, seek resolution directly with the departmental head or through the office of the Dean of Liberal Arts, as appropriate.

For general reference re faculty members, please see http://rules-saps.tamu.edu/PDFs/12.01.99.M4.pdf.
Teaching is central to the mission of Texas A&M University. Consistent with that mission, the Department of Hispanic Studies is strongly committed to, and has a long tradition of, instructional excellence.

Faculty should be proud of their performance in the classroom, and they may welcome visits by colleagues, as opportunities to share successful strategies with others and to receive helpful feedback from colleagues, and as part of what should be an ongoing peer review of teaching. Such visits, arranged in advance and agreed to by both parties, are appropriate for formative applications, when an instructor wishes to improve her or his teaching by observing the teaching of a colleague and when an instructor wishes a colleague to observe her or his teaching and give advice as to how it might be improved.

Formalized class or classroom visitation is also appropriate as part of the normal annual review process, as part of review for tenure and/or promotion, and whenever substantive concerns have been raised about the nature of the learning experience. Deans, department chairs, and others with responsibility for assuring a high level of instruction or for evaluating the performance of faculty members have a right to visit and/or expect the regular visitation faculty members’ classes for summative purposes. A peer review consisting of legitimate and shared criteria should be carried out in a climate of mutual support, respect, and trust, and the procedures to be observed follow below in “Policies and Procedures for Faculty Classroom Visitation.”

The Annual Review Committee will examine the quality and quantity of a variety of teaching dimensions, including: semestral and cumulative career student evaluations; effectiveness in unusually demanding classroom settings (e.g., large enrollment sections, new or redesigned courses, required courses, and others for which the Department has special commitments); contributions to/use of service, inquiry‐based, or community learning; contributions to a range of courses spanning both undergraduate and graduate curriculum; the effective use of new instructional technologies; leading and shaping the graduate program; mentoring graduate students; assisting graduate students in their own teaching; directing and serving on master’s thesis and dissertation committees; participation in teaching workshops, research colloquia, and other efforts to improve teaching. Reflective of and conducive to teaching excellence are teaching awards.

Criteria for Peer Evaluation of Teaching

A strong tradition of teaching excellence is founded on a culture of best practices. The primary criteria employed by the Department in the annual review evaluation of faculty teaching include qualitative and quantitative dimensions of the following categories:

1) Course Repertoire: The list of courses taught provides an indication of the scope and diversity of an instructor’s teaching repertoire. There is an expectation that all faculty contribute to the undergraduate and graduate teaching mission and to the special teaching needs of the Department (e.g. large-enrollment sections, honors and other special student populations).

2When substantive and pressing concerns have been raised about an instructor’s performance the Head, Dean, or designee thereof may visit a class without any advance notification.
2) **Student Evaluations**: Standardized, university-required student evaluations of teaching with both their numerical results and unsolicited student commentary.

3) **Course Syllabi**: A good syllabus should contain the basic information required by the University (e.g., grading policy, attendance, missed exams, honor code, disabilities), substantive content appropriate to the course, and be organized in a clear and effective manner.

4) **Directed Independent Study, Senior Theses, Honors Theses**: A record of activity in these categories.

5) **Graduate Committees**: A record of activity as director/member of master’s and doctoral committees.

6) **Classroom Visitations**: The Department recognizes peer visitations as an important factor in summative teaching evaluations as well as one means through which colleagues can learn from each other and share in the craft and deepen the culture and collective commitment to quality teaching. See below for policies and procedures.

7) **Learning Outcomes**: A record of tests, papers, projects etc. indicative of expectations and student achievement.

8) **Self-evaluation**: A structured report to display an instructor’s teaching objectives, activities, accomplishments, and shortcomings. Suggested areas to be addressed are classroom approach, instructor-student rapport, knowledge of discipline, course organization and planning, and challenges.

**Policies and Procedures for Faculty Classroom Visitation**

For cases of annual review and cases of tenure and promotion, documentation from peer classroom visitations shall be included.

Faculty classroom visitations will be coordinated by the Head or his or her designee. In all cases except those in which substantive concerns have been raised or those dealing with specific exigencies of tenure and promotion, the visitation committee will consist of two faculty members: one chosen by the Head, the other member chosen by the faculty member to be visited. At the beginning of the semester, designated faculty visitors will coordinate with the faculty member to be visited on a mutually agreed upon date. The two faculty members will attend the same class as a team visitation, but they will write and sign independent reports.

The peer evaluator is expected to: (a) be as unobtrusive as possible in the visit; (b) complete a standard departmental form; (c) attach a narrative report; and (d) provide the peer instructor evaluated with a copy of the report. The peer evaluator’s report shall be placed in the faculty member’s file and be considered as one piece of information used by the Annual Review Committee and the Head in their annual summative assessment of the faculty member’s teaching performance. Peer evaluator reports will be used in cases of tenure and promotion by the subcommittee on teaching in tenure and promotion, the Tenure and Promotion Committee, and the Head.

**Rank-specific policy on classroom visitations**
Graduate Teaching Assistants:
Graduate Teaching Assistants with sole responsibility for their own classes should have their classrooms visited by the Director of Graduate Studies, the Director of Undergraduate Studies, the Head, or other faculty members, at least once during the semester the class.

For those aspiring to academic careers, evidence of teaching experience and effectiveness is important. TAs who are teaching are, therefore, strongly encouraged to invite faculty, especially those who are members of their graduate committees to observe their teaching, and complete peer visitation reports.

Untenured Faculty:
Untenured faculty (Assistant Professors, Senior Lecturers, Lecturers, etc.) are obligated to have their classroom teaching observed at least once a year, and they urged to do so at least once a semester. Formal classroom peer visitations used for annual evaluation should be conducted in a manner consistent with peer Faculty Classroom Visitation policy.

Untenured faculty are encouraged to invite other faculty to visit their classrooms and to file peer evaluation reports. A larger collection of reports, from a variety of colleagues, is likely to be more meaningful in promotion or tenure materials than a smaller number of reports.

Associate Professors
Associate professors are not obligated to have peer classroom visitations. However, the Department strongly encourages that such visitations be arranged among colleagues for purposes of summative evaluation as well as for sharing teaching styles and tactics. Formal classroom peer visitations used for annual evaluation should be conducted in a manner consistent with peer Faculty Classroom Visitation policy. A larger collection of reports, from a variety of colleagues, may be preferable for promotion materials per University regulations on tenure and promotion.

Full Professors
Professors are not obligated to have peer classroom visitations. However, the Department strongly encourages that such visitations be arranged among colleagues for purposes of summative evaluation as well as for sharing teaching styles and tactics. Formal classroom peer visitations used for annual evaluation should be conducted in a manner consistent with peer Faculty Classroom Visitation policy.

Adjunct Faculty:
To the extent that an adjunct faculty member adds something to the Department’s teaching mission, peer visitation shall be done of adjunct faculty classrooms during the first semester of their appointment, and once a year thereafter with the sole purpose to determine, in conjunction with student evaluations, if the Department’s mission is in fact being enhanced.

A COPY OF THIS POLICY STATEMENT SHALL BE GIVEN TO EACH MEMBER OF THE FACULTY, AND TO EACH GRADUATE STUDENT TEACHING ASSISTANT AND ADJUNCT FACULTY MEMBER UPON ISSUE OF APPOINTMENT AND RE-APPOINTMENT LETTER.

Approved by the Departmental of Hispanic Studies
October 24, 2012
ADDENDUM I

College, University and System Reference Documents

   
   http://liberalartscommunity.tamu.edu/docs/Bjobling/TenurePromotionGuidelines.pdf

2. Tenure and Promotion (Dean of Faculties)


5. Task Force for Faculty Performance Evaluation Report


6. Dean of Faculties Faculty Handbook

   http://dof.tamu.edu/fore newest version

7. Scholarly and Creative Activities Program

   http://vpr.tamu.edu/funding/scholarlycreative
ADDENDUM II

Procedures for Adjunct Appointments

Adjunct affiliation in HISP may be offered for varying reasons, but the overarching factor must be of an academic nature. Adjunct faculty must help advance the academic mission of the department along lines having to do with undergraduate and graduate program development, and be consistent with goals regarding interdisciplinarity and internationalization.

For adjunct faculty affiliation to HISP, the curriculum vitae of the person must be circulated among the general faculty by the departmental head. Usually no formal vote will be necessary, since adjunct affiliations are honorary, and affiliates do not compete for departmental allocations or resources. However, adverse opinions from faculty members will be taken into account and might in fact constitute grounds to call for a formal vote or for rejection.
Appendix 2

HISPANIC STUDIES
STRATEGIC PLAN 2015 - 2020

This Strategic Plan will serve as a guide for departmental decisions and strategies in scholarly activities and output, personnel hiring, student recruitment, resource allocation, and assessment for the next five years.

PART 1: Mission and Vision

Background: Hispanic Studies in the United States

Our department falls under a broad category of departments whose mission is the scholarship and teaching of languages, cultures, and literatures, which the Modern Language Association calls “modern language departments.” Hispanic Studies at Texas A&M covers a field that includes not only Spanish, but also other Romance and non-Romance languages and cultures of the Iberian Peninsula (notably, Portuguese, Galician, Basque, and Catalan), and the languages of indigenous communities that have been in close contact with Spanish in the Americas, Africa, and Asia. Finally, the peoples of Hispanic descent living within the borders of the United States constitute an ever-growing field of research and are included in our purview.

In the United States, departments similar to ours go by a variety of names and include different and increasingly larger language groupings: Hispanic Studies; Spanish and Portuguese; Spanish, Portuguese and Italian; Romance Languages; Modern Languages. Traditionally, language departments have focused on three broad areas: (a) Hispanic linguistics and language pedagogy; (b) literature; and (c) civilization and cultural studies. Literary studies are further segmented into specific genres, historical periods, and national or regional divisions. More recently, many of these divisions have started to become blurred.
Texas A&M has a fairly common distribution across research universities, with Hispanic Studies separate from other modern languages due to its larger size and distinct status. A recent study (*Enrollments in Languages Other Than English 2009-2013*, MLA 2015) shows that across the United States, Spanish continues to constitute more than half of all the language courses offered in higher education. Moreover, and unlike most other non-English languages, Spanish has been spoken in the United States for longer than English and continues to be the first language of a sizeable and growing percentage of the population (16% in the 2010 census).

The relevance of our field is underscored by increased interconnectedness in a world where Spanish is the native language of more people than English. It is also obvious in the demographic realities of Texas, where one in every three people is a native speaker of Spanish. Texas’ status as a borderlands region since colonial times makes it a laboratory for social changes that will eventually affect the rest of the United States. To guarantee access for all Texans to adequate levels of education, health care, and social services, it is more important than ever to train bilingual and bicultural professionals not only in the narrow field of Spanish instruction, but in other professional specialties.

**Mission**

The mission of the Department of Hispanic Studies at Texas A&M is:

- To develop excellent scholarship in Spanish language and Hispanic cultures and literatures
- To prepare the next generation of scholars through graduate teaching, mentoring, and training
- To develop full translinguistic and transcultural competency through excellent undergraduate instruction
- To preserve Spanish as one of the most important linguistic and cultural assets of Texas, and to guarantee the linguistic rights of its speakers

Specifically, our lower division aims to develop intermediate levels of language proficiency and cultural awareness. In the upper division our goal is to achieve advanced levels of competency (as defined by ACFTL). To that effect, most coursework is taught through the target language. At the graduate level, we aim to develop the experts who can be both the teacher-scholars of tomorrow
and employable in non-academic jobs that require superior analytical and research skills and high levels of bilingual/bicultural competence. At all levels, we encourage high impact learning practices that help students put in practice what they learn in the classroom in the solution of real-life problems.

Vision

In the next ten years, our department is committed to increasing its output of cutting edge research and innovative teaching, its links with other units in the university, and its outreach to the surrounding community. Our current faculty are leaders in the field, and the next generation of scholars will have an even greater public impact. The department is committed to enhancing its national and international profile through scholarship and through the development of innovative undergraduate and graduate programs.

Our creative work will be nurtured through dialogue between our faculty and students, as well as fruitful exchanges with other scholars in our college and outside our institution. To support this conversation, we will continue to organize forums for academic exchange, including working groups, guest visits, and regional, national, and international conferences.

Additionally, we commit to providing the most enriching educational experience for our students by creating curricula that reflect authentic Spanish use in the United States and abroad in the 21st century and by increasing the offerings of high impact learning practices such as service-learning, undergraduate research, study abroad, and learning communities. We are committed to the creation of curricula that will enhance our students’ professional profiles and enrich their personal lives through the appreciation of multilingualism and cultural diversity. In particular, we aim to develop interdisciplinary degree paths that will help our graduates solve new problems in an increasingly complex and interdependent world.

Our doctoral students will continue to find in our department a rigorous course of study and a nurturing environment for their individual interests, as well as the opportunity to develop their teaching skills to be competitive on the job market, both in academia and in alternative fields (business, government, non-profits).

Our outreach to local, state, and national partners will allow our faculty, students, and alumni to see the immediate usefulness of our shared linguistic and cultural expertise. We aim
specifically to provide opportunities to network outside the university with institutions of K-12 education, health and social service providers, companies, media broadcasters, and state agencies. We anticipate this will help us not just to increase fundraising but also to foster responsible citizenship in a more participatory and fair nation.

**Part 2: The State of the Department**

**Background and Overall Structure.** The Department of Hispanic Studies was founded in 2004, when it became administratively independent from the preexisting Department of Modern and Classical Languages. Almost simultaneously, the proposal for a Ph.D. in Hispanic Studies was approved, thus making it a doctoral granting unit. Ours is the only Ph.D. in the college whose innovative structure allows students from a consortium of A&M campuses to attend classes in real time from remote locations.

Apart from its Ph.D., our department serves students across the university through its lower division language program, which teaches first- and second-year Spanish to close to 1,500 students a year. Moreover, its upper division courses are taken by close to 130 Spanish majors (primary, secondary, and double degree), and by approximately 300 minors in two courses of study, namely, the Minor in Spanish and the Minor in Hispanic Studies for Community Engagement. While the emphasis of the former is language development and literary/cultural exposure, the latter is oriented to work in the local Spanish-speaking community, with mandatory long-term service learning involvement.

**Faculty composition.** Our department has nine full professors and eight associate professors with tenure; it has no assistant professors. Additionally, there are two instructional assistant professors and one senior lecturer. All three subfields of Hispanic studies are represented in our faculty, namely, literature, cultural studies, and linguistics. The department has a larger number of faculty in literature and culture (15), two fields with some degree of overlap, when compared to linguists (2).

**Comparison with other institutions.** In terms of the overall number of tenured/tenure-track faculty, our department is slightly above the mean for its Vision 2020 Peer Institution group (17
However, a feature that sets it apart from other departments in terms of staffing is the virtual absence of lecturers. In five of our Vision 2020 peer departments, lecturers outnumber T/TT faculty (Michigan, North Carolina, Ohio State, Penn State, Purdue) and in several others nontenured faculty constitute at least one third of the total teaching staff (UT Austin, Berkeley, UCLA, Florida, Georgia Tech) (average = 18; median = 10) (Table 1). In other words, most of the institutions in the comparison group rely heavily on non-tenured faculty to fulfill their teaching mission.

Meanwhile, the low presence of social scientists (linguists) and the absolute lack of researchers in second language acquisition (SLA) among our faculty is a feature common to very selective institutions (Ivies such as Brown, Yale, Columbia, as well as Stanford, Berkeley, Vanderbilt), which tend to have separate linguistics departments; however, in large land grant institutions this almost exclusive humanities orientation is unusual. Again turning to its Vision 2020 comparison group, the average number of linguists in those institutions is 28% (range 56%-8%), while for our department it is 10% (Table 1). This feature also sets our department apart from comparable units in Texas, where linguists constitute between 20% and 43% of the T/TT faculty (Table 2).
Table 1. Breakdown of faculty composition by field and tenure/tenure-track status in Vision 2020 institutions. N.B.: In departments of Romance or Modern Languages, only the Spanish and Portuguese faculty have been considered (data from 2014).

<table>
<thead>
<tr>
<th>Institution</th>
<th>Ling./Transl. TT/T (%)</th>
<th>Lit./Cult. TTT (%)</th>
<th>Total T/TT</th>
<th>Non T/TT</th>
</tr>
</thead>
<tbody>
<tr>
<td>UT-Austin (Dept. of Spanish &amp; Portuguese)</td>
<td>5 (24)</td>
<td>16 (76)</td>
<td>20</td>
<td>12</td>
</tr>
<tr>
<td>UC-Berkeley (Dept. of Spanish &amp; Portuguese)</td>
<td>1 (8)</td>
<td>12 (92)</td>
<td>13</td>
<td>10</td>
</tr>
<tr>
<td>Michigan (Romance Languages and Literatures)</td>
<td>3 (16)</td>
<td>16 (84)</td>
<td>19</td>
<td>40</td>
</tr>
<tr>
<td>North Carolina (Dept. of Romance Studies)</td>
<td>4 (31)</td>
<td>9 (69)</td>
<td>13</td>
<td>31</td>
</tr>
<tr>
<td>UCLA (Dept. of Spanish &amp; Portuguese)</td>
<td>2 (12)</td>
<td>15 (88)</td>
<td>15</td>
<td>7</td>
</tr>
<tr>
<td>UC San Diego (Center for Iberian &amp; Latin American Studies)</td>
<td>3 (20)</td>
<td>12 (80)</td>
<td>15</td>
<td>2</td>
</tr>
<tr>
<td>Wisconsin-Madison (Dept. of Spanish &amp; Portuguese)</td>
<td>6 (27)</td>
<td>16 (73)</td>
<td>22</td>
<td>3</td>
</tr>
<tr>
<td>Florida (Dept. of Spanish &amp; Portuguese)</td>
<td>5 (45)</td>
<td>6 (55)</td>
<td>11</td>
<td>8</td>
</tr>
<tr>
<td>Georgia Tech (School of Modern Languages)</td>
<td>2 (29)</td>
<td>5 (71)</td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td>Illinois (Dept. of Spanish &amp; Portuguese)</td>
<td>9 (56)</td>
<td>7 (44)</td>
<td>16</td>
<td>2</td>
</tr>
<tr>
<td>Minnesota (Dept. of Spanish &amp; Portuguese)</td>
<td>4 (33)</td>
<td>8 (67)</td>
<td>12</td>
<td>3</td>
</tr>
<tr>
<td>Ohio St. (Dept. of Spanish &amp; Portuguese)</td>
<td>9 (32)</td>
<td>19 (68)</td>
<td>28</td>
<td>35</td>
</tr>
<tr>
<td>Penn. St. (Dept. of Spanish, Italian &amp; Portuguese)</td>
<td>6 (43)</td>
<td>8 (57)</td>
<td>14</td>
<td>42</td>
</tr>
<tr>
<td>Purdue (School of Languages &amp; Cultures)</td>
<td>4 (31)</td>
<td>9 (69)</td>
<td>13</td>
<td>17</td>
</tr>
<tr>
<td>UC Davis (Dept. of Spanish &amp; Portuguese)</td>
<td>3 (21)</td>
<td>11 (79)</td>
<td>14</td>
<td>3</td>
</tr>
</tbody>
</table>
Table 2. Breakdown of faculty composition by field and tenure/tenure-track status in Texas universities and colleges. N.B.: In departments of Romance or Modern Languages, only the Spanish and Portuguese faculty have been considered (data from 2014).

<table>
<thead>
<tr>
<th>Institution</th>
<th>Ling./Transl. TT/T (%)</th>
<th>Lit./Cult. TTT (%)</th>
<th>Total T/TT</th>
<th>Non T/TT</th>
</tr>
</thead>
<tbody>
<tr>
<td>UT-Austin (Dept. of Spanish &amp; Portuguese)</td>
<td>5 (24)</td>
<td>16 (76)</td>
<td>21</td>
<td>12</td>
</tr>
<tr>
<td>TAMU (Dept. of Hispanic Studies)</td>
<td>2 (12)</td>
<td>15 (88)</td>
<td>17</td>
<td>3</td>
</tr>
<tr>
<td>UT El Paso (Dept. of Languages and Linguistics)</td>
<td>5 (39)</td>
<td>8 (61)</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>UT San Antonio (Dept. of Modern Languages and Literatures)</td>
<td>3 (43)</td>
<td>4 (57)</td>
<td>7</td>
<td>10</td>
</tr>
<tr>
<td>UT Pan American (Dept. of Modern Languages)</td>
<td>3 (21)</td>
<td>11 (78)</td>
<td>14</td>
<td>4</td>
</tr>
<tr>
<td>Texas State (Dept. of Modern Languages)</td>
<td>3 (20)</td>
<td>12 (80)</td>
<td>15</td>
<td>13</td>
</tr>
<tr>
<td>U of Houston – Main (Dept. of Hispanic Studies)</td>
<td>4 (25)</td>
<td>12 (75)</td>
<td>16</td>
<td>21</td>
</tr>
<tr>
<td>Texas Tech (Classical and Modern Languages – Spanish Studies)</td>
<td>3 (24)</td>
<td>10 (76)</td>
<td>13</td>
<td>7</td>
</tr>
</tbody>
</table>

Comparative Strengths

At the beginning of the 21st century, our department is faced with increased competition for the best graduate students and faculty, at the same time as state funding is decreasing. This forces us to take a close look at our current strengths and at creative ways to overcome our weak spots. This section presents a candid assessment of our strengths, weaknesses, opportunities, and threats (SWOT analysis), as ascertained by reflection at all levels, including surveys of undergraduate students, conversations with graduate students, and retreats and discussions with faculty, staff, and administrators. The faculty of the department were provided with opportunities to comment on early drafts of this document.
Programmatic strengths

1. Diversity in composition. The Department of Hispanic Studies is very ethnically and linguistically diverse. Our faculty are among the most ethnically diverse in the college, with ten Hispanics (eight tenured), six Anglo Americans (five tenured), and one Black faculty (tenured); the breakdown by gender is nine male (eight tenured) and eight female faculty (six tenured). Our graduate students come from the US, Mexico, Central and South America, as well as Europe and Asia, and speak a variety of native languages, including Spanish, Galician, Catalan, English, Italian, and Bengali. At the undergraduate level, we have a high percentage of Hispanic majors (48% vs. 44% White, 3% Blacks and 3% other minorities).

