Graduate Program Review
2009-2010

Department of
Classical and Modern Languages and Literatures
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College of
Arts and Sciences
Lawrence Schovanec, Interim Dean

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# PROGRAM REVIEW OUTLINE

Classical and Modern Languages and Literatures

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PREFACE

This Self Study document was prepared by the CMLL Department Chair, Dr. Suppe, with substantial input from the Divisions that comprise CMLL and with data supplied by individual faculty members and aided by CMLL Staff. The documents in Appendix Section J detail the basic distribution of responsibilities in preparing this document.

The Division Vision and Goal statements in Chapter I and the Divisional Self-Studies in Chapter 2, Section J, were produced by the members of the academic divisions, Drs. Griffie and Gorsuch for the ITA Workshop/ESL curriculum, and the Director of the Language Learning Laboratory and Resource Center without any influence by the Chair. However, the Chair does provide clearly identified commentaries on these self-studies. Since the Chair is also the Director of the IEP, he provided the Vision, Goals, and Self-Study materials pertaining to the IEP.

The graduate student organization Céfiro provided data pertaining to graduate student activities and productivity.

Individual faculty members supplied personal information for Chapters III-V and the Appendix.

Other than the above, all analyses and commentaries that comprise a significant portion of this document were written by the Chair. There is no implication intended that all of the faculty would agree with his analyses.

In preparing these analyses he has relied upon and made comparisons to a number of national Humanities and Foreign Language databases and studies by the American Academy of Arts & Sciences, the Council of Graduate Studies, the Modern Language Association, and the report of the Andrew Mellon Foundation study on Doctoral Education in the Humanities. Although not required components of this Graduate Review document, these have been used to provide national benchmarks for assessing CMLL’s programs.

Also supplied, but not required in the document, is comparison of CMLL performance to that in its previous 2003-2004 Graduate Review.

The Chair believes that these comparisons to national benchmarks and prior CMLL performance provide stronger bases for assessing the CMLL graduate programs than do the mandatory information supplied by the Graduate School in the master template for this document.

As we worked on producing this report, we quickly discovered that most of the data provided in the template was erroneous and could not be relied upon for meaningful analyses. In the body of the report we take pains to demonstrate how the data supplied in the template is wrong and then to provide replacement data based on CMLL’s own records.

The need to essentially redo most of the data supplied in the template from CMLL records and CMLL-obtained reports from Institutional Research required devoting considerable CMLL resources to data mining and provision by the CMLL Staff. Liz Hildebrand oversaw the collection of Divisional and faculty supplied materials and the mining of data in CMLL records and
generating IR reports that became the replacement data used for analysis in lieu of incorrect data supplied in the template. Carla Castle did the laborious work of transferring 2003-2009 course enrollment data into complex spreadsheets in Appendix J that are the basis for the Tables and enrollment trends analysis in Chapter II, Section E. Phade Vader variously supplied other needed data in forms usable for analysis. I am very grateful to them and to others on the CMLL Staff who helped make this document a useful self-study.

This document is far larger than most Graduate Review documents based on the same Graduate School template format. The reasons for this are: (1) With six academic Divisions, this is more like doing a Graduate Review for an entire college than a typical document; (2) the need to provide alternate correct data as the basis for analysis; (3) the inclusion of performance comparisons against data in the 2003-2004 CMLL Graduate Review document; and (4) the inclusion of benchmark analyses against national data sets. We believe that these additions have enabled us to produce a genuinely useful document for assessing CMLL’s progress the past six years and for planning future directions for development than would have been the case if we just went through the motions of fleshing out the Graduate School’s template.

Late in the development of this document, two personnel changes occurred that affect some of the analyses that already were completed in draft: The November 29th death of German Associate Professor, Dr. Ingrid Fry, and the December 10th resignation effective the end of Spring 2010 of Applied Linguistics & Second Language Studies Professor, Dr. Bill Van Patten. These changes occurred too close to the deadline for completing the manuscript that we did not have time to go back and redo affected analyses. Instead we simply have added footnotes as appropriate indicating that the analyses do not reflect these personnel changes and in several cases more substantive discussions how these changes significantly alter things.

A last minute computer glitch erased most of the files for this report in manner that it would have taken more time than available to recreate the changes since the last back-up, but fortunately we had current hard copies. Thus we scanned the hard copies in as PDF files. There are some slight skewing of vertical orientation as an artifact of this scanning process, and we beg the reader’s indulgence of this galling inconvenience.

Julian Frederick Suppe
Chair
I. Program Overview

The Department of Classical and Modern Languages and Literatures (CMLL) is a school-like department larger than five of TTU’s colleges in number of full-time faculty members, degree programs, and complexity. It is organized into six academic Divisions plus the Language Learning Laboratory & Resource Center (LLL&RC). In addition it houses the non-degree Intensive English Program (IEP) and the International Teaching Assistant Workshop (ITA). Because of its complexity, in addition to the CMLL Vision and Goal statements each of these Divisions or units have supplied their own Vision and Goal statements.

Vision:

The CMLL Strategic Plan (http://www.depts.ttu.edu/classic_modern/strategic/strategicplan-cmlll.pdf) has the following Vision Statement:

The Department