2. Internationalization. Our department has been a pioneer and constant presence in study abroad initiatives for over 30 years. We expect all our majors to participate in a study abroad experience of at least 10 weeks, and the vast majority of our graduating seniors (over 70%) have participated in programs in Spanish-speaking locations, the exception typically being students whose immigration status prevents them from leaving the country. The department itself has offered faculty-led programs for intermediate and advanced students in Spain (Toledo and Barcelona), as well as Mexico, Costa Rica, and Ecuador. Moreover, we are central to the study abroad mission of the entire university: in 2013, HISP processed almost 10% of the total study abroad credit transfers into Texas A&M, a quantity completely out of proportion to its relative size. Finally, several other units receive curricular oversight and assistance from us when they include a Spanish-language component in their international offerings (e.g., in 2014 alone, PERF Study Abroad to Buenos Aires, BIMS Study Abroad to Barcelona).

3. Interdisciplinarity. One of the hallmarks of our excellence is the degree to which our faculty and students have interdisciplinary profiles. This is true for our majors, more than half of whom are doing Spanish together with other majors (63/124 in 2014). These fifteen majors include several offered by other departments in our college (INTS, ENGL, POLS, PSYC, COMM, HIST) as well as from other colleges, including Science, Business, Biomedical Sciences, and Education. No other department in the college has so many double majors or double degrees (in both absolute and relative terms) and none has such cross-disciplinary appeal, evidence of the versatility of the Spanish major. Interdisciplinarity is also a hallmark of our graduate students, many of whom complete graduate certificates in Women’s and Gender Studies,
Africana Studies, Film Studies, and Digital Humanities (9 out of our current enrolled students, or 35%). Our graduate students are also offered teaching positions in a number of units (Film, English, International Studies, English Language Institute), which helps to round out their excellent preparation and increases their marketability. Finally, our faculty are affiliated with units such as the Glasscock Center, Africana Studies, Digital Humanities, Religious Studies, and English, and organize several interdisciplinary research groups (e.g., Texas Research Group on Luso-Hispanic, Caribbean, and Latino Thought).

4. **Collaborative Ph.D.** The unique structure of our graduate program makes it possible for students outside of the College Station area to complete their degrees from consortium campuses in Laredo, Corpus Christi, and Kingsville. Currently, 19% (8 out of 43) of our graduates are in fact from those campuses, as are over one fourth of our Ph.D. graduates (5 out of 19). Thus, our Ph.D. offers opportunities to many students of non-traditional age working full time who would otherwise be unable to advance in their careers. Of our graduates, 95% (18/19) are currently employed, and of those, 44.5% (8) are in tenure-track or permanent academic administration positions, while 11% (2) are pursuing post-doctoral positions, and 44.5% (8) are in non-tenure lecturer jobs in higher education or in alternative professions (web development, cultural entrepreneurship).

5. **Cultural and scholarly activities.** Our department provides the campus community with popular activities that enhance language instruction and cultural awareness (e.g., the annual film series, attended by hundreds of students every year), as well as numerous scholarly activities such as our regular colloquium (*Charlas de Café*), which showcases our faculty and graduate students’ work, and lectures by **DISTINGUISHED** guest speakers. Our large-scale conferences bring together national and international scholars on a regular basis. Most notable are our graduate student conference (now in its fifth year), and an annual faculty conference, on topics such as poetics, Latino identity, and democracy in Latin America. Finally, our department houses two international journals (*Hispanic Poetry Review* and *Cine y…*), and our faculty edit several other journals and book collections (*Anuario de Estudios Cervantinos, Journal of Spanish Cultural Studies, Latin American Theater Review Book Series, Política Común, Res Publica, Romance Bibliographies, S/N: NewWorldPoetics*) and have overseen the production of major reference works (*University of Chicago Spanish Dictionary, A New Companion to Hispanic Mysticism*).
Disciplinary Strengths

1. **Hispanic Literature:** We cover very thoroughly the literatures of most important periods and geographical areas. These include Peninsular literature (Medieval, Golden Age, 19th Century, and Contemporary), Latin American literature (Colonial and Contemporary), and US Latino literature. Our department also covers quite well the various genres, including not just drama, poetry, prose narrative, and essay, but also more marginal literatures such as travel literature, and journalistic prose.

2. **Cultural Studies:** Our department has strengths in several areas of Hispanic culture, including folklore and popular culture (e.g., popular icons, sports, binge drinking, flamenco), religious beliefs and practices (ghosts, exorcism, piety, sins and virtues), film and photography, sports and nation building, aesthetics, and political and philosophical thought. We also have area concentrations in border studies and Afro-Hispanics.

3. **Language Change and Variation:** In the field of linguistics, our strengths are more limited in breadth, but we have faculty expertise in language change and variation, especially Spanish in the United States from colonial times to the present.

Areas of Excellence

Our department’s disciplinary and interdisciplinary strengths can be grouped into four general areas where a critical mass of experts makes strategic development possible and desirable. These strategic areas are well defined and aligned with several of the college and university areas of excellence, but most especially, strengthening democracy.

Spain, 1990; Betrayal of the Innocents: Desire, Power, and the Catholic Church in Spain, 1998), and Hilaire Kallendorf (Exorcism and Its Texts, 2003; Conscience on Stage, 2007; Sins of the Fathers, 2013). Their collaborations have resulted in team-taught courses or conferences (e.g., Espina and Kallendorf on the Baroque and Neo-Baroque; Moreiras and Vilarós’ Infrapolitical Deconstruction Project). Other collaborations are the Psychoanalysis and Culture Working Group, the Open Seminar on Political Thought, and the Working Group on Hegel and Critical Theory. Graduate offerings include seminars on the political turn in postcolonial studies, indigenismo, infrapolitics and deconstruction, and the cultural logic of marrano discourse; and recent dissertations focus on Latin American intellectuals such as Fernando González (Palacios 2014), on mourning and memory (Rolnick 2015), and on emergent indigeneity (Baker 2015).

2. Cultural and linguistic contacts in the Hispanic world. This area includes scholars working on cultural contacts in the Peninsula, as well as among Europeans, indigenous peoples, and Afro-descendants in the Americas, and between Hispanic- and Anglo-Europeans in the territory of the United States. Some examples include Alessandra Luiselli (La instrucción del Inca Titu Cusi Yupanqui, 2001), Juan Carlos Galdo (Alegoría y nación en la novela peruana del siglo XX, 2008), Alain Lawo Sukam (Hacia una poética afro-colombiana: El caso del Pacífico, 2010), Esther Quintana (Madres e hijas melancólicas en las novelas de crecimiento de autoras latinas, 2014), and Sarah Misemer (Moving Forward, Looking Back: Trains, Literature, and the Arts in the River Plate, 2010), all of whom explore the literary consequences of cultural contacts. For their part, Brian Imhoff (The Diary of Juan Domínguez de Mendoza’s Expedition into Texas, 2002), and Irene Moyna (Recovering the US Hispanic Linguistic Heritage, 2008, with Alejandra Balestra and Glenn Martínez), consider the effects of cultural contact on language. A recent example of collaboration is the conference and later co-edited book by Villalobos and Miller (Rolando Hinojosa’s Klail City Death Trip: A Retrospective, New Directions, 2013). Another conference in this area (Past, and Future Constructions of Latin@s: Shifting Times, shifting identities) was held in 2014. Graduate offerings include paleography, Spanish in the United States, bilingualism, women’s literature, US Hispanic literature, cultural encounters and borders, and the Afro-Hispanic experience. Recent dissertations focus on bilingual and bi-dialectal populations from social, cognitive and pedagogical perspectives.
(Sorenson 2010, Flores 2011, González 2014) and paleographic research on Texas colonial documents (Norris 2010, Cunningham 2010).

3. **Artistic representations of Hispanic culture on stage and screen.** Our department is very strong in this area, which captures the intersecting strands of research that focus on representation, be it in drama, film, photography and iconography, or digital archives. For example, the Cervantes Project, initiated and directed by Eduardo Urbina, is an internationally renowned free-access website for the study of the life and works of Miguel de Cervantes Saavedra, including its texts and illustrations, which has been supported by NSF, NEH, the Cátedra Cervantes (Universidad de Castilla-La Mancha), and private donations. It has led to edited work such *Don Quixote Illustrated* (2005), *Electronic Variorum Edition of Don Quixote* (2005-2009), and *Textual Iconography of the Quixote Archive* (2003-2013) and has resulted in one of the world’s largest academic collections of Quixote texts at our Cushing Library. Other representative scholars include two devoted to *comedia*, namely, Víctor Arizpe (*The “Teatro Antiguo Español” Collection at Smith College*, 1996; *The Spanish Drama Collection at the Ohio State University*, 1990), and Hilaire Kallendorf (*A Companion to Early Modern Hispanic Theater*, 2014) Tim Mitchell’s work on various aspects of dance, sport, and identity (*Blood Sport: A Social History of Spanish Bullfighting*, 1991; *Flamenco Deep Song*, 1994; *Intoxicated Identities: Alcohol’s Power in Mexican History and Culture*, 2004); Steve Miller’s extensive documentation of Galdós’ iconography (*Galdós gráfico (1861-1907)*, 2001); Rick Curry’s exploration of Spanish film (*En torno a la censura franquista*, 2006); Sarah Misemer’s work on Latin American performance (*Secular Saints: Performing Frida Kahlo, Carlos Gardel, Eva Perón, and Selena*, 2008). Relevant graduate offerings include film and performance, and representative dissertations focus on modernity in Spanish film (Zárate 2011) and Don Quixote as icon (McGraw 2013).

4. **Poetics.** The department boasts several creative writers in a variety of *genres*, including novel, short story, poetry, essay, and memoir. These include Eduardo Espina, a Guggenheim Fellowship recipient (2011) and a prolific poet and essayist (*Quiero escribir, pero me sale Espina*, 2014; *Decírselo a sí mismo*, 2012; *El cutis patrio*, 2006). The novelist Juan Carlos Galdo is the author of *Estación Cuzco* (2008) and *Camínos de Agua y de piedra* (2014) and Alessandra Luiselli wrote the novel *Reina de Corazones* (1986). Alain Lawo-Sukam recently published a book of poetry (*Rêve d’Afrique*, 2013), and Hilaire Kallendorf co-authored a
memoir (*Acing Depression*, 2010). This faculty expertise could be leveraged into the development of a creative writing component at the undergraduate and/or graduate level. A notable feature of our department is the high number of graduate students and recent Ph.D. recipients who are also creative writers, including the poets Pablo de Cuba (*Rizomas* (2010; *Inestable* 2011), Murat Rodríguez (*El nombre del mar*, 2014); Julio César Aguilar (*La consigna y el milagro* 2008; *Alucinamiento*, 2009), Michael Miranda (*En país extraño*, 2014), René Rubí (*El cuerno de caoba*, 2014) and Yoandy Cabrera (*Adán en el estanque*, 2014). Novels have also been authored by Carlos Rodríguez (*A la izquierda del dial*, 2012), and José Palacios (*El corazón del escorpión*, Medellin Chamber of Commerce prize, 2009). Hugo Montero’s selection of short stories *Perros* received the Jorge Gaitán Durán award (2014). To that should be added literary translations by Hilaire Kallendorf (the first complete English rendering of Quevedo’s *Silvas*, 2014) and by Patricia Timmons (*Gonzalo de Berceo and the Latin Miracles of the Virgin*, 2012), as well as Alessandra Luiselli’s work as translator of children’s literature for Sharp Literacy. Our department has held international poetry conferences in 2007 and 2013, with close to 100 presenters and readers from the United States, Europe, and Latin America. The department’s Poetry Translation Working Group was responsible for two volumes of literary translation commissioned by the Corda Foundation. This area includes dissertations on lyrical song in Central America (*Ureña* 2008), Neo-baroque poetry (*Aregullín* 2010, de Cuba 2013), and marginal genres such as memoirs, diaries, and travel journals (*Ayarza* 2013).

**Opportunities**

Apart from the areas of excellence above, our department has identified others where development would be fruitful and needed, but for which new resources would have to be secured for success.

1. **Spanish for Professional Contexts.** The department recognizes that the needs of our student population are moving beyond the traditional fields of literature and culture, and include the development of high levels of Spanish competency in health care, law, business, teaching, and social services. Nowhere is the need clearer than in Texas, and no other university is in a better position than ours to serve those needs by leveraging interdisciplinary synergies. For example, medical communication and media broadcasting in Spanish could take advantage of expertise
in the Department of Communication; Spanish-English translation could combine with coursework in the Departments of English or International Studies.

2. **Luso-Brazilian Studies.** The study of Luso-Brazilian culture is of intrinsic interest to Texas, given our state’s strong economic ties with Brazil and similar economic profiles based on extractive industries, energy, and agriculture. It is also of importance to Hispanic Studies from an academic perspective, given the very close (and at times conflictive) relationship between Portugal and Spain and their American colonies. Portuguese and Brazilian studies follow naturally from our emphasis on cultural contacts.

*Weaknesses (internal)*

The following have been identified as internal challenges that the department can and should address in order to fulfill its mission to the best of its abilities.

1. **Emergent program far from full potential.** Our program in Hispanic Studies is the newest in Texas among research institutions (the others being UT Austin, U of Houston, and Texas Tech). As such, it continues to lag behind others in several measures, most significantly in terms of NRC rankings. In order to improve, a concerted effort is needed in certain aspects, such as the number of books and articles published per faculty member, and the impact of our work.

2. **Undergraduate curriculum.** Our current curriculum, heavily based on literature and culture, has not been responsive to the interests of an increasingly diverse group of students (as evinced by double degrees, double majors, and minors). We need to add offerings that combine high levels of linguistic proficiency with real life professional applications. Some positive steps have been taken with the intermediate Medical Spanish courses, which have been an immediate success. The curricular experience of our students should also be improved through the incorporation of more and varied high impact learning practices. Although we have made good progress with service learning we should do more to encourage undergraduate research.

3. **Limited grantsmanship.** Our department’s comparative success in external and internal grants and awards is reliant on a few isolated cases of highly successful faculty. Wider participation in grantsmanship is needed with more faculty applying to new sources of funding. For example, HISP has never applied for Department of Defense grants, which constitute the largest share of funding for some our peer institutions.
**Threats (external)**

The following have been identified as external challenges that need to be tackled with the collaboration of the dean’s office, so that we can come in line with our aspirant peers in terms of resources and profile.

1. **Working conditions of our tenured faculty.** One of the largest obstacles to increasing research productivity is unquestionably the current course load of the majority of our tenured faculty, which exceeds 4 courses a year. This course load, instituted in 2010 at a time of financial strictures, needs to be brought in line with that of Research 1 institutions across the nation as a precondition to any plan to elevate the research profile of the department, and to contribute meaningfully to the research mission of the college and the university.

2. **Size and quality of the graduate program.** Although our graduate program has made clear strides since its inception, and it recently underwent a complete programmatic overhaul, it is still not where it needs to be in terms of size and quality. The small number of students in our graduate cohorts, combined with the requirement that graduate sections meet or exceed an enrollment of five students, makes it very difficult to offer an adequate slate of courses every semester, one that contemplates the required courses and various specialties in the program. Our graduate program needs to step up its recruitment efforts both at the state and national level so as to have a large pool of excellent candidates, increase our budget so as to be in a position to pay competitive stipends to at least 25 graduate students, and increase our effectiveness in terms of timely graduation and placement.

3. **Unmet teaching demand.** The loss of lecturers over the years and the low numbers of graduate students have hampered out mission by decreasing the number of seats offered at all levels, but especially in lower division. At a time when the funding formula has been tied to enrollments, our loss of seats has had a negative impact beyond language instruction. The department needs to increase the number of teaching faculty (lecturers and instructional assistant professors), to reflect the optimal balance that has been achieved in other research intensive institutions, where instructional faculty help teach the many sections of lower division language, while freeing up the T/TT faculty to do their research. The department also needs to advocate for better
classrooms for language instruction, in terms of capacity, configuration, and effective and reliable instructional technology.

4. **Unbalanced graduate offerings.** Our current staffing gives preeminence to the humanities (represented by literature and culture), a trend that is common to highly selective institutions, but not well suited to our land grant mission. A better balance of fields would incorporate more offerings in the social science side of our field, namely, linguistics and language pedagogy, which offers a clear path to a wide range of tenure-track jobs upon graduation.

**Objectives**

In order to reach our five-year goals, we need to accomplish several shorter-term objectives, outlined in what follows.

1. **Faculty hiring.** Before our more senior faculty complete the arc of their careers, we must plan future hires, with a view not simply to replace but to expand and redirect the program based on changes in our field and our student population. As stated earlier, Hispanic linguistics (both theoretical and applied) needs reinforcement on two counts. Firstly, since the departure of the language program director in 2011, we have lacked the specialized personnel required to oversee and coordinate the lower division operation and testing, develop online and blended instruction, offer the teaching methods class, and mentor graduate students in the classroom. Secondly, a linguistics profile is optimal to develop coursework in Spanish for the Professions, translation, and heritage language instruction, all areas identified as of interest. Another area that needs reinforcement with a new hire is Digital Humanities, given the recent retirement of the Department’s expert in the field (Eduardo Urbina), in order to continue to participate in one of the university’s flagship initiatives. Finally, new hires will be needed if we are to expand into Luso-Brazilian studies; these could be in combination with the above or as independent lines.

**Strategy:** Hire four T/TT positions in the next four years, including: 1. Hire in applied linguistics/second language acquisition/online instruction, Spanish for the Professions (August 2016); 2. Hire in digital humanities, field open (August 2017); 3. At least one Luso-Brazilian at the instructional rank (August 2018).
2. **Increase quantity and quality of undergraduate instruction.** In addition to the hires at the tenured/tenure-track level, expansion of lower division instruction to meet growing demand will require hiring at least one permanent instructional assistant professor to teach intermediate level classes and supervise service learning, internship placements, the living and learning community (Spanish house), and other high impact learning experiences. Only then will it be realistic to offer all our majors consistent high-quality HIPs. This hire would also allow us to lower the teaching load of research faculty while expanding sections.

**Strategies:**
1. Institute a regular discussion of teaching in the department, in our own department colloquium or other forums.
2. Start learning communities focused on teaching, with individual mentoring of graduate students, and a plan for regular class visits.

3. **Increase faculty productivity.** The majority of our faculty are research active, but average number of publications is low, especially when it comes to books. One of the causes of this issue is the high teaching load, and lack of support for long-term projects. Apart from the reduction in teaching load, faculty need to be encouraged to write more grants, awards, and leave requests that will increase their chances of completing book manuscripts. They also need mentoring and guidance to reach promotion.

**Strategies:**
1. Reduce teaching load of research active faculty to the standard 2-2 as quickly as possible.
2. Foster writing through writing circles, mini-retreats, peer mentoring, and other options.
3. Maintain a database of grant resources for faculty and graduate students;
4. Schedule group presentations and individual meetings with the college’s grant specialist.

4. **Reform the undergraduate major.** Our undergraduate major curriculum has undergone some welcome changes in the last few years, including the liberalization of requirements, the elimination of the obligatory minor, and a rotation that ensures that all courses are offered regularly. However, we have still to complete a deep revision of our coursework, including merging courses that have overlapping content and modest enrollment, title changes to make course content clearer and more appealing, and new courses. This must accompany a rationalization of prerequisites and a thorough revision of undergraduate HISP courses.
**Strategies:** 1. Go over the undergraduate curriculum to rationalize and update course numbering, prerequisites, and descriptions. 2. Evaluate courses with frequent low enrollment and modify them to suit student demand. 3. Create a workable, predictable rotation. 4. Increase opportunities for high impact learning (service learning, capstone, research). 4. Submit revised major to department by February 2016, and to the UIC by March/April 2016.

5. **Develop certificates.** Along with the reform of the major, we need to provide students with incentives to take courses beyond the lower division requirement. One way to encourage this is by offering certificates, i.e., a number of courses with a common theme and with appeal for students with a given profile. Based on our enrollment data, we have identified the following as certificates likely to succeed, and for which most of the coursework already exists: Advanced Certificate in Spanish for the Professions, Advanced Certificate in Spanish for Health, and Advanced Certificate in Spanish for Media and Marketing. Future offerings could include an Advanced Certificate in Spanish for Teachers. Additionally, an interdisciplinary Graduate Certificate in Linguistics could be created with HISP and several other units (Psychology, English, Teaching Learning and Culture).

**Strategies:** 1. Submit undergraduate certificate proposals by January 2016. 2. Submit graduate certificate proposal(s) by May 2016.

6. **Develop expertise in the pedagogy of professional Spanish.** Across the United States, Spanish departments are moving away from the assumption that they are preparing majors to teach high school and middle school Spanish. In the process, they have increased the need for faculty who can satisfy a growing demand for Professional Spanish at the college level. However, only a few institutions offer pedagogical preparation in this field at the Ph.D. level, and none in Texas. The development of this type of expertise would give our graduates a unique and much sought-after profile and our department an opportunity to do cutting edge research with high probability of external funding.

**Strategies:** 1. Develop a sequence of graduate courses in language pedagogy with a focus on professional Spanish (including several already on the books, such as Spanish in the US, methods of linguistic analysis, dialectology, and some new ones such as service learning
pedagogy, discourse analysis, and online instruction. 2. Modify the graduate program to incorporate these new courses (by January 2018).

7. **Develop a Masters in Professional Spanish.** Although our department discontinued admissions into the general MA in Spanish, we believe there is a potential market for an accelerated master’s program in Professional Spanish (three full-time semesters, and a 3-credit summer internship), or alternatively, a five-year BA/MA program. Whereas the overall objective of the undergraduate major is to help students achieve advanced competency, the MA aims for even higher levels, defined as superior/distinguished in the ACTFL guidelines. This master's degree may include different concentrations, such as Medical Communication in Spanish, and Translation and Interpretation, for which it can parlay the expertise of other departments (e.g., English, Communication, Psychology, Sociology, Public Health, Political Science, etc.). As a program with a heavy professional component, it will involve clinical work. **Strategies:** 1. Investigate the comparative advantages of a five-year BA/MA vs. an independent MA. 2. Survey graduate courses from other departments that could be included. 3. Develop syllabi for graduate courses in Medical Communication in Spanish, Medical Translation, Legal Translation, Commercial Translation, and Literary Translation, Consecutive Interpretation, and/or Simultaneous Interpretation (all of which presupposes the approval of the hires in point 1). 4. Submit proposal to GIC by July 2018.

8. **Develop distance education.** Our current relationship with our consortium campuses is based on a solid common interest, but on very weak technological support. TTVN, as it was originally conceived and implemented, has been superseded by more reliable and convenient remote delivery services (e.g., Blue Jeans, currently being piloted in our graduate classes). The better performance of those systems means that our students no longer need to be bound to a home campus. It is time to explore formats of course delivery that will allow some student to opt for a 100% long distance education at the graduate level. This could be accomplished first in the existing Ph.D., and later in the MA (assuming it is approved). Eventually, we may be in a position to employ the same techniques to serve students at the undergraduate level. By relying on synchronous face-to-face communication, the system would be infinitely more immersive and inclusive than online instruction.

9. Increase quality of graduate program. In its short ten years, our innovative Ph.D. has accomplished much in terms of both quantity of Ph.D. degrees awarded and success of those students on the market. However, we know we can do even better by our graduate students. In order to accomplish that, we must recruit more actively and more vigorously, to have a larger pool of high quality applicants. Additionally, we must continue to monitor our students’ progress towards their degree, through both collective annual exercises and individualized targeted mentoring. Part of our grant-writing efforts should be directed towards the types of awards that include graduate funding. Students themselves should be made more aware of grants and encouraged to compete for funding, both internal (Glasscock, OGAPS, College of Liberal Arts) and external (Ford Foundation, NSF, NEA).

Strategies: 1. Increase efforts to recruit nationally, both in Texas and out of state. 2. Update the graduate program flier. 3. Establish connections with graduate directors of programs in Texas and beyond. 4. Enhance and streamline current process of graduate student evaluation. 5. Tie annual evaluation of graduate students to awards. 6. Establish stronger mentoring within the department, both among peers and with faculty. 7. Incorporate discussion of internal and external funding sources into graduate student workshops. 8. Incorporate grant writing to pro-seminar (HISP 600).

10. Improve communications with the public. Although our current website has gone a long way to communicate our basic message to the public, and inform current and prospective students about our program, we need to gain control of its content and format (now dependent on the college), update it regularly, and make it attractive and interactive. We also need to work harder at connecting with our former students, both because this will give us a chance to tell a clearer story of the job options available upon completion of our degree, and because it will help with fundraising later.
**Strategies:** 1. Gain control of the content of our website so that it can be modified in-house. 2. Designate a communication team of faculty, graduate and undergraduate students, and staff. 3. Create a process to request modifications to the website. 4. Train faculty to modify and create their own personal pages. 5. Link the website to our Facebook page, our Twitter account, and Pinterest. 6. On our website, include a page for former students to send updates. 7. Write regularly to donors (thank you notes, updates). 8. Create an annual or biannual newsletter. 9. Identify community organizations that would welcome visits from our students and our faculty (local schools, community organizations, etc.) for presentations, volunteering, and service learning opportunities.
Appendix 3

Undergraduate Course Listing

Spanish

SPAN 101. Beginning Spanish I (4-0). Credit 4. Elementary language study with oral, written and reading practice; active use of the language in conversation and culture-based projects at the novice high level as defined by American Council on the Teaching of Foreign Languages; intended for those with no prior knowledge of Spanish. Prior knowledge of Spanish requires the Spanish Placement Test before enrolling for the first time in a college Spanish course.

SPAN 102. Beginning Spanish II (4-0). Credit 4. Continuation of SPAN 101. Active use of the language in conversation, writing, reading, and culture-based projects at the intermediate low level as defined by the American Council on the Teaching of Foreign Languages. Prerequisite: SPAN 101 with a grade of C or better. Students with prior knowledge of Spanish are required to take the Spanish Placement Test before enrolling for the first time in a college Spanish course.

SPAN 201 (SPAN 2311). Intermediate Spanish I (3-0). Credit 3. Active use of the language in conversation, writing, reading and projects at the mid intermediate level as defined by the American Council on the Teaching of Foreign Languages. Prerequisite: SPAN 102 with a grade of C or better. Students with prior knowledge of Spanish are required to take the Spanish Placement Test before enrolling for the first time in a college Spanish course.

SPAN 202 (SPAN 2312). Intermediate Spanish II (3-0). Credit 3. Continuation of SPAN 201. Active use of the language in conversation, writing, reading and projects at the high intermediate level as defined by the American Council on the Teaching of Foreign Languages. Prerequisite: SPAN 201 with a grade of C or better. Students with prior knowledge of Spanish are required to take the Spanish Placement Test before enrolling for the first time in a college Spanish course.
SPAN 203. Intermediate Spanish for Heritage Speakers (3-0). Credit 3. Focus on developing speaking, reading and writing abilities in a cultural context centered on Spanish-speaking communities in the U.S.; intended for those who understand casual spoken Spanish and have some functional communication abilities in the language because of family background or sociocultural experience. Prerequisite: SPAN 201 with a grade of C or better. Students with prior knowledge of Spanish are required to take the Spanish Placement Test before enrolling for the first time in a college Spanish course.

SPAN 208. Spanish for Health Professionals I (3-0). Credit 3. First half of a two-semester sequence in Spanish, at the mid intermediate level as defined by the American Council on the Teaching of Foreign Language; for those interested in careers in the health professions; presentation and practice of the most important basic communication functions in patient-provider interaction. Prerequisites: SPAN 102 with a grade of C or better or placement by exam. Students with prior knowledge of Spanish are required to take the Spanish Placement Test before enrolling for the first time in a college Spanish course.

SPAN 218. Spanish for Health Professionals II (3-0). Credit 3. Second half of a two-semester course sequence in Spanish at the high intermediate as defined by the American Council on the Teaching of Foreign Languages; for those interested in careers in the health professions; presentation and practice of the most important basic communication functions in patient-provider interaction. Prerequisite: SPAN 201, SPAN 208, placement by exam, or approval of instructor. Students with prior knowledge of Spanish are required to take the Spanish Placement Test before enrolling for the first time in a college Spanish course.

SPAN 221. Field Studies Abroad I Credit 1 to 6. Active use of the language in conversation, writing, reading and projects at the mid intermediate level, as defined by American Council on
the Teaching of Foreign Languages, in a Spanish-speaking country; participation in academic and cultural activities of a host university or study abroad institute/center. Prerequisite: SPAN 102 with a grade of B or better, placement by exam, or approval of instructor. Students with prior knowledge of Spanish are required to take the Spanish Placement Test before enrolling for the first time in a college Spanish course.

**SPAN 222. Field Studies Abroad II.** Credit 1 to 6. Active use of the language in conversation, writing, reading and projects at the high intermediate level, as defined by American Council on the Teaching of Foreign Languages, in a Spanish-speaking country; participation in academic and cultural activities of a host university or study abroad institute/center. Prerequisite: SPAN 102 with a grade of B or better, placement by exam, or approval of instructor. Students with prior knowledge of Spanish are required to take the Spanish Placement Test before enrolling for the first time in a college Spanish course.

**SPAN 285. Directed Studies.** Credit 1 to 4. Individual supervision of readings or assigned projects in Spanish, selected for each student individually. Prerequisite: Approval of instructor and department head.

**SPAN 289. Special Topics in...** Credit 1 to 4. Selected topics in an identified area of Spanish. May be repeated for credit. Prerequisite: Approval of instructor.

**SPAN 301. Oral Expression (3-0).** Credit 3. Development of oral skills in Spanish through pronunciation practice, discussion of current events, skits, interviews, conversations, role play, impromptu debates, rhetoric, public speaking and formal presentations. Prerequisite: SPAN 202, SPAN 203, SPAN 218, SPAN 222, placement by exam, or approval of instructor; junior or senior classification or approval of instructor.
SPAN 302. Advanced Grammar (3-0). Credit 3. Study and practice of Spanish grammar, focusing on grammatical features of particular concern to English speakers. Conducted in Spanish. Prerequisites: SPAN 202, SPAN 203, SPAN 218, or SPAN 222; or placement by exam; junior or senior classification or approval of instructor.

SPAN 303. Composition. (3-0). Credit 3. Development of writing skills in Spanish; structural analysis of representative texts; drafting, revision and rewriting of short compositions and term papers. Prerequisites: SPAN 202, SPAN 203, SPAN 218, or SPAN 222; or placement by exam; junior or senior classification or approval of instructor.

SPAN 304. Advanced Grammar for Heritage Speakers. (3-0). Credit 3. Continuation of SPAN 203; study and practice of Spanish centered on grammatical features of particular concern to heritage speakers in a cultural context focused on Hispanics in the U.S. Prerequisites: SPAN 202, SPAN 203, SPAN 218 or SPAN 222; or placement by exam or approval of instructor; junior or senior classification or approval of instructor.

SPAN 306. Business Spanish (3-0). Credit 3. Presentation and practice of commercial language, vocabulary, customs and cultural environment of the Spanish-speaking business world and related fields; development of cultural awareness for conducting business with Spanish-speaking countries and U.S. Hispanic communities. Prerequisite: 3 credits of 300-level Spanish courses or approval of instructor.

SPAN 307. Spanish for the Sciences (3-0). Credit 3. Development of written and oral scientific communication in Spanish, including listening, speaking, reading and writing, with a focus on general and specialized scientific discourse; field-specific vocabulary and review of structures necessary for academic registers. Prerequisites: 3 credits of 300-level Spanish courses or approval of instructor.
SPAN 311. Hispanic Culture and Civilization to the 18th Century (3-0). Credit 3. Survey of the Hispanic world with emphasis on its history and cultural patterns from pre-Roman times to the 18th century; description and analysis of artistic, historical, literary, political topics. Taught in Spanish. Prerequisite: SPAN 202, 203, 222 or approval of instructor.

SPAN 312. Hispanic Culture and Civilization: 18th Century to Present (3-0). Credit 3. Overview of the Hispanic world, including the United States, from independence in the Americas to present; description and analysis of artistic, historical, literary, political, sociolinguistic topics. Taught in Spanish. Prerequisite: SPAN 202, SPAN 203, SPAN 222 or approval of instructor.

SPAN 318. Oral Communication for Health Professionals (3-0). Credit 3. Development of advanced fluency in oral communication skills in Spanish within the context of the medical professions through discussion of health issues pertaining to the Latino/Hispanic community; field trips, service learning, volunteering, interviews, impromptu speaking and formal presentations. Prerequisite: SPAN 218, 3 credits of 300-level Spanish, or approval of instructor.

SPAN 320. Introduction to Hispanic Literature (3-0). Credit 3. Survey of literature from the Spanish-speaking world; emphasis on the language and techniques of literary analysis as applied to examples of poetry, narrative fiction, theater and essay. Prerequisite: 3 credits of 300-level Spanish courses or approval of instructor.

SPAN 331. Spanish Literature to 1700 (3-0). Credit 3. Origins and evolution of Spanish literature from the Medieval to the Golden Age traditions; epic, drama, novel, picaresque and satire as reflected in works by Berceo, Cervantes, Garcilaso de la Vega, Lope de Vega, Calderón de la Barca and others; conducted in Spanish. Prerequisites: SPAN 202, SPAN 203, SPAN 222 or approval of instructor.
SPAN 332. Spanish Literature from 1700 to 1936 (3-0). Credit 3. Representative works of Spanish Neoclassicism, Romanticism, realism, naturalism, modernism, and Avant-Garde movements; overview of historical background, cultural and philosophical tendencies; socio-political movements in modern Spain until the Civil War; conducted in Spanish. Prerequisites: SPAN 202, SPAN 203, SPAN 222 or approval of instructor.

SPAN 341. Spanish-American Literature from 1492 to 1821 (3-0). Credit 3. Themes, styles and authors from the meeting of Old and New Worlds through the final days of the Colony; overview of cultural and historical background; conducted in Spanish. Prerequisites: SPAN 202, SPAN 203, SPAN 222 or approval of instructor.

SPAN 342. Spanish-American Literature from 1821 to 1935 (3-0). Credit 3. Themes, styles and authors from Independence to Modernity; overview of cultural and historical background; conducted in Spanish. Prerequisites: SPAN 202, SPAN 203, SPAN 222 or approval of instructor.

SPAN 350. Spanish Phonetics and Phonology (3-0). Credit 3. Sound system of Spanish with special reference to pronunciation and contrast with sounds of American English; phonological inventory and phonetic variation in Latin American and Peninsular varieties. Prerequisite: 3 credits of 300-level Spanish courses or approval of instructor.

SPAN 352. Hispanic Linguistics (3-0). Credit 3. Study of Hispanic linguistics, including phonetics and phonology, morphology, syntax, change and variation. Prerequisite: 3 credits of 300-level Spanish courses or approval of instructor.

SPAN 403. Advanced Writing in Spanish (3-0). Credit 3. Building on established skills, practice in and reflection on writing in professional, public, academic, and literary genres; evaluation of a variety of models and development of abilities in audience analysis, critical
research, review and revision. Prerequisites: SPAN 303 and 3 additional SPAN credits at the 400-level, or approval of instructor.

**SPAN 407. Spanish-English Translation** (3-0). Credit 3. Foundations of translation methodology, strategies and practice; rendering of literary and non-literary texts; ethics of translation; emphasis on translation into the first language. Prerequisite: 6 credits of upper division SPAN with a grade of B or better or approval of instructor.

**SPAN 409. Photography in the Hispanic World** (3-0). Credit 3. Study of works produced by major photographers across the Hispanic world, from the origins of photography in the mid-19th century to the present; theoretical, historical and critical readings; analysis of various genres, modes, and formats. Prerequisites: 6 credits of 300-level Spanish courses; junior or senior classification or approval of instructor.

**SPAN 410. Hispanic Film** (3-0). Credit 3. Examination of major works and directors of contemporary Hispanic film; interpretation of culture through film; relationship of literature and film; introduction to vocabulary of film criticism in Spanish. Prerequisites: 6 credits of 300-level Spanish courses; junior or senior classification or approval of instructor.

**SPAN 411. Contemporary Hispanic Society and Culture** (3-0). Credit 3. Examination of cultural, economic, and political aspects central to 20th and 21st century Hispanic societies. Prerequisites: At least 6 credits of 300-level Spanish courses; junior or senior classification or approval of instructor.

**SPAN 412. Hispanic Writers in the U.S.** (3-0). Credit 3. Analysis of contemporary literature by U.S. Latino/a authors; discussion of prevalent themes including immigration, language, race, gender, identity. Prerequisites: At least 6 credits of 300-level Spanish courses; junior or senior classification or approval of instructor.
SPAN 413. Hispanic Culture through Art (3-0). Credit 3. Examination of the works of a major artist and/or artistic movement as a vehicle for intensive analysis of elements of Hispanic culture. Prerequisites: At least 6 credits of 300-level Spanish courses; junior or senior classification or approval of instructor.

SPAN 417. Advanced Spanish-English Translation (3-0). Credit 3. Expansion of translation practice and development of lexical and stylistic competence in specialized fields, including commercial, legal, medical, technical and scientific; mandatory service learning component included. Prerequisite: SPAN 407 with grade of B or better or approval of instructor.

SPAN 421. Spanish Language Poetry (3-0). Credit 3. Study of lyric poetry in Spanish; analysis of metrics, imagery, language and style across different periods. Prerequisites: 6 credits of 300-level Spanish courses; junior or senior classification or approval of instructor.

SPAN 445. Cervantes (3-0). Credit 3. Analysis of Cervantes’ life, cultural milieu and works; emphasis on Don Quixote, its significance in Spanish literature and in the development of the modern novel; conducted in Spanish. Prerequisites: At least 6 credits of 300-level Spanish courses; junior or senior classification or approval of instructor.

SPAN 450. Contemporary Spanish and Spanish-American Literature (3-0). Credit 3. Representative works of authors from both sides of the Atlantic; study of similarities and differences in themes, movements, social and aesthetic concerns among Spanish and Spanish American writers. Prerequisites: 6 credits of 300-level Spanish courses; junior or senior classification or approval of instructor.

SPAN 452. Hispanic Sociolinguistics (3-0). Credit 3. Regional and social varieties of Spanish; variation in situational contexts (register, style, and modality); theoretical foundations of
sociolinguistic variation. Prerequisites: 6 credits of 300-level Spanish courses; junior or senior classification or approval of instructor.

**SPAN 460. Topics in Hispanic Literature** (3-0). Credit 3. Exploration of a significant topic, author, movement, genre or period in Hispanic literature. May be taken three times for credit. Prerequisite: 6 credits of 300-level Spanish courses; junior or senior classification or approval of instructor.

**SPAN 461. Topics in Hispanic Culture** (3-0). Credit 3. Exploration of significant socio-cultural issues or the sociocultural influences derived from or exerted on expressive forms within Hispanic Society. May be taken three times for credit. Prerequisites: 6 credits of 300-level Spanish courses; junior or senior classification or approval of instructor.

**SPAN 462. Topics in Hispanic Linguistics** (3-0). Credit 3. Exploration of significant topics in Hispanic linguistics from different theoretical and applied perspectives. May be taken three times for credit. Prerequisites: 6 credits of 300-level Spanish courses; junior or senior classification or approval of instructor.

**SPAN 483. Community Impact through Service Learning in Spanish** (4-0). Credit 4. Directed service-learning experience in a context where Spanish is necessary to deliver services to underserved populations in the U.S. or abroad. Prerequisites: Majors and Hispanic Studies for Community Engagement minors only; approval of undergraduate studies director; junior or senior classification.

**SPAN 484. Internship.** Credit 0 to 3. Directed internship in a Spanish-speaking professional environment to provide students with training or applied research experience appropriate to career objectives. Must be taken satisfactory/unsatisfactory. Prerequisites: SPAN majors only; approval of undergraduate studies director; junior or senior classification.
SPAN 485. Directed Studies. Credit 0 to 4. Individual supervision of readings or assigned projects selected for each student individually; written and oral reports. Prerequisite: Approval of instructor and department head.

SPAN 489. Special Topics in... Credit 3. Selected topics in an identified area of Spanish. May be repeated for credit. Prerequisite: 6 credits of 300-level Spanish courses; junior or senior classification.

SPAN 491. Research. Credit 1 to 4. Research conducted under the direction of faculty member in Hispanic studies. May be repeated two times for credit. Prerequisites: SPAN majors; junior or senior classification and approval of instructor.

Hispanic Studies

HISP 201. Current Issues in Hispanic Studies (1-0). Credit 1. Exploration of current issues and concerns in Hispanic Studies through attendance and participation in Hispanic Studies-related events and lectures by noted academics and professionals in Hispanic Studies; in-class discussions. May be taken three times for credit. Must be taken on a satisfactory/unsatisfactory basis. Prerequisite: ENGL 104.

HISP 204. Spanish and Spanish American Literature in Translation (3-0). Credit 3. Survey of literature from the Spanish-speaking world from the Middle Ages to the present; English translations of masterpieces of Spanish language literature; authors such as Cervantes, Lope de Vega, Darío, García Márquez. Taught in English. Prerequisite: ENGL 104.
HISP 205. Don Quixote and the Other Arts (3-0). Credit 3. A study of Miguel de Cervantes’ masterwork, Don Quixote, and its representations in other arts such as painting, film and music. Taught in English. Pre-requisite: ENGL 104.

HISP 206. Food in the Hispanic World (3-0). Credit 3. A study of food, food preparation and consumption in the Hispanic world from historical, geographical, artistic, social and psychological perspective. Taught in English. Prerequisite: ENGL 104.

HISP 250. Contemporary Spanish Culture (1-0). Credit 1. Cultural and practical orientation for students participating in the summer study abroad programs in Spain; brief introduction to contemporary social and cultural institutions; discussions of Spanish university system; oral reports and final paper; readings and discussion in English and Spanish. Prerequisite: SPAN 101 or equivalent.

HISP 260. Contemporary Mexican Culture (1-0). Credit 1. Introduction to contemporary Mexican social, cultural, and political institutions; discussion of Mexican university system; readings and discussion in Spanish and English. For preparation for study abroad program in Mexico. Prerequisite: SPAN 101 or equivalent.

HISP 285. Directed Studies. Credit 1 to 3. Individual supervision of readings or assigned projects in Hispanic Studies, selected for each student individually. Prerequisite: Approval of instructor and department head.

HISP 289. Special Topics in… (3-0). Credit 0-3. Selected topics in an identified area of Hispanic Studies. May be taken three times for credit. Prerequisite: ENG 104; freshman or sophomore classification; approval of department head.
**HISP 291. Research** (3-0). Credit 0-3. Research in Hispanic Studies conducted under the direction of faculty member. May be repeated 2 times for credit. Prerequisite: freshman or sophomore classification and approval of instructor.

**HISP 352. Hispanic Literature and Film** (3-0). Credit 3. The language of film, and film as fiction; the relationship between film and literature; films as expressions of cultural realities through the adaptation of Hispanic literary works; readings and lectures in English.

**HISP 362/ENG 362. Latino/a Literature** (3-0). Credit 3. Literature by US-based Latino/a authors writing mostly in English; examination of historical and social contexts of cultural production; may include novels, poetry, short stories, plays, and films to gain understanding of aesthetic expression of diverse Latino/a authors, including but not limited to Mexican Americans, Puerto Ricans, Cuban Americans, and Dominican Americans. Prerequisites: Junior or Senior classification. Cross Listed with ENG 362.

**HISP 363. Borderlands: U.S. and Mexico** (3-0). Credit 3. Multiple images of the U.S./Mexico border, their creation, their evolution, and their conflicting representations in filmic, literary and musical texts. Prerequisites: ENGL 104 and junior or senior classification.

**HISP 364/RELS 364. Diversity Lessons from Medieval Spain** (3-0). Credit 3. Crucible of cultures–Christian, Jewish, and Muslim–that was medieval Spain and modern implications of that experience in diversity. Prerequisites: ENGL 104 and junior or senior classification. Cross-listed with RELS 364.

**HISP 371/RELS 371. Hispanic Religions** (3-0). Credit 3. Exploration of the history and practice of Hispanic religion, including spirit possession, evil eye, consumption of sacred substances, healing traditions, ex-votos, relics, prophecy, omens, monsters, astrology, witchcraft, the Inquisition, festivals, pilgrimage, mystics and religious contributions of diverse ethnic
groups. Prerequisites: Junior or senior classification or approval of instructor. Cross-listed with RELS 371.

**HISP 485. Directed Studies.** Credit 1 to 3. Individual supervision of readings or assigned projects in Hispanic Studies, selected for each student individually. Prerequisite: junior or senior classification; approval of instructor and department head.

**HISP 489. Special Topics in...** Credit 1 to 4. Selected topics in an identified area of Hispanic Studies. May be taken three times for credit. Prerequisites: ENGL 104; junior or senior classification; approval of department head.

**HISP 491. Research (3-0).** Credit 1 to 3. Research in Hispanic Studies conducted under the direction of faculty member. May be repeated 2 times for credit. Prerequisite: junior or senior classification and approval of instructor.
Appendix 4

Graduate Course Listing

600. Introduction to Hispanic Studies. (3-0). Credit 3. Interdisciplinary review of linguistic, literary, theoretical, cultural, historical and socio-economic issues of the Hispanic world; study of the mechanics and ethics of scholarly procedure and bibliographical guidance on original research; Spanish-language writing practicum. Prerequisite: Graduate classification.


603. Development of the Spanish Language. (3-0). Credit 3. The origin and development of the Spanish language from pre-Roman to modern period with emphasis on the socio-historical contexts; analysis of literary and documentary evidence of linguistic evolution. Prerequisite: HISP 602 or approval of instructor.

605. Spanish for Reading and Translation. (3-0). Credit 3. Lexical and grammatical study and practice for the acquisition of research-practical reading and translation competence in Spanish; for graduate students needing foreign language reading competence; taught in English. Prerequisite: Graduate classification.

606. Spanish in the United States. (3-0). Credit 3. In-depth description and analysis of Spanish varieties spoken in the United States, by both traditional and new immigrant populations, including New Mexico and Louisiana Spanish, Mexican, Cuban, Puerto Rican, Dominican, Central and South American dialects; topics include accommodation, koinéization, borrowing, code-switching, attitudes and policies related to language maintenance and shift. Prerequisite: Graduate classification.
607. Seminar in Spanish Linguistics. (3-0). Credit 3. Intensive investigation of an issue important to understanding historical linguistics, dialectology, sociolinguistics, developments in theoretical and applied linguistics. May be taken three times for credit as content varies. Prerequisite: Graduate classification.

614. Spanish Dialectology. (3-0). Credit 3. Analysis of regional linguistic variation from a synchronic and diachronic perspective; topics include varieties spoken in Spain, the Americas, and worldwide; dialect diversification, contact varieties, Spanish-based pidgins and creoles. Prerequisite: Graduate classification.

618. Hispanic Traditional and Popular Culture and Religion. (3-0). Credit 3. Examination of traditional and popular cultural forms in the Hispanic world including legends and proverbs, religious beliefs and practices, music and dance, film and media production; comparison, appreciation, and evaluation of written, visual and oral formats; application of current research methods to the analysis of cultural artifacts. Prerequisite: Graduate classification.


630. Studies in Latin American Literature. (3-0). Credit 3. Study of the literary production of Latin America from colonial times to the present; topics may include colonial literature, Romanticism, Modernism, the novel of the Mexican Revolution, contemporary trends in the Latin American novel, Afro-Hispanic literature, Hispanic Caribbean literature. May be taken three times for credit. Prerequisite: Graduate classification.
640. **Seminar in History of Ideas in the Hispanic World.** (3-0). Credit 3. Study of cultural and ideological currents as reflected in Spanish literature; topics may include Spain and European culture, European thought in Latin America, the Renaissance in Spanish literature and society, Spain and Western tradition, national identity, U.S. Hispanic nationalism. May be taken three times for credit as content varies. Prerequisite: Graduate classification.

645. **Hispanic Women Writers.** (3-0). Credit 3. A study of the development of writing by women in the Hispanic world, including Spain, Latin America, and the United States. Topics include identity and nation, building of a feminine aesthetics, the reception of women writers, literary canons and exclusion, women and/in the Latin American boom, Latina writers in the United States. Prerequisite: Graduate classification.

646. **Seminar in Cultural Encounters and Borders.** (3-0). Credit 3. Study of cultural encounters across borders in geography, language, society, gender and genre. May be taken three times for credit as content varies. Prerequisite: Graduate classification.

650. **Research Methods in Linguistics.** (3-0). Credit 3. Examination of various methods of linguistics research and their application to issues in Hispanic linguistics; quantitative data collection (questionnaires, surveys, corpora) and statistical analysis; qualitative methods (ethnographic interviews, focus groups) and discourse analysis; mixed methods and triangulation. Prerequisite: Graduate classification.

653. **Don Quixote and the Hispanic Novel.** (3-0). Credit 3. Don Quixote and the development of modern fiction, its influence in the Hispanic narrative tradition, from Fernández de Avellaned to Pérez Galdós, G. García Márquez, and Carlos Fuentes, and presence in the U.S. Hispanic novel. Prerequisite: Graduate classification.
660. Seminar in Hispanic Cultural Studies. (3-0). Credit 3. Intensive study and research on specialized subjects in cultural studies. May be taken three times for credit as content varies. Prerequisite: Graduate classification.

664. Seminar in Hispanic Theater. (3-0). Credit 3. Study of Peninsular, Latin American, U.S. Hispanic, Afro-Hispanic theater and performance. May be taken three times for credit as content varies. Prerequisite: Graduate classification.

665. Seminar in Spanish Literature. (3-0). Credit 3. Study of Peninsular literary periods, genres and authors from medieval to contemporary times. May be taken three times for credit as content varies. Prerequisite: Graduate classification.

667. Seminar in Hispanic Genre Studies. (3-0). Credit 3. Study of selected topics in the works, characteristics and classifications of a given genre cultivated by Hispanic writers. May be taken three times for credit as content varies. Prerequisite: Graduate classification.


670. Seminar in U.S. Hispanic Literature. (3-0). Credit 3. Study of the literary production of U.S. Hispanic authors; topics may include bilingual literature, Nuyorican literature, Cuban American literature, Chicano literature, the immigrant novel, ethnic autobiography, U.S. Hispanic theater, Chicano theater. May be taken three times for credit as content varies. Prerequisite: Graduate classification.

671. Bilingualism in the Spanish-speaking World. (3-0). Credit 3. Linguistic, psycholinguistic, and social aspects of bilingualism and multilingualism with special reference to Spanish and the
United States; bilingual speakers and bilingual acquisition; bilingual communities: language identity, language maintenance and shift; implications for education and society; written and oral manifestations of bilingualism in the media and arts. Prerequisite: Graduate classification.

672. Hispanic Film and Performance Arts. (3-0). Credit 3. Theoretical and historical exploration of cinema and performance arts in the Hispanic world: description and interpretation of films and performance arts such as flamenco and folkloric ballet with particular attention to history, ethnology, artistic trends and tendencies, and relationship to other arts. Prerequisite: Graduate classification.

675. Spanish Language Teaching Methods. (3-0). Credit 3. Overview of the current language methodology as it applies to the teaching of Spanish to native and non-native speakers, pedagogical and professional issues related to teaching Spanish at the college level. Prerequisite: Graduate classification and approval of instructor.

685. Directed Studies. Credit 1 to 4 each semester. Directed individual study of selected problems in the field of Hispanic linguistics, literature or culture.

689. Special Topics in… Credit 1 to 4. Selected topics in an identified area of Hispanic linguistics, literature, or culture. May be repeated for credit. Prerequisite: Approval of instructor.

691. Research. Credit 1 or more each semester. Thesis research credit given only upon acceptance of completed thesis. Prerequisite: Twelve hours of advanced courses in Hispanic Studies.
Appendix 5

List of core and non-core faculty

Department of Hispanic Studies – Core Faculty 2016-2017 (17 total)

Arizpe, Victor  Professor
Curry, Richard  Associate Professor
Espina, Eduardo  Professor
Galdo, Juan Carlos  Associate Professor
Imhoff, Brian  Associate Professor
Kallendorf, Hilaire  Professor
Lawo-Sukam, Alain  Associate Professor
Luiselli, Alessandra  Professor
Miller, Stephen  Professor
Misemer, Sarah  Associate Professor
Moreiras, Alberto  Professor
Mitchell, Timothy  Professor
Moyna, Maria Irene  Associate Professor
Quintana, Esther  Associate Professor
Vilarós-Soler, Teresa  Professor
Villalobos, José  Associate Professor
Zapata, Gabriela  Associate Professor

Department of Hispanic Studies – Non-Core Faculty 2016-2017 (4 total)

Arizpe, Norma  Senior Lecturer
Granja-Falconi, Patricia  Lecturer
Ortega, Bertin  Instructional Assistant Professor
Timmons, Patricia  Instructional Associate Professor

For the purpose of this self-study, this section focuses on academic year 2016-2017, within the majority (81.0) of our faculty are defined as “core faculty”, including all tenure-track faculty. Four faculty are defined as “non-core”, including two lecturer faculty and two instructional faculty. A list of core and non-core faculty, publication lists (since 2012) for all faculty and short CVs for all current faculty are in Appendix 6.
Appendix 6

Publication list since 2012


Books

Richard Curry

Eduardo Espina
Criticism


Poetry


As palavras dao a impressao de haverem dito antes/Las palabras tienen la impresión de haberlo dicho antes. Sao Paulo: Lumme, 2013.


Juan Carlos Galdo

Hilaire Kallendorf

Alain Lawo-Sukam

Alessandra Luiselli

Stephen Miller

Sarah Misemer

Sarah Misemer

Alberto Moreiras


Sarah Misemer

Irene Moyna

Esther Quintana
Timmons, Patricia

Jose Villalobos

Book Chapters and Other Publications

Richard Curry

Juan Carlos Galdo

Brian Imhoff

Hilaire Kallendorf


Alain Lawo-Sukam


Alessandra Luiselli


Stephen Miller


**Alberto Moreiras**


Teresa Vilarós
“Pieghhe topologiche per il passaggio ad Occidente” in Filosofia dei mondi globali. Covesazione con Giacomo Marramo. Torino: Bollati Boringheri, 2017. 29-40

José Villalobos


Gabriela Zapata

**Articles**

**Richard Curry**


“Representations of Violence in Icíar Bollaín’s *Te doy mis ojos*.” *Hispanic Journal* 34.1(Spring 2013): 131-145.


**Eduardo Espina**


**Juan Carlos Galdo**

Brian Imhoff

Hilaire Kallendorf


“Sex(y) Summer Solstice: Lope de Vega and Shakespeare Write Fantasies of Feminine Desire,” *Comparative Literature Studies* 51.3 (2014): 397-417

“Los Siete Pecados Capitales y los Diez Mandamientos en la Comedia del Siglo de Oro,” *Theatralia* 17 (2015): 97-110

Alain Lawo-Sukam


Alessandra Luiselli


Sarah Misemer

**Alberto Moreiras**


**Irene Moyna**
Moyna, María Irene, and Verónica Loureiro Rodríguez. “La técnica de máscaras emparejadas para evaluar actitudes hacia formas de tratamiento en el español de Montevideo.” Revista Internacional de Lingüística Iberoamericana 30 (forthcoming).


**Teresa Vilarós**


**José Villalobos**

“Literatura, futbol, y nación: *El último campeonato mundial* de Pedro Ángel Palou.” The Latin Americanist 56.3 (September 2012): 31-46.

**Gabriela Zapata**
### Appendix 7

### Journals 2012-2017

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Appendix 8

Abbreviated CVs for all Faculty
CURRICULUM VITAE 2017

PERSONAL DATA

Name: Norma Adame Arizpe
Title: Senior Lecturer
E-mail: n-arizpe@tamu.edu

EDUCATION

1978 Four hours short of a second M.A. University of Michigan, Ann Arbor.
1977 M.A. University of Michigan, Ann Arbor.
1971 B.A. Pan American University, Edinburg, Texas

TEACHING EXPERIENCE

1999 - present Senior Lecturer, Department of Hispanic Studies,
Texas A&M University
1985-1998 Lecturer, Depart. of Modern & Classical
Languages, Texas A&M University
1989 Participated as Instructor of Spanish in a
workshop for area teachers of Spanish.
MODCL, Texas A&M
1983-1985 ESL Instructor, English Language Institute, Texas A&M
1973-1975 ESL Instructor, Detroit, Michigan
1972 ESL Instructor, San Juan, Texas
1971 Junior High School teacher, Donna ISD.

RELATED PROFESSIONAL EXPERIENCE

Fall 2015 Created a third course: the Advanced Spanish Oral
Communication for the Health Professionals, SPAN 489. It is
designed to offer advanced oral communication practice in
Spanish medical/health communication.

Spring 2015 Created Medical Spanish II for the Health Professionals.
This course is a continuation of Medical Spanish I. It continues
to prepare the students with the grammar, vocabulary, and
cultural lessons needed to communicate effectively with the
Hispanic patient/client.

Fall 2014 Created Medical Spanish I for the Health Professionals in
our department. It is specifically designed
for those students who have chosen to pursue a career in the
health professions. The students practice the Spanish
sound system, grammar, vocabulary, and cultural lessons
necessary to communicate and interact well with the Hispanic
patient/client.

Summer 2014 Taught a five-week course titled Spanish for the
Medical Profession to first, second, and third-year medical students at the Texas A&M Health and Science Center in Bryan and Temple, Texas.

Summer 2013
Created and taught a five-week course titled Spanish for the Medical Profession to second and third-year medical students at the Texas A&M Health and Science Center in Bryan and in Temple, Texas.

1998-1999
Translation into Spanish of “Read Naturally” an educational reading program for bilingual students. Also recorded the stories at TAMU recording studio.

June-July 1997
Created, directed and taught (w/Victor Arizpe) a Sensitivity Training Course for the Texas A&M Physical Plant mid-management.

HONORS / AWARDS / RECOGNITIONS

Spring 2016 One-time merit award – Dean’s Office
Fall 2009 Received The Association of Former Students Distinguished Award in Teaching-College Level
1996 TAMU-T Camp “Arizpe”
1992 TAMU Fish Camp “Arizpe”

COMMITTEES

2016 HISP Graduate Student Awards Committee
Diversity Committee
2005-2006 Chair of university wide advisory committee: “¡Siempre!” exhibit, 130 years of Hispanics at Texas A&M.
2001-2002 University wide advisory committee, “Intended for All: 125 Years of Women at Texas A&M”
1996-1997 Served on the Faculty Senate Ad Hoc Committee on “Definition and Role of Lecturers”

SERVICE TO DEPARTMENT

Spring 2016 Initiated the contact and successfully brought to campus, with the help of the Diversity Committee and the Lectures and Events Committee, Dr. Eliseo Torres, Vice-President of Student Affairs at University of New Mexico, Albuquerque, N.M. to speak on Curanderismo.

SERVICE TO UNIVERSITY

Participate in the “Mi Casa es Su Casa Program”, CAMAC Aggie Mentor
Victor Arizpe
Ph.D. in Spanish, The University of Michigan
Ford Foundation Fellow
Ford Foundation Post Doc
Professor of Spanish

PERSONAL DATA

Office Address: Department of Hispanic Studies
College of Liberal Arts
Texas A&M University
College Station, TX 77843-44238
e-mail: Arizpe@tamu.edu
Place of Birth: Mission, Texas

DEGREES RECEIVED

May, 1982 Ph.D. University of Michigan, Ann Arbor. Dissertation title: "Francisco Santos: edición crítica de El Rey Gallo y discursos de la Hormiga y estudio sobre sus fuentes" (Golden Age Spanish Prose)


1970-1971 B.A. in Spanish, minor in English - University of Texas at Pan American University (formerly Pan American University) Edinburg, Texas

ACADEMIC EMPLOYMENT

1998-present Professor of Spanish

1990-1998 Associate Professor of Spanish, Texas A&M

1983-1990 Assistant Professor of Spanish, Texas A&M University

1983-1985 Assistant Professor of Spanish, Texas A&M, First-year language coordinator

1980-1983 Instructor of Spanish, Ohio State University

ADMINISTRATIVE EXPERIENCE: founding Head (2004-2008) Hispanic Studies Department. I have also been involved in various aspects of administration through the coordination of the Undergraduate Spanish language program, to serving as Interim Department Head, to providing leadership in the international arena as the founding Director of the interdisciplinary-intercollegiate B.A. in International Studies Degree Program, and as Coordinator of the interdisciplinary Hispanic Studies Minor.
2004-2008  Founding Head, Department of Hispanic Studies
1990-1992  Served as Interim Department Head for the Modern and Classical Languages program at Texas A&M U. (1 ½ years)
1993-2000  Founding Director, B.A. in International
Sept. 2000  Coordinator, Hispanic Studies Minor

PUBLICATIONS: Books


ARTICLES

"Don Gaspar Ibañez de Segovia, Marquez de Mondéjar Rey y Príncipe de la erudición de España": Un novator de la segunda mitad del siglo XVII. *Homenaje a Luisa López Grigera*, (pp. 31-43), 2001.


RICHARD K. CURRY
r-curry@tamu.edu

EDUCATION:
Arizona State University - Ph.D. in Spanish
Specializations: Contemporary Hispanic Poetry / Golden Age / Latin American Studies

Bowling Green State University - M. A. in Spanish
Specialization: Peninsular Literature

Bowling Green State University - B.S. in Spanish Teacher Certification in Spanish, History & Civics

PROFESSIONAL AND ACADEMIC HONORS:
Texas A & M University Faculty Distinguished Achievement Award in Teaching Texas A & M University College of Liberal Arts Distinguished Teaching Award College of Liberal Arts Quality Teaching Award, Arizona State University National Endowment for the Humanities Fellowship/ Summer Seminar

PROFESSIONAL EXPERIENCE:
1991- Associate Professor, Department of Modern & Classical Languages and Department of Hispanic Studies, Texas A&M University

1987-2013 Director of Undergraduate Programs / Language Coordinator, Department of Modern & Classical Languages and Department of Hispanic Studies, Texas A&M University

Fields of teaching qualification & experience:
Twentieth Century Hispanic Poetry Hispanic Culture and Civilization
Spanish Peninsular Literature Spanish Composition/Conversation
Contemporary Spanish Cinema Spanish Language
Hispanic Film Translation

Dissertation/thesis and independent study supervision, graduate committees:
10 Dissertations/Theses directed 44 Ph.D. Committee Member
48 M.A. Committee Chair 62 M.A. Committee Member
300+ Independent Study supervision 60+ Internship supervision

RESEARCH / PUBLICATION:
Journals:
Co-editor (with Dr. Eduardo Espina) of the Hispanic Poetry Review
Co-editor of the Cine y... Revista de estudios interdisciplinarios sobre cine en español

Books:
In the first few minutes...Spanish-language films Jefferson, NC: Macfarland, 2017. 226p.

Articles: (selected)


“Representations of Violence in Icíar Bollaín’s Te doy mis ojos.” Hispanic Journal 34.1(Spring 2013): 131-145.


“The Story of a (Failed?) Hybrid Experiment.” ADFL Bulletin, 41.3(October 2011), 64-69.

“Un ejercicio de intermedialidad: ascenso y caída en las películas El lado oscuro del corazón y el poema ´Nocturno de San Idelfonso¨. Letras hispanas, 7(Fall 2010), 57-66.


EDUARDO ESPINA
Ph.D. Washington University, 1987

GRANTS AND AWARDS
Guggenheim Fellowship, 2011.

HONORS
Association of Former Students Distinguished Research Award, 2016.

Books (Criticism)


Books (Poetry)


*As palavras dao a impressao de haverem dito antes/Las palabras tienen la impresión de haberlo dicho antes*. Sao Paulo: Lumme, 2013.


ANTHOLOGIES INCLUDED

*The Other Tiger. Recent Poetry from Latin America*. Selected and Translated by Richard


_Medusario: muestra de poesía latinoamericana_ (selected by Roberto Echavarren, Jacobo Sefamí and José Kozer). Santiago, Chile; Red Internacional del Libro, 2016.


**LECTURES**

“Arts, Freedom and Imagination”. _International Symposium Etonnants Voyageurs_, Port-Aux-Prince, Haiti. December. (Invited by the State Department in representation of the USA)


“El estado actual de la poesía en la academia estadounidense y en la escritura”. 50th Annual Conference of the Latin American Studies Association (LASA), New York City, May 2016, Invited by the organizers.


**POETRY READINGS**

Francophone Poetry Festival, Port-Au-Prince, Haiti, November 2016
Universidad de Extremadura, Caceres, Spain, October 2016
Twin Rivers International Poetry Festival, Zunyi, China, May 2016
Primavera del Libro, Santiago de Chile, October 2015
Universidad Iberoamericana, Mexico City, March 2015
Universidad Autonoma de Mexico, Mexico City, November 2014
Universidad de Valparaiso, Chile, October 2014
Feria del Libro, Santiago de Chile, October 2014
Instituto Cervantes, Berlin, June 2014
Universidad de Posdam, Germany, June 2014
Rice University, October 2013
New York University, March 2013
Clemson University, February, 2013
Rotterdam International Poetry Festival, Netherlands, June 2011
CURRICULUM VITAE
JUAN CARLOS GALDO
April 2017
Email: galdo@tamu.edu

EDUCATION
- Ph.D. in Hispanic Literature
  University of Colorado, Boulder
- MA in Spanish Literature
  Michigan State University
- BA in Hispanic Linguistics and Literature
  Pontificia Universidad Católica del Perú, Lima

SCHOLARLY APPOINTMENTS
- Associate Professor of Spanish
  Department of Hispanic Studies, Texas A&M University
  August 2009-present
- Assistant Professor of Spanish
  Department of Hispanic Studies, Texas A&M University
  2003-2009

RESEARCH AND TEACHING FIELDS
  Principal: Twentieth and Twentieth First Century Latin American Narrative.
  Additional: Literary and critical theory, Hispanic Film, Andean and Brazilian Studies.

PUBLICATIONS
Books
- Alegoría y nación en la novela peruana del siglo XX: Vallejo, Alegria, Arguedas,
  280 pgs.

Articles in Refereed Journals
- “Sobre la guerra y sobre el amor: apuntes de lectura en tomo a “Una mujer no hace
  un verano de Guillermo Niño de Guzmán”. Desde el Sur. Revista de Ciencia
- “Campo de batalla somos saberes en conflicto y transgresiones barrocas en El pez
- “Exilio y condición humana en El astillero”. Discursos/Prácticas. Revista de literaturas
- “Rituales sangrientos: Poéticas y políticas del sacrificio en José María Arguedas y Mario
- “Tempestad en los Andes: Alegoría y Revolución en El tungsteno, de César Vallejo”.
- Sobre dioses, hombres y batallas: cultura popular y tradición milenarista andina en
  Rosa Cuchillo”. San Marcos. Revista editada por el Rectorado de la Universidad
- “Fronteras del mal/ genealogías del honor: 2666 de Roberto Bolaño”. Hipertexto 2
- “Un conglomerado de voces disímiles y antagónicas’: historia, memoria y duelo en La
- “Nacionalismos y disidencias en la narrativa carcelaria latinoamericana: Los muros de
  agua de José Revueltas y El Sexto de José María Arguedas.” Lucero 12 (2001):
  57-64.
- “Algunos aspectos de la narrativa regional contemporánea: los casos de Enrique
• “Usos y lecciones del discurso ejemplar: a propósito de El ángel de Sodoma
• “El interjuego de la oralidad y la escritura en el Lazarillo de Tornes.” Textos. Works and

Articles in Encyclopedias and book chapters
• “Roberto Bolaño y la configuración del canon narrativo hispanoamericano
contemporáneo”. Roberto Bolaño. La experiencia del abismo. Ed. Fernando
• “Lo fantástico y los relatos andinos en la narrativa de César Vallejo.” CésarVallejo:
• “The Literature of Spanish America Since1995” In Encyclopedia of Latin
American History and Culture. 2nd Edition. New York: Charles Scribner’sSons;

Articles in Non-refereed Journals, Selected Proceedings or Collections
• “Esta no va a ser una novela negra”: Plegarias nocturnas de Santiago Gamboa y el
arte de sobrevivir”. Lazos. Desgarraduras y vínculos en el arte y la cultura
edit. por Rodríguez Camaño, Luz; Cámara, Mario. ISBN 978-90-818756-1-5,
https://lazosleiden.wordpress.com/.
• “A la deriva: Ribeyro y Los geniecillos dominicales” Revista semestral de Artes y Letras
Ángeles y Demonios 5-6 (2010).
• “Día averiados y promesas truncas: el universo degradado de Los geniecillos
dominicales” BIRA. Boletín del Instituto Riva Agüero 32 (2005): 279-287 (Published
in September 2009)
• “Lo fantástico y los relatos orales andinos en la narrativa de César Vallejo” Revista
semestral de Artes y Letras Ángeles y Demonios 3-4 (2008): 6-9 [Originally
• “Lenguaje y universos representados en la narrativa regional-andina
contemporánea.” Actas de JALLA 99 Cusco. Lima: Fondo EditorialCronolibros,
2001. 221-224.
• “La problemática del intelectual y su representación en El jardín de al lado y Donde
van a morir los elefantes de José Donoso.” Selected Proceedings of Tenth
Annual Symposium on Hispanic and Luso-Brazilian Literature, Language and
and Portuguese at the University of Arizona, 2000. 49-53.

PhD dissertation committees
As a Chairman (in):
□ Ana George. Historia, género y violencia en la literatura centroamericana del siglo
XX. Rosa María Britton, Tatiana Lobo, Horacio Castellanos Moya y Rodrigo Rey Rosa
Defended Spring 2017
la narrativa contemporánea cubana. Defended Fall 2016
□ Murat Rodríguez-Nacif. Del centro a la periferia: surgimiento y caída de los poetas
intelectuales en América Latina. Defended Summer 2014
□ José Palacios. Fragmentos de sombra. Defended Spring 2014
□ Luis Carlos Ayarza. Writings on the Margins. Towards a Reconsideration of the
Canonical Criteria of Contemporary Latin American Literature. Defended Summer
2013
CURRICULUM VITAE

Brian Imhoff
Associate Professor of Spanish
Department of Hispanic Studies
Texas A&M University
College Station, Texas 77843-4238 USA
E-mail: bimhoff@tamu.edu

Education
Ph.D. Spanish Linguistics, University of Illinois at Urbana-Champaign, 1996
  Dissertation: The Old Spanish -ie Imperfect, Director: Curtis Blaylock
M.A. Spanish Linguistics, University of Illinois at Urbana-Champaign, 1988
B.A. Spanish, Pennsylvania State University, 1984

University Appointments
Associate Professor of Spanish, Texas A&M University, 2003-present
Assistant Professor of Spanish, Texas A&M University, 1997-2003

Publications


**Professional Presentations**

"Two (and a half) approaches to processing in the brain," Department of Hispanic Studies Research Showcase, November 2016.

“Teaching Liberal Arts from different disciplinary perspectives [panel],” Liberal Arts International Conference, Texas A&M University at Qatar, January 2016.

“Whaddya mean language?” Department of Hispanic Studies lecture series, Texas A&M University, November 2015.


“Universality, relativity and empiricism in the color debate,” 15th Annual Conference of the English Department, University of Bucharest, June 2013.


“(Mis)Translating U.S. Southwest History,” 22nd Conference on British and American Studies, Timisoara, Romania, May 2012.


"Governor Petris de Cruzate's trial in absentia of Juan Domínguez de Mendoza," Texas State Historical Association Annual Meeting (Invited), March 2010.

**Editorships and Professional Service**

Editor, *Comparative Romance Linguistics Bibliographies*, Texas A&M University, 1998-present

<http://escholarship.org/uc/rcrs_ias_uch_crlb>

Consultant, Cibola Project, University of California-Berkeley, 2000-present

<http://escholarship.org/uc/rcrs_ias_uch_cibola>


Book: Monograph

1. *Sins of the Fathers: Moral Economies in Early Modern Spain*  
   (Toronto: University of Toronto Press, 2013) (446 pp.)

Book: Collected Essays


Books: Edited Volumes

1. *A New Companion to Hispanic Mysticism*  
   Brill’s Companions to the Christian Tradition 19  
   (general editor of volume) (Leiden: Brill, 2010) (516 pp.)  

   * Winner of the 2011 Roland H. Bainton Prize for Reference Works, awarded by the Sixteenth Century Society

2. *A Companion to Early Modern Hispanic Theater*  
   Renaissance Society of America Texts and Studies 2  
   (general editor of volume) (Leiden: Brill, 2014) (388 pp.)

Book: Poetry Translation

1. Francisco de Quevedo, *Silvas*, Translated into English, with a Prologue by Eduardo Espina (Lima, Peru: Universidad Nacional Mayor de San Marcos, 2011) (317 pp.)

Book: Memoir

1. *Acing Depression: A Tennis Champion’s Toughest Match* (co-authored with Cliff Richey, with a foreword by Jimmy Connors)  

12 Articles / Book Chapters in *Journal of Medieval and Early Modern Studies, eHumanista: Journal of Medieval and Early Modern Iberian Studies, Literary Imagination, Comparative Literature Studies, Theatralia*, and *Imago: Revista de Emblemática y Cultura Visual*, etc.

Prizes, Honors, Awards

* Vice President, TAMU chapter, Phi Beta Kappa, fall 2016—
* Cornerstone Faculty Fellow, College of Liberal Arts, 2015-2019 ($7,500 per year for 4 years) (1 of 3). Awarded annually to advanced associate or full professors with outstanding professional records and promise of continued scholarly success.
* Student Recognition Award for Teaching Excellence, TAMU, fall 2010 ($2,500)

**External Research Grant**

1. Folger Shakespeare Library “Hispanic Shakespeare” teaching grant ($6,000), collaborative project with Profs. Laura Estill and Kathryn Santos, 2016

**15 Invited Lectures. 11 International Conference Papers (2010-16)**

**Editorial Boards**

* Corresponding editor, Revista de Erudición y Crítica (REC) (Madrid: Castalia), 2006-
* Editorial Board (Comité Científico), Anuario de Estudios Cervantinos, 2007-
* International Advisory Board, Littera Aperta: International Journal of Literary and Cultural Studies, 2014-

**Evaluation for National and International Grant Competitions**

* Danish Council for Independent Research (Humanities), DFF-Starting Grant 2015
* George A. and Eliza Gardner Howard Foundation, Brown University, Mid-Career Fellowships 2015
* American Council of Learned Societies Mellon/ACLS Dissertation Completion Fellowship program, 2016-17
* Netherlands Organisation for Scientific Research (NWO, the Dutch Research Council) Veni postdoctoral research fellowships 2017

**External Evaluation for Tenure and Promotion Cases**

* Department of World Languages and Literatures, Southern Methodist University (2014)
* Department of History and Geography, Texas Christian University (2016)
* Department of Literature, University of California, Santa Cruz (2016)
* Department of Modern Languages, Literatures and Linguistics, University of Oklahoma (2017)

**Director of 2 completed dissertations; Dean’s Advisory Committee, 2016-2019**
ABBRVIATED CURRICULUM VITAE (2016)
Dr. Alain Lawo-Sukam (lawosukam@tamu.edu)

Academic Appointments
Texas A&M University (College Station), Associate Professor, Department of Hispanic Studies & Africana Studies Program, 2014-present
Joint Appointment: Department of Hispanic Studies and Africana Studies Program (50/50)

Education
Ph.D.: Spanish, University of Illinois at Urbana-Champaign, 2005

Award/ honors since 2010
- College of Liberal Arts International Travel Grant
- Association of Former Students College-Level Distinguished Achievement Award for Teaching (2015-2016)
- Flipping Your Course Faculty Institute, (2015)
- Department of Hispanic Studies Research Enhancement Grants
- Department of Hispanic Studies High-Impact Research Grants
- Spring 2011 Teaching Excellence Award from Texas A&M University System
- Faculty Teaching Academy Certificate 2011
- CLA Summer Institute for Instructional Technology Innovation Award, 2011-2012
- CLA Faculty Research Enhancement Award, 2011-2012
- Spring 2010 Teaching Excellence Award from Texas A&M University System
- GCHR/RESI Stipendiary Faculty Fellow Award, 2010-2011

Research Book since 2010.

Creative Writing:
2-Mange-Mil y otros relatos. Venezuela: Editorial Eclipsidra, 2017, 120 pages (Forthcoming)

Refereed Journal Articles in Print since 2010.
“From Rebola To Cali: Leonardo Bueichekú Buako, an (Un) heard Voice in the

VISIBILITY since 2010:
Feature in Television Interviews
1-September 23, 2016. Canal 3 Rosario and Cable Visión: Somos Noticias Rosario “Festival de poesía en Rosario con figuras locales e internacionales.”
http://www.youtube.com/watch?v=ZhtZvGU7Luc&sns=em

Notes/Featured in Newspapers’ Articles
3-Gigena, Daniel. “Nueva ola Africana: literatura secreta que llega a las playas del idioma español.” La Nación (Buenos Aires) 30 September 2016. Print
---. “En Rosario, la primavera ese n verso: un festival de festivales en toda la cuidad.” La Nación 21 September 2016. Print
4-“Rosario se consolida como sede latinoamericana de la poesía tras una nueva edición del FIPR” Rosario Noticias 26 September 2016. Print

Courses Taught at TAMU
Africana Studies Program
Afst 201. Introduction to Africana Studies; Afst 302. Afro-Hispanic Identity and Culture in the Americas; Afst 315/Span 312. 501. Afro-Latin@s in Latin America and the USA, 19th Century to Present (CROSS LISTED); Afst 481. Seminar. Afro-Hispanic Women Voices Around the World

Department of Hispanic Studies
Span 202. Intermediate Spanish II; Span 312. Hispanic Culture and Civilization from the. 18c. to pres; Span 312-Afst 315. Afro-Latin@s in Latin America and the USA, 19th Century to Present. (CROSS LISTED); Hisp 646 Cultural Encounters.

Independent and Directed Studies
Hisp 685. Span 485.500 Ints 491. Anth 685
Book:


Book Prologue:


Refereed Articles and Book Chapters:


Textbook:


Book Translations (English to Spanish):

There Grows the Neighborhood. Agriculture in the city. SHARP Literacy, 2014.  
Pat the (Great) Cat. A Jaguar’s Journey. Children of the Americas tell a true story. SHARP Literacy, 2011.
Professional Meetings (National and International):

"La literatura en la época del post-postmodernsimó", Hispanic Studies Research Showcase, Texas A&M University, November 2016


"Melusina Transfigurada. Siete calas a Sor Juana". Festival Internacional Sor Juana Inés de la Cruz. Centro Cultural Isidro Fabela. San Ángel, Mexico City. November 2013


“Writings of Resistance”, Moderator. Languages of Resistance. First Annual Graduate Student Symposium, Texas A&M University. November 2010

Academic Service:
Committee on Academic Freedom, Responsibility and Tenure, TAMU 2019-2016
Faculty Senator, Texas A&M University 2016-2013
University Grievance Committee, Texas A&M, 2015-2013
Peer Reviewer for Universities and Colleges 2016-2010
Annual Review Committee Chair, Department of Hispanic Studies
Graduate Committee Chair (5) / Member (11) / Advisor of Undergrad Organizations (2)
CURRICULUM VITAE (Two-Page, Last Ten Years, March, 2017)

Stephen John Miller
906 Munson Avenue
College Station, Texas 77840-2306
Phones: 979-845-2125 (office) 979-696-0850 (home) FAX: 979-845-4893
E-mail: s-miller@tamu.edu

PROFESSIONAL EXPERIENCE

1976-1977 Lecturer in Humanities and Comparative Literature, University of Chicago
1977-1978 Instructor of English Composition and Rhetoric, Central YMCA Community College, Chicago, Illinois
1978-1984 Assistant Professor of Spanish, Texas A&M University (TAMU)
1984-1990 Associate Professor of Spanish, TAMU
1990-2004 Professor of Spanish, TAMU
1992-1997 Director of Graduate Studies, Department of Modern and Classical Languages, TAMU
2004-present Professor of Hispanic Studies, TAMU
2014-present Director of Graduate Studies, Department of Hispanic Studies, TAMU

EDUCATION

B.A., 1970, SUNY at Albany (Philosophy, magna cum laude)
M.A., 1971, SUNY at Albany (Comparative Literature)
Ph.D., 1976, University of Chicago (Comparative Literature)

TEACHING/RESEARCH SPECIALTIES

Modern and Contemporary Spanish Peninsular Prose; Illustrated Narrative; Comparative Literature; Literary History, Criticism and Theory.

SELECTED SERVICE

2007-Present 11 cases as External Evaluator for Tenure & Promotion, Promotion
2011-Present Senator, TAMU Faculty Senate

SELECTED PUBLICATIONS

CO-EDITED VOLUME
Rolando Hinojosa’s “Klail City Death Trip Series”: A Retrospective, New Directions. Houston: Arte Público Press, 2013. (Co-edited with José Pablo Villalobos.)

GUEST EDITORSHIPS


SELECTED ARTICLES, CHAPTERS, INTERVIEWS, ENTRIES, NOTES AND MISCELLANEOUS

SARAH M. MISEMER
Hispanic Studies
Texas A&M University

EDUCATION

Degrees received

Ph.D.: Spanish, University of Kansas, Lawrence, 2001, Honors
M.A.: Spanish, University of Kansas, Lawrence, 1997
BA.: Spanish, Political Science, University of Kansas, Lawrence, 1994; Summa Cum Laude; Phi Beta Kappa

EMPLOYMENT

2010-present: Texas A&M University (College Station), Associate Professor, Hispanic Studies
2016-present Texas A&M University (College Station), Associate Director of Undergraduate Research, Learning Communities, Academic Excellence, Undergraduate Research, National Fellowships, Capstones, Honors (LAUNCH) (effective 1 September 2016)
2011-present Texas A&M University (College Station), Associate Director Melbern G. Glasscock Center for the Humanities
2004-2010: Texas A&M University (College Station), Assistant Professor, Hispanic Studies
2001-2004: University of Puget Sound (Tacoma), Visiting Professor, Modern Languages
1995-2001: University of Kansas (Lawrence), Graduate Teaching Assistant, Spanish and Portuguese

RESEARCH

Publications

Books: Refereed
Theatrical Topographies: Spatial Crises in Uruguay post-2001. (Bucknell U.P.) [In production. 2017 publication date.]
(Bucknell U.P., 2010)
Secular Saints: Performing Frida Kahlo, Carlos Gardel, Eva Perón, and Selena.
(Tamesis, 2008, pp. 183)

Co-Edited Volume: Refereed
Co-Editor of volume and Co-Author of Introduction “Arendt in Jerusalem: The Eichmann Trial, the Banality of Evil, and the Meaning of Justice Fifty Years On.” The Trial That Never Ends: Hannah Arendt’s Eichmann in Jerusalem in Retrospect. (Toronto U.P.) [March 2017 publication date.]

Articles: Refereed


Guest Editor for Volume and Contributor for Refereed Special Issue of South Central Review

“Tragedy and Trauma: Antígona oriental de Marianella Morena.” South Central Review 30:3 (Fall 2013): 125-42.

Chapters in Books: Refereed
“Stages of Transit: Rascón Banda’s Hotel Juárez and Peveroni’s Berlin.”


Introduction for Bilingual Edition of Play

Annotated Bibliography

Editorial Work Requiring Scholarly Competence
Editor, Latin American Theatre Review Book Series, University of Kansas, fall 2010-present:

Organizational Leadership
Professional Service
Past President, Asociación Internacional de Literatura y Cultura Femenina Hispánica, Fall 2015-present. President, Asociación Internacional de Literatura y Cultura Femenina Hispánica, Summer 2014-Fall 2015. (Interim President for part of Fall 2013, Spring 2014)
Vice President, Asociación Internacional de Literatura y Cultura Femenina Hispánica, elected Spring 2013, began Fall 2013-Fall 2015.
Board Member TAMU French Center, French Centers of Excellence, French Cultural Services (2012-present)

Awards
2016 Betty Unterberger Award (LAUNCH at Texas A&M) for commitment to Undergraduate Research for Glasscock Undergraduate Summer Scholars program
$1000 merit award for service to department (College of Liberal Arts) spring 2016
CURRICULUM VITAE

Alberto Moreiras
Vigo, Spain, 1956.

Department of Hispanic Studies
219B Academic Building
4238 TAMU
Texas A&M University
College Station TX 77843-4238

PhD in Spanish, University of Georgia, 1987
MA in Spanish, University of Georgia, 1983
Licenciatura in Philosophy, University of Barcelona, 1979

Professor, Department of Hispanic Studies, Texas A&M University. 2012-.
Professor and Head, Department of Hispanic Studies, Texas A&M University, 2010-2012
Visiting Professor, Institute of Human Sciences, Philosophy Program, Naples, December 2008 [short session]
Sixth Century Professor of Modern Thought and Hispanic Studies, University of Aberdeen, 2006-2010
Regular Visiting Professor of Romance Languages, University at Buffalo, 2007-2010
(Anne and Robert Bass) Full Professor of Romance Studies and Literature, 2001-2006, Duke University
Associate Professor of Romance Studies and Literature, 1996-2001, Duke University
Assistant Professor of Romance Studies, Duke University, 1993-96. (Joint Appointment with the Literature Program effective 1994.)
Fellow, Society for the Humanities, Cornell University, Fall 2005.
Visiting Professor, Department of Romance Languages, Johns Hopkins University, Spring 2006
Visiting Professor, Doctoral Program on Spain and Europe, Universidad de Murcia, Fall 2005, 2007.
Visiting Professor, Doctoral Program on Aesthetics and the Visual Arts, Universidad de Chile, 2002.
Visiting Professor, Universidad Federal de Minas Gerais, Brazil, June 1997.
Visiting Assistant Professor, Emory University, Fall 1993
Visiting Assistant Professor, Duke University, 1992-93
Assistant Professor, University of Wisconsin-Madison, 1988-93
Visiting Professor, Institut für romanische Philologie, Justus Liebig Universität Giessen, Germany, Summer Semester, 1989
Visiting Assistant Professor, University of Wisconsin-Madison, 1987-88

Publications. Monographs:


Spanish translation being prepared for a Colombian publishing house. Estimated date of publication: 2013.


Publications. Edited Collections:


“Pensamiento reaccionario español.” Res publica 13-14.6 (2004) [Full dossier]


Forthcoming:


Articles:

137 at last count (July 2017)

Alberto Moreiras

Texas A&M University
Education
2000 Ph.D., Program in Linguistics, University of Florida; Phi Beta Kappa
1996 M.A., Program in Linguistics, University of Florida
1985/6 B.A., Public Translator English/French, Universidad de la República, Montevideo, Uruguay

Academic Appointments
2013- Department Head, Hispanic Studies, Texas A & M University
2010- Associate Professor, Hispanic Studies, Texas A&M University
2006 - 2010 Assistant Professor, Hispanic Studies, Texas A&M University
2001 - 2006 Assistant Professor, Spanish and Portuguese, San Diego State University
2000 - 2001 Postdoctoral Fellow, Romance Languages and Literatures, University of Florida

Research Fields
Morphology; Address Systems; Language Change and Variation; Spanish in the U.S.

Books

Articles in Refereed Journals (Last 10 years)

Book Chapters and Refereed Proceedings (Last 10 years)
Merton, Prudence, Virginia Fajt, Frances Gelwick, Verónica Loureiro-Rodriguez, Georgianne Moore, María Irene Moyna, and Jill Zarestky. 2013. “Feedback and Fellowship: Stories from a successful writing group.” *Working with Faculty*

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1 Student co-authors’ names are underlined.


Invited Talks

*Hey Baby, ¿Qué pasó?: Performing bilingual identities in Texas music* (with Verónica Loureiro-Rodríguez and Damián Robles), West Chester University, West Chester, Pennsylvania, March 2017

*Formas de tratamiento en el español de aquí y de allá*, West Chester University, West Chester, Pennsylvania, March 2017

Refereed Papers at Professional Conferences (2016)
“What women want: Attitudes of Montevideo women towards second person informal address forms.” Linguistic Association of the Southwest, XLV, Austin, Texas, September 2016 (with Verónica Loureiro-Rodríguez)

“Story, style, and structure: The second person in early Uruguayan children’s literature.” Linguistic Association of the Southwest, XLV, Austin, Texas, September 2016 (with Teresa Butt)

“A matched-guise test of attitudes towards voseo and tuteo in Montevideo, Uruguay” Sociolinguistics Symposium 21, Murcia, Spain, June 2016 (with Verónica Loureiro-Rodríguez)

“Voseo/tuteo en el español montevideano y la prueba de apareamiento disfrazado.” II Congreso “Formas y fórmulas de tratamiento en el mundo hispánico y luso-brasileño,” Graz, Austria, June 2016 (with Verónica Loureiro-Rodríguez)

“Address form variation in 20th century Uruguayan children’s literature” 8th International Workshop on Spanish Sociolinguistics, San Juan, Puerto Rico, April 2016 (with Teresa Butt)

“A quantitative and qualitative analysis of usted in Uruguayan Spanish” 8th International Workshop on Spanish Sociolinguistics, San Juan, Puerto Rico, April 2016

Grants and Contracts
2015 Program to Enhance Scholarly and Creative Activities, Office of the Vice-President for Research, Texas A&M University. Project title: *The Impact of Bilingual Experience on the Literacy Development of At-Risk Children*. Co-PIs: Li-Jen Kuo and Erin McTigue, Department of Teaching Learning and Culture ($25,000). 2011 Stipendiary Faculty Fellowship, Glasscock Center, Texas A&M University ($1,500)

2010-12 Co-Editorship Contract, University of Chicago Spanish Dictionary (6th edition) ($30,000)

Committees
Ph.D.: chair 3 (4 in progress); member: 2 (1 in progress); external member: 5 (3 in progress)
M.A.: Chair or Co-Chair: 3; member: 1; external member: 2

Teaching Awards
2010 Student-Led Award for Teaching Excellence, Office of the Chancellor, Texas A&M University System ($5,000)

Grant/fellowship reviewing
2017 Proposal reviewer, Postdoctoral fellowships, Agencia Nacional de Investigación e Innovación (ANII, Uruguay)
2015 Proposal reviewer, National Science Foundation
2013 Proposal reviewer, Programa de Iniciación a la Investigación, Comisión Sectorial para la Investigación Científica, Universidad de la República, Uruguay

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CURRICULUM VITAE

D. BERTÍN ORTEGA AGUILAR

Department of Hispanic Studies
Texas A&M University
College Station, TX 77843
bertinortega@tamu.edu
(979) 458-0648

I. EDUCATION

1986  M.A. Spanish. New Mexico State University.

II. TEACHING:

2014-Present  Instructional Assistant Professor at Texas A&M University.
2006-2013  Full Time Lecturer at Texas A&M University.
2003-2006  Adjunct Professor, Universidad Veracruzana. México
2003  Adjunct Professor Instituto Francisco de Vitoria. México
1997-2002  Assistant Professor at Willamette University
1996-1997  Full time Lecturer, Dept. of Span. & Port., University of California, Berkeley.
1996  Adjunct Professor (Mexican Literature), National Hispanic University.
1982-1985  Full time Instructor, Universidad Autónoma de Chiapas (Mexico).

III. RESEARCH


B) Articles:


C). OTHER PUBLICATIONS.

Book reviews: 13.

Papers presented: 20.

D). OTHER AWARDS, GRANTS, RECOGNITIONS:

2014  One Time Faculty Merit Award. College of Liberal Arts. Texas A&M University

2013  Hispanic Studies Research Enhancement Grant Award.

2012  Faculty Institute "Flipping Your Course" Grant. Instructional Technology Services.

2011  Ad Hoc Faculty Stipendiary Fellow at the Melbern G. Glasscock Center for Humanities and Research, Texas A&M University.

2010  2010 Summer Institute for Instructional Technology Innovation. Texas A&M University.
MARIA ESTHER QUINTANA MILLAMOTO
Associate Professor
Department of Hispanic Studies
Texas A&M University

Education

Ph.D. Hispanic Languages and Literatures, University of California, Berkeley, 1998
M.A. Hispanic Languages and Literatures, University of California, Berkeley, 1990
B.A. Licenciatura en Letras Españolas, Universidad Autónoma de Chihuahua, 1987

Employment

2013— Texas A&M University. Associate Professor of Spanish, Hispanic Studies
(Affiliated to the Women’s and Gender Studies Program)
2006— Texas A&M University. Assistant Professor of Spanish, Hispanic Studies
(Affiliated to the Women’s and Gender Studies Program)
2003-2006 Universidad Veracruzana (Mexico). Instructor of Spanish Language and U.S. Latino
Literature, Escuela para estudiantes extranjeros
1997-2001 Willamette University (Oregon). Full time Lecturer, Spanish Department

Fields qualified to teach

US Latino Literature and culture at the graduate and undergraduate levels
Hispanic Studies language and literature courses at the graduate and undergraduate levels
Women’s Studies at the graduate and undergraduate levels

Publications

Books


   (Reviewed by Silvia Ruiz-Tresgallo. “Crónicas del bufón: Aproximación crítica a Maluco, la
   380-82.)
   (Reviewed by Alejandra María Aventín Fontana). “Crónicas del bufón: Aproximación crítica

Refereed Articles

1. “A Chicana Daughter’s Blues: *Canícula: Snapshots of a Girlhood en la Frontera.* Translated by
   Aldo Ulises Reséndiz Ramirez, María Esther Quintana Millamoto, and Adrián Ortega. *Word
   Images: New Perspectives on Canícula and Other Works by Norma Elia Cantú.* Gabriella
2. “Mi lengua es mi hogar: bilanguaging y Spanglish en Caramelo, or, Puro Cuento, Peel My Love
   Like an Onion y Cuando era puertorriqueña.” *Border Lines* VI (2012): 177-196.
3. “Las voces maternas en *Silent Dancing: A Partial Remembrance of a Puerto Rican
Quintana Millamotto


Article in Refereed Anthology


Book reviews


Conference papers

Refereed Conference Presentations


“El barrio como espacio de duelo en Have you Seen Mary? de Sandra Cisneros” at the 9th International Conference on Chicano Literature, Oviedo, Spain. May 28, 2014.

Book presentation: Madres e hijas melancólicas: Novelas étnicas de crecimiento de autoras latinas. At the 8th International Conference on Chicano Literature, Toledo, Spain. May 2014.

“La redefinición de la mujer chicana ‘discapacitada’ en Peel My Love Like an Onion de Ana Castillo” presented at the NeMLA 2014 Convention, Harrisburg, Pennsylvania. April 2014.

“Una princesa azteca cruzando fronteras: The Conquest de Ixta Maya Murray” presented at the 8th International Conference on Chicano Literature, Toledo, Spain. May 2012

“Family Connections: Caramelo, or, Puro Cuento” presented at the 126th MLA Annual Convention, Los Angeles. January 2011.
Patricia Timmons  
Department of Hispanic Studies  
Texas A&M University  
College Station, TX 77843  
(979) 845-2125 ptimm@tamu.edu

EDUCATION
2004  Ph.D.  University of Texas at Austin (Spanish)
1993  M.A.  Texas A&M University (Modern Languages, Spanish)
1978  B.A.  Texas A&M University (Languages, Spanish)

TEACHING AND PROFESSIONAL APPOINTMENTS
2016-Present  Supervisor/Manager, Language Support Office
2013-2016  Undergraduate Program Co-Coordinator, Lower Division, Department of Hispanic Studies, Texas A&M University
2009-Present  Instructional Assistant Professor of Spanish, Department of Hispanic Studies, Texas A&M University
2004-2009  Lecturer of Spanish, Department of Hispanic Studies, Texas A&M University
2008-2011  Undergraduate Program Coordinator, Lower Division, Department of Hispanic Studies, Texas A&M University
2007-2008  Interim Coordinator of Undergraduate Programs, Department of Hispanic Studies, Texas A&M University
2005-2006  Summer Instructor of Spanish at Kukulcán Educational Spanish Community in Cuernavaca, Morelos, México.
1995-2001  Assistant Instructor of Spanish, Department of Spanish and Portuguese, University of Texas at Austin
1993-1994  Assistant Lecturer in Spanish, Department of Modern and Classical Languages, Texas A&M University
1990-1992  Graduate Assistant Teacher of Spanish, Department of Modern and Classical Languages, Texas A&M University

SERVICE
2016-Present  Climate, Inclusion and Diversity Committee
2016-Present  Undergraduate Studies Committee
2016  Chair, HISP Graduate Student Awards committee
2015  Lecturer Search Committee
2014  HISP Graduate Student Awards selection committee
2014 & 2015  Annual Review Committee/Non-tenure/tenure-track faculty
2012  Ad Hoc Advisory Committee to the Department Head
2011  Annual Review Committee/Non-tenure/tenure-track faculty
2010  Ad Hoc Committee on Undergraduate Curriculum Reform
2010  Ad Hoc Committee on Graduate Student Workload
2010  Participation on External Review; contribution to report and meetings with review team

RESEARCH AND PUBLICATIONS
Co-authored book

March 27, 2017
**Book chapters**


**Article**


**Book review**


**SELECTED ACADEMIC PRESENTATIONS**

2013 “Gonzalo de Berceo’s Los signos del Juicio Final as Doctrinal Text in a Context of Reconquest.” 70th Annual Meeting of the SCMLA, New Orleans, Louisiana

2012 “Thanatos, Eros, and Eschatological Duality in Gonzalo de Berceo’s Vida de Santa Oria.” 69th Annual Meeting of the SCMLA, San Antonio, Texas

2011 “Faith vs. Reason: Theological Polemics in Gonzalo de Berceo’s ‘El mercader de Bizancio’.” 68th Annual Meeting of the SCMLA, Hot Springs, Arkansas

2009 “Diziénli qe fiziessye alguns engendrados”: The Uncertain Fate of a Canon’s Inheritance in Gonzalo de Berceo’s “The Wedding and the Virgin.” 66th Annual Meeting of the SCMLA, Baton Rouge, Louisiana

**SELECTED PROFESSIONAL DEVELOPMENT**

2016 University Writing Center: “What Writing Teachers Ought to Know”

2015 University Writing Center: “What We Have in Comma: The Trials and Tribulations of Teaching Grammar”

2014 “The Cleric’s Craft: Crossroads of Medieval Spanish Literature and Modern Critique,” Conference on the mester de clerecía, University of Texas at El Paso

2014 Conference of American Council on the Teaching of Foreign Languages, San Antonio, Texas

2014 Center for Teaching Excellence: “Teaching ePortfolio Workshop”

2014 Center for Teaching Excellence: “Philosophy of Teaching Workshop”

2013 Center for Teaching Excellence: “Syllabus Workshop”

2013 Center for Teaching Excellence seminar: “Working with Students with Disabilities in the Classroom”

2012 Fasken Teaching Workshop: “Outside the Classroom”

2011 Fasken Teaching Workshop: “Teaching vs. Learning”

**HONORS**

1977-Present Spanish National Honor Society, Sigma Delta Pi

1992-Present The Honor Society of Phi Kappa Phi

**PROFESSIONAL MEMBERSHIPS**

MLA (Modern Language Association of America)

ACTFL (American Council of Teachers of Foreign Language)

SCMLA (South Central Modern Language Association)
TERESA MARIA VILARÓS (SHORT 2 PAGE CV, Since 2012)
-Professor of Hispanic Studies & Affiliated Professor Film Studies, Texas A&M University, 2012-present

ADMINISTRATION
Texas A&M (University at large):- Dean’s Advisory Committee (2011-2014) - Advisory Member Study Abroad Office (2010-2014) - Diversity Fellowship Reviewer (2015, 2016, 2017)
Hispanic Studies (not included)

RECENT PUBLICATIONS. Articles:

RECENT PROFESSIONAL COLLABORATIONS OUTSIDE TEXAS A&M
- MLA Catalan Language and Literature Division Executive Committee; President (2016); Secretary (2015); Elected Member Executive Committee (2012-2014)
- Member. Research Project “El arte de la participación. El uso de las tecnologías de la información como herramienta de creación colectiva en el arte contemporáneo hispanoamericano.” Universitat Politècnica de Valencia. PI, Dr. Miguel Corella
- Manuscript Reviewer: Purdue University Press (2014) (Manuscript)
- Article Reviewer for Bulletin of Hispanic Studies; Arizona Journal of Hispanic Cultural Studies; Journal of Spanish Cultural Studies
Tenure and Promotion Outside Evaluator for Hofstra University; Bryn Mawr C; Cornell U; Hawaii U; Hamilton C

ORGANIZATION OF INTERNATIONAL SYMPOSIUM AND COLLOQUIUMS
At Texas A&M (2012-2016)

National:
- Modern Languages Association, Catalan Studies Forum:
“Catalan Documentary Cinema, Art, and Thought.” Chicago, Jan 8, 2016
“Art, Non-Art, Post-media, Installation: Catalan Museums Today,”
Philadelphia, Jan 7, 2017

SAMPLE OF INVITATIONS AND PARTICIPATION IN NATIONAL AND INTERNATIONAL CONFERENCES, SYMPOSIUMS, SEMINARS, WORKING GROUPS, WORKSHOPS  (2012-2016)
- “Albert Serra Libertine Singularity” University of Southern California, October 7, 2016
-Universidad Complutense de Madrid/NYU. Paper For “Seminario Crítico-Político Transnacional.” Madrid, July 6-8 2015
-American Comparative Literature Association Annual (ACLA) Meeting. “Secular Messianism Gone Awry: The Catalan Cabetians’ Ill-Fated Trip to Texas” (Invited paper) / University of Seattle, WA. March 27-29, 2014
-Universidad Complutense de Madrid. Position Paper in Round Table with Writer Antonio Muñoz Molina. Madrid, June 2013
ALSO IN DECEMBER 2011: Lincoln Center/King Juan Carlos I of Spain Center, NUY. “El cine español al final de la edad del cine.” Keynote Conference for “Spanish Cinema Now” December 12-16, 2011
EDUCATION
Master of Arts, Spanish Literature, University of Arizona, May 1993.
Bachelor of Arts, Spanish Literature - Third World Studies, University of California-San Diego, June 1991.

PROFESSIONAL TEACHING APPOINTMENTS
Associate Professor of Spanish, Department of Hispanic Studies, Texas A&M University. Fall 2004-
Visiting Assistant Professor of Spanish, Department of Spanish & Portuguese, University of Arizona. Spring 2004.
Assistant Professor of Spanish, Department of Modern & Classical Languages, Texas A&M University. Fall 2001-Spring 2004.
Assistant Professor of Spanish, Department of Foreign Languages & Literature, Lewis and Clark College. Fall 1998-Spring 2001.

PROFESSIONAL ADMINISTRATIVE APPOINTMENTS
Acting Head, Department of Hispanic Studies, Texas A&M University, one-year appointment beginning Aug. 1, 2017.
Director of Undergraduate Studies, Department of Hispanic Studies, Texas A&M University, 2013-2017.
Director of Graduate Studies, Department of Hispanic Studies, Texas A&M University, 2004-2008.

AREAS OF RESEARCH AND TEACHING
Modern and Contemporary Latin American Narrative, Mexican Literature and Cultural Studies, U.S./Mexico Border Studies, Chicano/Latino Narrative, the Corrido.

PUBLICATIONS
Books

Articles and Book Chapters
"'Palabras más, palabras menos': La verdad al servicio de la ficción en Jesús Blancornelas y


"Literatura, futbol, y nación: El último campeonato mundial de Pedro Ángel Palou." *TheLatin Americanisti* 56.3 (September 2012): 31-46.


**CONFERENCE PRESENTATIONS**

2017

"Mitos y secretos generacionales en *Todas las familias felices* de Carlos Fuentes." *Familles profanes: nouvelles constellations familiales dans le texte narratif et dramatique hispano-américain contemporain*, Université de Strasbourg and Université de Lausanne, Strasbourg, France and Lausanne, Switzerland, 7-10 March.

2016

"'Half gringo, mitad mexican': Hibridez y otredad en el Sunny Pascal de F.G. Haghenbeck." *VI Conferencia Internacional de Literatura Detectivesca en Español* (CILDE), Fundación René Avilés Fabila, Mexico City, 29-30 Sept.

2015

"Entre secuestro y plagio: Federico Vite, Octavio Paz, y Roberto Bolaño." *V Conferencia Internacional de Literatura Detectivesca en Español* (CILDE), Universidad Nacional Autónoma de México, Mexico City, 24-25 Sept.

GABRIELA C. ZAPATA
Department of Hispanic Studies Texas A&M University
219 Academic Bldg., MS 4238 College Station, TX 77843-4238  gzapata@tamu.edu
Personal Website: http://spanprog.wixsite.com/gabrielazapata
Spanish Basic Language Website: http://spanprog.wixsite.com/tamu-spanprog

Education

CERTIFICATIONS
February 2014-Present  Certified ACTFL Oral Proficiency Interview Tester

ACADEMIC POSITIONS SINCE 2010
Associate Professor; Director of Lower Division Spanish Instruction
Texas A&M University, Department of Hispanic Studies; August 2016 – Present

Assistant Professor, Spanish Linguistics; Coordinator of Spanish Language Program; Coordinator of Spanish Area
California State University, Monterey Bay School of World Languages and Cultures; August 2014 – July 2016

Associate Professor (Teaching); Director of Spanish and Portuguese Programs
University of Southern California, Department of Spanish and Portuguese; July 2012 – July 2014

Associate Professor, Spanish Applied Linguistics; Language Program Coordinator
University of Alberta, Department of Modern Languages and Cultural Studies; July 2009 – June 2012

PUBLICATIONS (2010-2017)

Book Projects Under Contract:

Journal Articles:

Refereed Book Chapters:

Textbooks:
Open Source Pedagogical Material:

SELECTED PRESENTATIONS (2010-2017)

Conferences:

Invited Presentations:

GRANTS AND AWARDS (2011-2017)

Grants:
• Texas A&M University, College of Liberal Arts Seed Grant Program (Office of the Dean, April 2017) [With Jyotsna Vaid and Patrick A. Bolger] ($15,000)
• California State University Faculty Support Grant (Office of the Provost, December 2015-May 2016) [With Juan José Gutiérrez] ($5,600)
• California State University, Monterey Bay, Teaching, Learning, and Assessment 2015 Travel Grant (Center for Teaching, Learning, & Assessment, October 2015) ($750)
• California State University, Monterey Bay, 2015 Innovation in Teaching and Learning Grant (Office of the Provost, August 2015-May 2016) ($7,752)
• California State University, Monterey Bay, 2015 Innovation in Teaching and Learning Grant (Office of the Provost, August 2015-May 2016) [With Yoshiko Saito-Abbott, Rafael Gómez, Shigeko Sekine, and Donald Urioste] ($10,000)
• California State University Faculty Support Grant (Office of the Provost, December 2014-May 2015) ($5,600)
• McCalla Professorship, 2012-2013 (Office of the Provost, University of Alberta, February 2012) (CAD$32,000)

Honors/Awards/Prizes/Fellowships:
• McCalla Professorship, 2012-2013 (Office of the Provost, University of Alberta, February 2012)

CV updated on April 10, 2017
Appendix 9

Annual Evaluation Forms (2016)

TEXAS A&M UNIVERSITY
Department of Hispanic Studies

2016 Calendar Year Faculty Review

Faculty Name: ______________________________________________________

This evaluation covers the three-year window from 2014 - 2016. Please type all information on this form.

PART 1. Qualitative Self-Assessment of Professional Activities

Provide a written narrative of professional activities in the past three years, with particular reference to 2016. Use the questions below as a guide and try not to exceed 750-1000 words in total.

Research (Assistant Professors: 55%; Tenured Professors: 50%)
1. Provide a narrative of your professional research activities for the last three years, with special emphasis on work done over the last year.
2. Include details about your published results, as well as information on ongoing projects and work that has not yet resulted in publications.
3. Explain how these activities fit into your overall research trajectory.

Teaching (Assistant Professors: 35%; Tenured Professors: 30%)
1. Provide a narrative of your professional teaching activities for the last three years, with special emphasis on work done over the last year.
2. Include details about your student evaluations, as well as information about your best efforts in undergraduate and graduate education. These may include, for example, trainings, new courses and syllabi revisions, methodological innovations, implementation of high impact learning practices (HIPs), and any other activity that may have enhanced your overall profile as an educator.
3. Explain how these activities fit into your overall professional teaching mission.

Service (Assistant Professors: 10%; Tenured Professors: 20%)
1. Provide a narrative of your administrative and service activities for the department, the college, the university, and/or the professional field at large for the last three years, with special emphasis on work done over the last year.
2. Include details about your best and most effective efforts, your contributions to governance, and your service to the professional field (e.g., as editor, referee, external evaluator of tenure/promotion cases, etc.)
3. Explain how these activities fit into your overall professional service mission.
Checklist of supporting documents

Mandatory materials for the three-year window (Spring 2014-Fall 2016):

1. Current curriculum vitae (provide dates)
2. Copies of published work
3. Documentation for grants and awards
4. Student evaluations
5. Syllabi of courses taught
6. Peer evaluations of your classes (if done within the three-year window)

Optional additional materials:
7. List(s) of publications, papers and lectures presented, and grants activity if too long to include in research narrative
8. Examples of student assignments (e.g., tests, evaluation rubrics)
9. Additional information that may help document your contributions in any category

While it is not necessary for you to document every activity, you should make accurate statements and clearly distinguish completed accomplishments from future plans.
PART 2: Quantitative Data

Research
Please list the number of items you completed under each category for the past three years. Add them up in the rightmost column.

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Publications</td>
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<tr>
<td>Scholarly monographs</td>
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<td>Digital databases and archives</td>
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<tr>
<td>Peer-reviewed articles</td>
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<tr>
<td>Non-peer reviewed articles</td>
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<tr>
<td>Scholarly editions with critical apparatus</td>
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<tr>
<td>Scholarly collections edited</td>
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<tr>
<td>Journal issues edited</td>
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<tr>
<td>Textbooks</td>
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<tr>
<td>Chapters in collections or editions</td>
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<tr>
<td>Creative work (books or anthologies)</td>
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<tr>
<td>Creative work (short pieces)</td>
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<tr>
<td>Other (Specify)</td>
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<tr>
<td>Presentations</td>
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<td>Invited presentations</td>
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<tr>
<td>Conference presentations (local)</td>
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<tr>
<td>Conference presentations (national/international)</td>
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<tr>
<td>Grants</td>
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<tr>
<td>Research grants applied for</td>
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<tr>
<td>Internal grants or fellowships received</td>
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<tr>
<td>External grants or fellowships received</td>
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<tr>
<td>Awards and Honors</td>
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<tr>
<td>Award nominations</td>
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<tr>
<td>Awards</td>
<td></td>
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</tbody>
</table>
**Teaching**

**A. Courses Taught.** Please include information about all sections where you had at least ten undergraduate students or five graduate students enrolled. Courses such as 484, 485, and 491 should **not** be completed here but in section C.

<table>
<thead>
<tr>
<th></th>
<th>Course number and prefix</th>
<th>Number of students</th>
<th>Instructor Overall (Q 10)</th>
<th>Course Overall (Q 15)</th>
<th>Overall mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2016</td>
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<tr>
<td>Spring 2016</td>
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<td>Fall 2015</td>
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<td>Fall 2014</td>
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<tr>
<td>Spring 2014</td>
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</tr>
</tbody>
</table>

B. Do you have any comments concerning your student evaluations for the three-year window?
**C. Teaching data.** Please include relevant information regarding your contributions to the teaching mission of the department in the past three years. (N.B.: On the chart, c. = courses; com. = communities; gr. = groups; pr. = programs; st. = students)

<table>
<thead>
<tr>
<th>Undergraduate teaching</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>Totals 2014-16</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. First-year seminars (LBAR 181) (QFYS)</td>
<td>___ c.</td>
<td>___ c.</td>
<td>___ c.</td>
<td>___ c.</td>
</tr>
<tr>
<td>b. Honors courses (200 sections)</td>
<td>___ c.</td>
<td>___ c.</td>
<td>___ c.</td>
<td>___ c.</td>
</tr>
<tr>
<td>c. W or C courses (900 sections)</td>
<td>___ c.</td>
<td>___ c.</td>
<td>___ c.</td>
<td>___ c.</td>
</tr>
<tr>
<td>d. Capstone courses (QCAP)</td>
<td>___ c.</td>
<td>___ c.</td>
<td>___ c.</td>
<td>___ c.</td>
</tr>
<tr>
<td>e. Study abroad programs or field trips led (QFLE)</td>
<td>___ pr.</td>
<td>___ pr.</td>
<td>___ pr.</td>
<td>___ pr.</td>
</tr>
<tr>
<td>Location:</td>
<td>Location:</td>
<td>Location:</td>
<td>Location:</td>
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</tr>
<tr>
<td>f. Research projects (491)(QRES)</td>
<td>___ st.</td>
<td>___ st.</td>
<td>___ st.</td>
<td>___ st.</td>
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<tr>
<td>g. Service-Community-based learning projects (QSVL)</td>
<td>___ st.</td>
<td>___ st.</td>
<td>___ st.</td>
<td>___ st.</td>
</tr>
<tr>
<td>h. Internships supervised (484) (QSVL)</td>
<td>___ st.</td>
<td>___ st.</td>
<td>___ st.</td>
<td>___ st.</td>
</tr>
<tr>
<td>i. Diversity and world cultures (QGLL)</td>
<td>___ c.</td>
<td>___ c.</td>
<td>___ c.</td>
<td>___ c.</td>
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<tr>
<td>j. Discussion-based courses (QLDS)</td>
<td>___ c.</td>
<td>___ c.</td>
<td>___ c.</td>
<td>___ c.</td>
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<tr>
<td>k. Learning communities (e.g., Regents Scholars (QLCM))</td>
<td>___ com.</td>
<td>___ com.</td>
<td>___ com.</td>
<td>___ com.</td>
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<tr>
<td>l. Advising of student groups</td>
<td>___ gr</td>
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<tr>
<td>Group name:</td>
<td>Group name:</td>
<td>Group name:</td>
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<table>
<thead>
<tr>
<th>Graduate teaching</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate courses taught</td>
<td>___ c.</td>
<td>___ c.</td>
<td>___ c.</td>
<td>___ c.</td>
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<tr>
<td>Chairship of graduate committees (list students)</td>
<td>1.</td>
<td>1.</td>
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<tr>
<td>Graduate committee membership (list students)</td>
<td>1.</td>
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<td>2.</td>
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</table>

**Recognitions for teaching**

| Grants for teaching |
| Teaching Awards |

**Scholarship of teaching**

| Publications about teaching |
| Conference presentations about teaching |
| Teaching workshops taught |
| Teaching workshops attended |
Service
Please list administrative roles, institutional and professional service, and climate and diversity activities for 2016.

<table>
<thead>
<tr>
<th>Category</th>
<th>List and description of main accomplishments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Departmental/Institutional Administrative Role</td>
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<td></td>
<td>2.</td>
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<td>3.</td>
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<tr>
<td>Departmental Service</td>
<td>1.</td>
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<td>3.</td>
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<td>College Service</td>
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<td>2.</td>
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<td></td>
<td>3.</td>
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<td>University Service</td>
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<td>3.</td>
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<tr>
<td>Professional Service (Local/State)</td>
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<td></td>
<td>2.</td>
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<td></td>
<td>3.</td>
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<tr>
<td>Professional Service (National)</td>
<td>1.</td>
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<td></td>
<td>2.</td>
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<td></td>
<td>3.</td>
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<tr>
<td>Professional Service (International)</td>
<td>1.</td>
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<td>2.</td>
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<td></td>
<td>3.</td>
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<tr>
<td>Climate, Diversity and Outreach Service</td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>2.</td>
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<td></td>
<td>3.</td>
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</tbody>
</table>
Faculty Name: ______________________________________________________

This evaluation covers the three-year window from 2014 - 2016. Please type all information on this form.

PART 1. Qualitative Self-Assessment of Professional Accomplishments and Goals

Provide a written narrative of professional activities in the past three years, with particular reference to 2016. Use the questions below as a guide and try not to exceed 750-1000 words in total.

Teaching (75%)
4. Provide a narrative of your professional teaching activities for the last three years, with special emphasis on work done over the last year.
5. Include details about your student evaluations, as well as information about your best efforts in undergraduate and graduate education. These may include, for example, trainings, new courses and syllabi revisions, methodological innovations, implementation of high impact learning practices (HIPs), and any other activity that may have enhanced your overall profile as an educator.
6. Explain how these activities fit into your overall teaching mission.

Instructional Service (25%)
4. Provide a narrative of all the service contributions you made to support the department’s instructional mission.
5. Include details about your best and most effective efforts, such as, for example, the coordination of language classes or special contributions to our teaching mission.
6. Explain how these activities fit into your overall professional mission.

Other information
1. Although the assessment of your annual performance will be made on the basis of your teaching, you are invited to point out any job-related activities that can help evaluate your contributions fairly.
2. You may include participation in committees, student clubs, advising, any research and scholarly activity, and community activities, and any administrative and service activities for the last three years, with special emphasis on work done over the last year.
3. Explain how these activities fit into your overall professional mission.

Checklist of supporting documents
Mandatory materials for the three-year window (Spring 2014-Fall 2016):

10. Current curriculum vitae (provide dates)
11. Student evaluations
12. Syllabi of courses taught
13. Peer evaluations of your classes (if done within the three-year window)
14. Copies of published work
15. Documentation for grants and awards

Optional additional materials:
16. Examples of student assignments (e.g., tests, evaluation rubrics)
17. Additional information that may help document your contributions in any category

While it is not necessary for you to document every activity, you should make accurate statements and clearly distinguish completed accomplishments from future plans.
PART 2: Quantitative Data

Teaching
A. Courses Taught. Please include information about all sections where you had at least ten undergraduate students or five graduate students enrolled. Courses such as 484, 485, and 491 should *not* be completed here but in section C.

<table>
<thead>
<tr>
<th>Course number and prefix</th>
<th>Number of students</th>
<th>Instructor Overall (Q 10)</th>
<th>Course Overall (Q 15)</th>
<th>Overall mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2016</td>
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<td>Fall 2014</td>
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<td>Spring 2014</td>
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</tbody>
</table>

B. Do you have any comments concerning your student evaluations for the three-year window?
C. **Teaching data.** Please include relevant information regarding your contributions to the teaching mission of the department in the past three years. (N.B.: On the chart, c.= courses; com.= communities; gr.= groups; pr.= programs; st.= students)

<table>
<thead>
<tr>
<th>Undergraduate teaching</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>Totals 2014-16</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. First-year seminars (LBAR 181) (QFYS)</td>
<td>___ c.</td>
<td>___ c.</td>
<td>___ c.</td>
<td>___ c.</td>
</tr>
<tr>
<td>b. Honors courses (200 sections)</td>
<td>___ c.</td>
<td>___ c.</td>
<td>___ c.</td>
<td>___ c.</td>
</tr>
<tr>
<td>c. W or C courses (900 sections)</td>
<td>___ c.</td>
<td>___ c.</td>
<td>___ c.</td>
<td>___ c.</td>
</tr>
<tr>
<td>d. Capstone courses (QCAP)</td>
<td>___ c.</td>
<td>___ c.</td>
<td>___ c.</td>
<td>___ c.</td>
</tr>
<tr>
<td>e. Study abroad programs or field trips led (QFLE)</td>
<td>___ pr.</td>
<td>___ pr.</td>
<td>___ pr.</td>
<td>___ pr.</td>
</tr>
<tr>
<td>Location:</td>
<td>Location:</td>
<td>Location:</td>
<td>Location:</td>
<td></td>
</tr>
<tr>
<td>f. Research projects (491)(QRES)</td>
<td>___ st.</td>
<td>___ st.</td>
<td>___ st.</td>
<td>___ st.</td>
</tr>
<tr>
<td>g. Service-Community-based learning projects (QSVL)</td>
<td>___ st.</td>
<td>___ st.</td>
<td>___ st.</td>
<td>___ st.</td>
</tr>
<tr>
<td>h. Internships supervised (484) (QSVL)</td>
<td>___ st.</td>
<td>___ st.</td>
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<tr>
<td>i. Diversity and world cultures (QGLL)</td>
<td>___ c.</td>
<td>___ c.</td>
<td>___ c.</td>
<td>___ c.</td>
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<tr>
<td>j. Discussion-based courses (QLDS)</td>
<td>___ c.</td>
<td>___ c.</td>
<td>___ c.</td>
<td>___ c.</td>
</tr>
<tr>
<td>k. Learning communities (e.g., Regents Scholars (QLCM))</td>
<td>___ com.</td>
<td>___ com.</td>
<td>___ com.</td>
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</tr>
<tr>
<td>l. Advising of student groups</td>
<td>___ gr Group name:</td>
<td>___ gr Group name:</td>
<td>___ gr Group name:</td>
<td>___ gr Group name:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Graduate teaching</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2014-16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate courses taught</td>
<td>___ c.</td>
<td>___ c.</td>
<td>___ c.</td>
<td>___ c.</td>
</tr>
<tr>
<td>Chairship of graduate committees (list students)</td>
<td>1. 2. 3. 4.</td>
<td>1. 2. 3. 4.</td>
<td>1. 2. 3. 4.</td>
<td>1. 2. 3. 4.</td>
</tr>
<tr>
<td>Graduate committee membership (list students)</td>
<td>1.</td>
<td>1.</td>
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</tbody>
</table>

**Recognitions for teaching**

- Grants for teaching
- Teaching Awards

**Scholarship of teaching**

- Publications about teaching
- Conference presentations about teaching
- Teaching workshops taught
- Teaching workshops attended

**Instructional Service**

Please list any specific instruction-related administrative duties that you performed in 2016.

<table>
<thead>
<tr>
<th>Category</th>
<th>List and description of main accomplishments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Departmental instructional service</td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>2.</td>
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<tr>
<td></td>
<td>3.</td>
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<tr>
<td>College instructional service</td>
<td>1.</td>
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<tr>
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<td>2.</td>
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<td>3.</td>
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<tr>
<td>University instructional service</td>
<td>1.</td>
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<tr>
<td></td>
<td>2.</td>
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<td></td>
<td>3.</td>
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<tr>
<td>Professional instructional service</td>
<td>1.</td>
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<td></td>
<td>2.</td>
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<td></td>
<td>3.</td>
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</tbody>
</table>
**Service**

Please list administrative roles, institutional and professional service, and climate and diversity activities for 2016.

<table>
<thead>
<tr>
<th>Category</th>
<th>List and description of main accomplishments</th>
</tr>
</thead>
</table>
| Departmental/Institutional administrative role | 1.  
2.  
3.  |
| Departmental service                    | 1.  
2.  
3.  |
| College service                         | 1.  
2.  
3.  |
| University service                      | 1.  
2.  
3.  |
| Professional service (Local/State)      | 1.  
2.  
3.  |
| Professional service (National)         | 1.  
2.  
3.  |
| Professional service (International)    | 1.  
2.  
3.  |
| Climate, Diversity and Outreach Service | 1.  
2.  
3.  |
Texas A&M University
Department of Hispanic Studies

2016 Calendar Year Lecturer Review

Faculty Name: ______________________________________________________

This evaluation covers the three-year window from 2014 - 2016. Please type all information on this form.

PART 1. Qualitative Self-Assessment of Professional Activities

Provide a written narrative of professional activities in the past three years, with particular reference to 2016. Use the questions below as a guide and try not to exceed 750-1000 words in total.

Teaching (100%)

7. Provide a narrative of your professional teaching activities for the last three years, with special emphasis on work done over the last year.
8. Include details about your student evaluations, as well as information about your best efforts in undergraduate and graduate education. These may include, for example, trainings, new courses and syllabi revisions, methodological innovations, implementation of high impact learning practices (HIPs), and any other activity that may have enhanced your overall profile as an educator.
9. Explain how these activities fit into your overall professional teaching mission.

Other Information

7. Although the assessment of your annual performance will be made on the basis of your teaching, you are invited to point out any job-related activities that can help evaluate your contributions fairly.
8. You may include participation in committees, student clubs, advising, any research and scholarly activity, and community activities, and any administrative and service activities for the last three years, with special emphasis on work done over the last year.
9. Explain how these activities fit into your overall professional mission.
Checklist of supporting documents

Mandatory materials for the three-year window (Spring 2014-Fall 2016):

18. Current curriculum vitae (provide dates)
19. Student evaluations
20. Syllabi of courses taught
21. Peer evaluations of your classes (if done within the three-year window)
22. Copies of published work
23. Documentation for grants and awards

Optional additional materials:
24. Examples of student assignments (e.g., tests, evaluation rubrics)
25. Additional information that may help document your contributions in any category

While it is not necessary for you to document every activity, you should make accurate statements and clearly distinguish completed accomplishments from future plans.
PART 2: Quantitative Data

Teaching
A. Courses Taught. Please include information about all sections where you had at least ten undergraduate students or five graduate students enrolled. Courses such as 484, 485, and 491 should not be completed here but in section C.

<table>
<thead>
<tr>
<th></th>
<th>Course number and prefix</th>
<th>Number of students</th>
<th>Instructor Overall (Q 10)</th>
<th>Course Overall (Q 15)</th>
<th>Overall mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2016</td>
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<td>Spring 2016</td>
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<td>Spring 2015</td>
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</tbody>
</table>

B. Do you have any comments concerning your student evaluations for the three-year window?
C. **Teaching data.** Please include relevant information regarding your contributions to the teaching mission of the department in the past three years. (N.B.: On the chart, c.= courses; com.= communities; gr.= groups; pr.= programs; st.= students)

<table>
<thead>
<tr>
<th>Undergraduate teaching</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>Totals 2014-16</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. First-year seminars (LBAR 181) (QFYS)</td>
<td>___ c.</td>
<td>___ c.</td>
<td>___ c.</td>
<td>___ c.</td>
</tr>
<tr>
<td>b. Honors courses (200 sections)</td>
<td>___ c.</td>
<td>___ c.</td>
<td>___ c.</td>
<td>___ c.</td>
</tr>
<tr>
<td>c. W or C courses (900 sections)</td>
<td>___ c.</td>
<td>___ c.</td>
<td>___ c.</td>
<td>___ c.</td>
</tr>
<tr>
<td>d. Capstone courses (QCAP)</td>
<td>___ c.</td>
<td>___ c.</td>
<td>___ c.</td>
<td>___ c.</td>
</tr>
<tr>
<td>e. Study abroad programs or field trips led (QFLE)</td>
<td>___ pr.</td>
<td>___ pr.</td>
<td>___ pr.</td>
<td>___ pr.</td>
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<tr>
<td>Location: Location: Location: Location:</td>
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<tr>
<td>f. Research projects (491)(QRES)</td>
<td>___ st.</td>
<td>___ st.</td>
<td>___ st.</td>
<td>___ st.</td>
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<tr>
<td>g. Service-Community-based learning projects (QSVL)</td>
<td>___ st.</td>
<td>___ st.</td>
<td>___ st.</td>
<td>___ st.</td>
</tr>
<tr>
<td>h. Internships supervised (484) (QSVL)</td>
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<td>___ c.</td>
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<tr>
<td>Chairship of graduate committees (list students)</td>
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<td>3.</td>
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<tr>
<td>Publications about teaching</td>
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<tr>
<td>Conference presentations about teaching</td>
<td></td>
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<tr>
<td>Teaching workshops taught</td>
<td></td>
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<tr>
<td>Teaching workshops attended</td>
<td></td>
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**Service (Optional)**

Please list administrative roles, institutional and professional service, and climate and diversity activities for 2016.

<table>
<thead>
<tr>
<th>Category</th>
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|                                        | 2.  
|                                        | 3.  |
| Departmental Service                   | 1.  
|                                        | 2.  
|                                        | 3.  |
| College Service                        | 1.  
|                                        | 2.  
|                                        | 3.  |
| University Service                     | 1.  
|                                        | 2.  
|                                        | 3.  |
| Professional Service (Local/State)     | 1.  
|                                        | 2.  
|                                        | 3.  |
| Professional Service (National)        | 1.  
|                                        | 2.  
|                                        | 3.  |
| Professional Service (International)   | 1.  
|                                        | 2.  
|                                        | 3.  |
| Climate, Diversity and Outreach Service | 1.  
|                                        | 2.  
|                                        | 3.  |
January 2, 2017

TO:    External Program Reviewers and Program Accreditors

FROM:  Michael T. Stephenson
        Associate Provost for Academic Affairs and SACSCOC Accreditation Liaison

RE:    Information required for USDOE Accrediting Bodies

Texas A&M University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate, master's, and doctoral degrees. Consistent with comprehensive standard 3.13.1, the following provides the institution’s official position on its purpose, governance, programs, degrees, diplomas, certificates, personnel, finances, and constituencies and is published in official university documents as noted.

Purpose

Classified by the Carnegie Foundation as a Research Doctoral University (Highest Research Activity), Texas A&M embraces its mission of the advancement of knowledge and human achievement in all its dimensions. The research mission is a key to advancing economic development in both public and private sectors. Integration of research with teaching prepares students to compete in a knowledge-based society and to continue developing their own creativity, learning, and skills beyond graduation.

The institution’s official mission statement, published both on the institution’s web page as well as in its annual university catalog, is:

Texas A&M University (Texas A&M) is dedicated to the discovery, development, communication and application of knowledge in a wide range of academic and professional fields. Its mission of providing the highest quality undergraduate and graduate programs is inseparable from its mission of developing new understandings through research and creativity. It prepares students to assume roles in leadership, responsibility and service to society. Texas A&M assumes as its historic trust the maintenance of freedom of inquiry and an intellectual environment nurturing the human mind and spirit. It welcomes and seeks to serve persons of all racial, ethnic and geographic groups, women and men alike, as it addresses the needs of an increasingly diverse population and a global economy. In the twenty-first century, Texas A&M University seeks to assume a place of preeminence among public universities while respecting its history and traditions.

Governance

The governance of the institution was described in the 2012 certification of compliance submitted to SACSCOC.
Texas A&M University at College Station, the flagship institution of the Texas A&M University System, has branch campuses located in Galveston, Texas and Doha, Qatar. A ten-member Board of Regents, appointed by the Governor, directs the Texas A&M System. The appointment of each Regent follows Texas Education Code (TEC, Chapter 85, Section 21).

TEC outlines the duties and responsibilities of the Board of Regents. These responsibilities are also defined in System Policy 02.01 Board of Regents and TEC 51.352. The Board elects two officers: Chair and Vice Chair. There are four standing committees: Audit, Academic & Student Affairs, Finance, and Buildings & Physical Plant. Special committees may be appointed by the Chair with Board approval.

At Texas A&M University the President is the chief executive officer; the President is not the presiding officer of the Board of Regents. The President reports to the state-appointed Board of Regents through the Chancellor of the Texas A&M University System. System Policy 2.05 Presidents of System Member Universities defines the duties of the President. The appointment of the President follows conditions set forth in System Policy 01.03 Appointing Power and Terms and Conditions of Employment, section 2.2.

**Personnel**

The institution is led by the President and members of his cabinet:

Michael K. Young, President  
Carol A. Fierke, Provost and Executive Vice President  
Jerry R. Strawser, Executive Vice President for Finance and Administration and CFO  
Michael Benedik, Vice Provost  
M. Dee Childs, Vice President for Information Technology and CIO  
Michael G. O’Quinn, Vice President for Government Relations  
Col Michael E. Fossum, Vice President and COO, TAMU-Galveston  
Barbara A. Abercrombie, Vice President for HR & Organizational Effectiveness  
Christine Stanley, Vice President and Associate Provost for Diversity  
Amy B. Smith, Senior Vice President and Chief Marking & Communications Officer  
Karen L. Butler-Purry, Interim Vice President for Research  
Carrie L. Byington, Senior Vice President TAMU Health Science Center, Dean of the College of Medicine, and Vice Chancellor for Health Services  
Daniel J. Pugh, Sr., Vice President for Student Affairs  
Joseph P. Pettibon, II, Vice President of Enrollment and Academic Services  
Gen Joe E. Ramirez, Jr. Commandant, Corps of Cadets  
Amy B. Smith, Senior Vice President and Chief Marketing and Communications Officer  
Scott Woodward, Director of Athletics

**Programs, Degrees, Diplomas, and Certificates**

See the Institutional Summary submitted to SACSCOC

**Finances**

See the Financial Profile 2016 submitted to SACSCOC
GENERAL INFORMATION

Name of Institution  Texas A&M University

Name, Title, Phone number, and email address of Accreditation Liaison
Michael T. Stephenson
Associate Provost for Academic Affairs and SACSCOC Accreditation Liaison
979.845.4016
mstephenson@tamu.edu

Name, Title, Phone number, and email address of Technical Support person for the Compliance Certification
Alicia M. Dorsey
Assistant Provost for Institutional Effectiveness
979.862.2918
amdorsey@tamu.edu

IMPORTANT:

Accreditation Activity (check one):

☒ Submitted at the time of Reaffirmation Orientation
☐ Submitted with Compliance Certification for Reaffirmation
☐ Submitted with Materials for an On-Site Reaffirmation Review
☐ Submitted with Compliance Certification for Fifth-Year Interim Report
☐ Submitted with Compliance Certification for Initial Candidacy/Accreditation Review
☐ Submitted with Merger/Consolidations/Acquisitions
☐ Submitted with Application for Level Change

Submission date of this completed document:  September 29, 2015
EDUCATIONAL PROGRAMS

1. Level of offerings (Check all that apply)

☐ Diploma or certificate program(s) requiring less than one year beyond Grade 12
☐ Diploma or certificate program(s) of at least two but fewer than four years of work beyond Grade 12
☐ Associate degree program(s) requiring a minimum of 60 semester hours or the equivalent designed for transfer to a baccalaureate institution
☐ Associate degree program(s) requiring a minimum of 60 semester hours or the equivalent not designed for transfer
☒ Four or five-year baccalaureate degree program(s) requiring a minimum of 120 semester hours or the equivalent
☒ Professional degree program(s)
☒ Master's degree program(s)
☒ Work beyond the master's level but not at the doctoral level (such as Specialist in Education)
☒ Doctoral degree program(s)
☐ Other (Specify) ______

2. Types of Undergraduate Programs (Check all that apply)

☐ Occupational certificate or diploma program(s)
☐ Occupational degree program(s)
☐ Two-year programs designed for transfer to a baccalaureate institution
☒ Liberal Arts and General
☒ Teacher Preparatory
☒ Professional
☐ Other (Specify) ______

GOVERNANCE CONTROL

Check the appropriate governance control for the institution:

☐ Private (check one)

☐ Independent, not-for-profit

   Name of corporation OR
   Name of religious affiliation and control: ______

☐ Independent, for-profit *

   If publicly traded, name of parent company: ______
Public state *(check one)*

☐ Not part of a state system, institution has own independent board

☒ Part of a state system, system board serves as governing board

☐ Part of a state system, system board is super governing board, local governing board has
delegated authority

☐ Part of a state system, institution has own independent board

* If an institution is part of a state system or a corporate structure, a description of the system operation
must be submitted as part of the Compliance Certification for the decennial review. See Commission policy
“Reaffirmation of Accreditation and Subsequent Reports” for additional direction.*

INSTITUTIONAL INFORMATION FOR REVIEWERS

Directions:
Please address the following and attach the information to this form.

1. History and Characteristics
Provide a brief history of the institution, a description of its current mission, an indication of its geographic
service area, and a description of the composition of the student population. Include a description of any
unusual or distinctive features of the institution and a description of the admissions policies (open, selective,
etc.). If appropriate, indicate those institutions that are considered peers. Please limit this section to one-
half page.

2. List of Degrees
List all degrees currently offered (A. S., B.A., B.S., M.A., Ph.D., for examples) and the majors or
concentrations within those degrees, as well as all certificates and diplomas. For each credential offered,
indicate the number of graduates in the academic year previous to submitting this report. Indicate term
dates.

3. Off-Campus Instructional Locations and Branch Campuses
List all locations where 50% or more credit hours toward a degree, diploma, or certificate can be obtained
primarily through traditional classroom instruction. Report those locations in accord with the Commission’s
definitions and the directions as specified below.

Off-campus instructional sites—a site located geographically apart from the main campus at which the
institution offers 50% or more of its credit hours for a diploma, certificate, or degree. This includes high
schools where courses are offered as part of dual enrollment. For each site, provide the information
below. The list should include only those sites reported and approved by SACSCOC. Listing
unapproved sites below does not constitute reporting them to SACSCOC. In such cases when an
institution has initiated an off-campus instructional site as described above without prior approval by
SACSCOC, a prospectus for approval should be submitted immediately to SACSCOC.
**Institutions with off-campus instructional sites** at which the institution offers 25-49% credit hours for a diploma, certificate, or degree—including high schools where courses are offered as dual enrollment—are required to notify SACSCOC in advance of initiating the site. For each site, provide the information below.

<table>
<thead>
<tr>
<th>Name of Site</th>
<th>Physical Address (street, city, state, country) Do not include PO Boxes.</th>
<th>Date Approved by SACSCOC</th>
<th>Date Implemented by the institution</th>
<th>Educational programs offered (specific degrees, certificates, diplomas) with 25-49% credit hours offered at each site</th>
<th>Is the site currently active? (At any time during the past 5 years, have students been enrolled and courses offered? If not, indicate the date of most recent activity.)</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

**Branch campus**—an instructional site located geographically apart and independent of the main campus of the institution. A location is independent of the main campus if the location is (1) permanent in nature, (2) offers courses in educational programs leading to a degree, certificate, or other recognized educational credential, (3) has its own faculty and administrative or supervisory organization, and (4) has its own budgetary and hiring authority. The list should include only those branch campuses reported and approved by SACSCOC. Listing unapproved branch campuses below does not constitute reporting them to SACSCOC. A prospectus for an unapproved branch campuses should be submitted immediately to SACSCOC.

<table>
<thead>
<tr>
<th>Name of Branch Campus</th>
<th>Physical Address (street, city, state, country) Do not include PO Boxes.</th>
<th>Date Approved by SACSCOC</th>
<th>Date Implemented by the institution</th>
<th>Educational programs (specific degrees, certificates, diplomas) with 50% or more credits hours offered at the branch campus</th>
<th>Is the campus currently active? (At any time during the past 5 years, have students been enrolled and courses offered? If not, indicate the date of most recent activity.)</th>
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4. Distance and Correspondence Education
Provide an initial date of approval for your institution to offer distance education. Provide a list of credit-bearing educational programs (degrees, certificates, and diplomas) where 50% or more of the credit hours are delivered through distance education modes. For each educational program, indicate whether the program is delivered using synchronous or asynchronous technology, or both. For each educational program that uses distance education technology to deliver the program at a specific site (e.g., a synchronous program using interactive videoconferencing), indicate the program offered at each location where students receive the transmitted program. Please limit this description to one page, if possible.

5. Accreditation

(1) List all agencies that currently accredit the institution and any of its programs and indicate the date of the last review by each.

(2) If SACS Commission on Colleges is not your primary accreditor for access to USDOE Title IV funding, identify which accrediting agency serves that purpose.

(3) List any USDOE recognized agency (national and programmatic) that has terminated the institution’s accreditation (include the date, reason, and copy of the letter of termination) or list any agency from which the institution has voluntarily withdrawn (include copy of letter to agency from institution).

(4) Describe any sanctions applied or negative actions taken by any USDOE-recognized accrediting agency (national, programmatic, SACSCOC) during the two years previous to the submission of this report. Include a copy of the letter from the USDOE to the institution.

6. Relationship to the U.S. Department of Education
Indicate any limitations, suspensions, or termination by the U.S. Department of Education in regard to student financial aid or other financial aid programs during the previous three years. Report if on reimbursement or any other exceptional status in regard to federal or state financial aid.

Document History
Adopted: September 2004
Revised: March 2011
Revised: January 2014
1. History and Characteristics

Provide a brief history of the institution, a description of its current mission, an indication of its geographic service area, and a description of the composition of the student population. Include a description of any unusual or distinctive features of the institution and a description of the admissions policies (open, selective, etc.). If appropriate, indicate those institutions that are considered peers. Please limit this section to one-half page.

**History.** Texas A&M University was established in 1871 as the state’s first public institution of higher education and opened for classes in 1876. We are now one of a select few institutions in the nation to hold land grant, sea grant (1971) and space grant (1989) designations. We are also one of few universities to host a presidential library; the George Bush Presidential Library and Museum opened in 1997. A mandatory military component was a part of the land grant designation until 1965 and today we are one of only three institutions with a full-time corps of cadets, leading to commissions in all branches of service. We have two branch campuses, one in Galveston, Texas, (established in 1962, officially merged with Texas A&M in 1991) and one in Doha, Qatar (established in 2003). In 2001 we were admitted to the Association of American Universities (AAU) and in 2004 to Phi Beta Kappa. We are classified by the Carnegie Foundation as a Research University (very high research activity).

**Mission.** Texas A&M University is dedicated to the discovery, development, communication, and application of knowledge in a wide range of academic and professional fields. Its mission of providing the highest quality undergraduate and graduate programs is inseparable from its mission of developing new understandings through research and creativity. It prepares students to assume roles in leadership, responsibility and service to society. Texas A&M assumes as its historic trust the maintenance of freedom of inquiry and an intellectual environment nurturing the human mind and spirit. It welcomes and seeks to serve persons of all racial, ethnic and geographic groups as it addresses the needs of an increasingly diverse population and a global economy. In the 21st century, Texas A&M University seeks to assume a place of preeminence among public universities while respecting its history and traditions.

**Enrollment Profile.**

77.42% Undergraduate, 18.41% Graduate, 4.02% Professional, and 0.14% Post-Doc Certificate

**Undergraduate Students:**

93.58% Texas Residents, 3.96% non-Texas Residents, 2.46% non-Texas, non-US Residents;
62.41% White, 3.11% Black, 22.33% Hispanic, 6.21% Asian

**Graduate Students:**

45.09% Texas Residents, 16.57% non-Texas Residents, 38.34% non-Texas, non-US Residents

Admissions Process. Selective. Automatic admission for Texas resident applicants in the top 10% of their high school graduating class; automatic admission for applicants who rank in the top 25% of their high school graduating class and achieve a combined (old) SAT math and SAT critical reading score of at least 1300 with a test score of at least 600 in each component, or combined (newly redesigned) SAT math and SAT evidence based reading and writing (EBRW) score of at least 1360 with a test score of at least 620 in Math and 660 in EBRW, or 30 composite on the ACT with a 27 in the math and English components; review of all other applicants based on academic potential, distinguishing characteristics, exceptional circumstances and personal achievements.

**Peer Institutions.** Georgia Institution of Technology, Ohio State University, Pennsylvania State University, Purdue University, University of California- Berkeley, Davis, Los Angeles, San Diego, University of Florida, University of Illinois – Champaign/Urbana, University of Michigan, University of Minnesota, University of North Carolina – Chapel Hill, University of Texas – Austin, and University of Wisconsin – Madison.
### 2. List of Degrees

List all degrees currently offered (A. S., B.A., B.S., M.A., Ph.D., for examples) and the majors or concentrations within those degrees, as well as all certificates and diplomas. For each credential offered, indicate the number of graduates in the academic year previous to submitting this report. Indicate term dates.

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### Off-Campus Instructional Locations and Branch Campuses

List all locations where 50% or more credit hours toward a degree, diploma, or certificate can be obtained primarily through traditional classroom instruction. Report those locations in accord with the Commission’s definitions and the directions as specified below.

**Off-campus instructional sites**—a site located geographically apart from the main campus at which the institution offers **50% or more** of its credit hours for a diploma, certificate, or degree. This includes high schools where courses are offered as part of dual enrollment. For each site, provide the information below. The list should include only those sites reported and approved by SACSCOC. Listing unapproved sites below does not constitute reporting them to SACSCOC. In such cases when an institution has initiated an off-campus instructional site as described above without prior approval by SACSCOC, a prospectus for approval should be submitted immediately to SACSCOC.

#### Off-Campus Instructional Locations – 50% or more.

<table>
<thead>
<tr>
<th>Name of Site</th>
<th>Physical Address</th>
<th>Date Approved by SACSCOC</th>
<th>Date Implemented by the institution</th>
<th>Educational programs offered (specific degrees, certificates, diplomas) with 50% or more credits hours offered at each site</th>
<th>Is the site currently active? (At any time during the past 5 years, have students been enrolled and courses offered? If not, indicate the date of most recent activity.)</th>
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</thead>
<tbody>
<tr>
<td>Texas A&amp;M Health Science Center</td>
<td>8441 State Highway 47 Clinical Building 1, Suite 3100 Bryan, TX 77807</td>
<td>2000</td>
<td>2000</td>
<td>EDUCATION FOR HEALTHCARE PROFESSIONALS MEDICAL SCIENCES MD MEDICAL SCIENCES MS MEDICAL SCIENCES PHD MEDICINE MD NURSING BSN NURSING EDUCATION MSN PHARMACY PHMD FAMILY NURSE PRACTITIONER MSN</td>
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<tr>
<td>Arabian Society for Human Resource Management</td>
<td>Saudi Aramco – Box 8926 Training &amp; Career Development South Administration Building, Room 242 Dhahran 31311 Saudi Arabia 2012</td>
<td>2007</td>
<td>HUMAN RESOURCE MANAGEMENT MS</td>
<td>Yes</td>
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<tr>
<td>City Centre</td>
<td>842 West Sam Houston Parkway North, Suite 200 Houston, Texas 77024-3920</td>
<td>2012</td>
<td>2012</td>
<td>ANALYTICS MS BUSINESS ADMINISTRATION MBA</td>
<td></td>
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<tr>
<td>College of Dentistry</td>
<td>3302 Gaston Ave. Dallas, TX 75246</td>
<td>2001</td>
<td>2000</td>
<td>ADVANCED EDUCATION IN GENERAL DENTISTRY DENTAL HYGIENE BS DENTAL PUBLIC HEALTH Certificate DENTISTRY DDS ENDO DENTISTRY CTGFA MAXILLOFACIAL SURGERY CTGFA ORAL AND MAXILLOFACIAL PATHOLOGY CTGFA</td>
<td>Yes</td>
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<tr>
<td>Name of Site</td>
<td>Physical Address (street, city, state, country) Do not include PO Boxes.</td>
<td>Date Approved by SACSCOC</td>
<td>Date Implemented by the institution</td>
<td>Educational programs offered (specific degrees, certificates, diplomas) with 50% or more credits hours offered at each site</td>
<td>Is the site currently active? (At any time during the past 5 years, have students been enrolled and courses offered? If not, indicate the date of most recent activity.)</td>
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<tr>
<td>Institute of Biosciences and Technology</td>
<td>2121 W. Holcombe Blvd. Houston, TX 77030</td>
<td>2000</td>
<td>2000</td>
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<td>MEDICINE MD</td>
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<tr>
<td>Rangel College of Pharmacy</td>
<td>1010 W. Avenue B. Kingsville, TX 78363</td>
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<td>2006</td>
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<tr>
<td>College of Medicine - Temple</td>
<td>2401 S. 31st Street Temple, TX 76508</td>
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<td>MEDICINE MD</td>
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<td>MEDICAL SCIENCES PHD</td>
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<tr>
<td>Clinical Learning Resource Center</td>
<td>Health Professions Building 3950 North A. W. Grimes Blvd. Round Rock, TX 78665</td>
<td>2011</td>
<td>2010</td>
<td>MEDICINE MD</td>
<td>Yes</td>
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<td></td>
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<td>NURSING BSN</td>
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<tr>
<td>Rural Public Health - McAllen Teaching Site</td>
<td>2101 South McColl Road McAllen, TX 78503</td>
<td>2011</td>
<td>2010</td>
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<td>Yes</td>
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<td>HEALTH PROMOTION AND COMMUNITY HEALTH SCIENCES MPH</td>
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<td>Texas A&amp;M University School of Law</td>
<td>1515 Commerce St Fort Worth, TX 76102</td>
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<td>INTELLECTUAL PROPERTY ML</td>
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<td>INTELLECTUAL PROPERTY MJ</td>
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<td>LAWS ML</td>
<td></td>
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<tr>
<td>Houston Methodist Hospital</td>
<td>6670 Bertner Avenue, R2-216 Houston, TX 77030</td>
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<td>2015</td>
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<td>Yes</td>
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<tr>
<td>Baylor University Medical Center</td>
<td>3500 Gaston Avenue Dallas, TX 75246</td>
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<td>Yes</td>
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</table>
**Off-Campus Instructional Locations – 25%-49%.**

<table>
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<tr>
<th>Name of Site</th>
<th>Physical Address (street, city, state, country) Do not include PO Boxes.</th>
<th>Date Notified SACSCOC</th>
<th>Date Implemented by the institution</th>
<th>Educational programs offered (specific degrees, certificates, diplomas) with 25-49% credit hours offered at each site</th>
<th>Is the site currently active? (At any time during the past 5 years, have students been enrolled and courses offered? If not, indicate the date of most recent activity.)</th>
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<tbody>
<tr>
<td>Department of State Health Services</td>
<td>1100 West 49th Austin, TX. 78756</td>
<td>2011</td>
<td>2004</td>
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**Branch Campuses**

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<tr>
<th>Name of Branch Campus</th>
<th>Physical Address (street, city, state, country) Do not include PO Boxes.</th>
<th>Date Approved by SACSCOC</th>
<th>Date Implemented by the institution</th>
<th>Educational programs (specific degrees, certificates, diplomas) with 50% or more credits hours offered at the branch campus</th>
<th>Is the campus currently active? (At any time during the past 5 years, have students been enrolled and courses offered? If not, indicate the date of most recent activity.)</th>
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<tr>
<td>Texas A&amp;M University at Galveston</td>
<td>200 Seawolf Pkwy. Galveston, TX 77553</td>
<td>1992</td>
<td>1991</td>
<td>MARINE BIOLOGY BS, OFFSHORE &amp; COASTAL SYSTEMS ENGINEER BS, MARINE BIOLOGY MS, MARINE BIOLOGY PHD, MARINE ENGINEERING TECHNOLOGY BS, MARINE FISHERIES BS, MARINE RESOURCES MANAGEMENT MMR, MARINE SCIENCES BS, MARINE TRANSPORTATION BS, MARITIME ADMINISTRATION BS, MARITIME ADMINISTRATION &amp; LOGISTICS MML, MARITIME STUDIES BA, OCEAN AND COASTAL RESOURCES BS, OCEAN ENGINEERING BS</td>
<td>Yes</td>
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4. Distance and Correspondence Education

Provide an initial date of approval for your institution to offer distance education. Provide a list of credit-bearing educational programs (degrees, certificates, and diplomas) where 50% or more of the credit hours are delivered through distance education modes. For each educational program, indicate whether the program is delivered using synchronous or asynchronous technology, or both. For each educational program that uses distance education technology to deliver the program at a specific site (e.g., a synchronous program using interactive videoconferencing), indicate the program offered at each location where students receive the transmitted program. Please limit this description to one page, if possible.

**Initial Approval in February 2000**

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<th>Credit Bearing Degree Programs</th>
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<td>MS</td>
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<td>MAGR</td>
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<td>MPSA</td>
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<tr>
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<td>FORENSIC HEALTH CARE</td>
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<td>HOMELAND SECURITY</td>
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<td>INDUSTRIAL DATA ANALYTICS</td>
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<td>NATIONAL SECURITY AFFAIRS</td>
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<td>College Station, TX; Livermore, CA; Sandia, NM</td>
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<td>NONPROFIT MANAGEMENT</td>
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<td>McAllen, TX</td>
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<td>REGULATORY SCIENCE IN FOOD SYSTEMS</td>
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<tr>
<td>APPLIED STATISTICS</td>
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5. Accreditation

<p>| Accreditation Council for Pharmacy Education | The pharmacy professional degree program | Last Review: April 2014 |
| American Council for Construction Education | The B.S. and M.S. curriculum in construction science | Last Review: 2011 (B.S.) and 2012 (M.S.) |</p>
<table>
<thead>
<tr>
<th>Organization</th>
<th>Programs Offered</th>
<th>Last Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Psychological Association</td>
<td>The clinical psychology program in the Department of Psychology and the counseling psychology and school psychology program in the Department of Educational Psychology</td>
<td>April/May 2015</td>
</tr>
<tr>
<td>American Veterinary Medical Association Council on Education</td>
<td>The veterinary medicine degree program</td>
<td>2013</td>
</tr>
<tr>
<td>Association to Advance Collegiate Schools of Business (AACSB)</td>
<td>The business baccalaureate, master’s, and doctoral programs in Mays Business School</td>
<td>Fall 2012</td>
</tr>
<tr>
<td>Commission on Accreditation for Dietetics Education</td>
<td>The dietetic track in the nutritional sciences curriculum and the dietetic internship program</td>
<td>January 2015</td>
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<tr>
<td>Commission on Accreditation of Athletic Training Education (caATe)</td>
<td>Athletic Training (College of Education)</td>
<td>2013</td>
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<tr>
<td>Commission on Accreditation of Healthcare Management Education</td>
<td>The Master of Health Administration</td>
<td>Fall 2010</td>
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<tr>
<td>Commission on Collegiate Nursing Education and the Texas Board of Nursing</td>
<td>The nursing degree programs</td>
<td>July 2013</td>
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<tr>
<td>Commission on Dental Accreditation, (CODA)</td>
<td>The degree programs in dentistry and dental hygiene and the certificate programs in the ten advanced dental graduate education programs</td>
<td>August 2013</td>
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<tr>
<td>Commission on English Language Program Accreditation (CEA)</td>
<td>The English Language Institute</td>
<td>2013</td>
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<tr>
<td>Computing Accreditation Commission of ABET</td>
<td>The computer science program</td>
<td>2010</td>
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<tr>
<td>Council of the Section of Legal Education and Admissions to the Bar of the American Bar Association</td>
<td>Texas A&amp;M University School of Law</td>
<td>2010</td>
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<tr>
<td>Council on Education for Public Health</td>
<td>The School of Public Health degree programs</td>
<td>April 2011</td>
</tr>
<tr>
<td>Engineering Accreditation Commission of ABET</td>
<td>Undergraduate programs in aerospace, biological and agricultural, biomedical, chemical, civil, computer, electrical, industrial, mechanical, nuclear, ocean, petroleum and radiological health engineering</td>
<td>2010-2011 (College Station) and 2015 (Qatar)</td>
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<tr>
<td>Accrediting Agency</td>
<td>Program Description</td>
<td>Last Review</td>
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<td>Engineering Accreditation Commission of ABET</td>
<td>Maritime systems engineering (Offshore and Coastal Systems Engineering) – TAMU Galveston</td>
<td>2010-11</td>
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<td>Engineering Technology Accreditation Commission of ABET</td>
<td>The electronic systems engineering technology program, the manufacturing and mechanical engineering technology program,</td>
<td>2013-2014 (College Station) and 2015 (Qatar)</td>
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<td>Engineering Technology Accreditation Commission of ABET</td>
<td>marine engineering technology – TAMU Galveston</td>
<td>2013-14</td>
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<td>Forensic Science Education Programs Accreditation Commission (FEPAC)</td>
<td>The forensics and investigative sciences program</td>
<td>Last Site Visit: October 2011 Accreditation dates: 1/2012-1/2017</td>
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<tr>
<td>Institute of Food Technologists</td>
<td>The food science and technology curriculum</td>
<td>December 2011</td>
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<tr>
<td>Landscape Architectural Accreditation Board</td>
<td>The curriculum in landscape architecture</td>
<td>July 2015</td>
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<tr>
<td>Liaison Committee on Medical Education</td>
<td>The medical education degree program</td>
<td>August 2012</td>
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<tr>
<td>National Architectural Accrediting Board</td>
<td>The curriculum in architecture</td>
<td>March 2013</td>
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<tr>
<td>Network of Schools of Public Policy, Affairs, and Administration</td>
<td>The Master of Public Service and Administration degree in the Bush School of Government and Public Service</td>
<td>April 2014</td>
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<tr>
<td>National Recreation and Park Association</td>
<td>The curriculum in recreation, park and tourism sciences</td>
<td>June 2010</td>
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<td>Planning Accreditation Board</td>
<td>The Master of Urban Planning curriculum</td>
<td>2013</td>
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<td>Society for Range Management</td>
<td>The curriculum in rangeland ecology and management</td>
<td>2006</td>
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<td>Society of American Foresters</td>
<td>The curriculum in forestry</td>
<td>2013</td>
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<tr>
<td>State Board of Educator Certification Texas Education Agency</td>
<td>Programs in professional education and degrees conferred by Texas A&amp;M University</td>
<td>2011</td>
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</tbody>
</table>

(2) If SACS Commission on Colleges is not your primary accreditor for access to USDOE Title IV funding, identify which accrediting agency serves that purpose.

Not applicable.

(3) List any USDOE recognized agency (national and programmatic) that has terminated the institution’s accreditation (include the date, reason, and copy of the letter of termination) or list any agency from which the institution has voluntarily withdrawn (include copy of letter to agency from institution).

None.
(4) Describe any sanctions applied or negative actions taken by any USDOE-recognized accrediting agency (national, programmatic, SACSCOC) during the two years previous to the submission of this report. Include a copy of the letter from the USDOE to the institution.

None.

6. Relationship to the U.S. Department of Education.

Texas A&M University does not have any limitations or suspensions, nor have we been terminated by the U.S. Department of Education in regard to student financial aid or other financial aid programs during the previous three years. We are not on reimbursement nor do we have any other exceptional status in regard to federal or state financial aid.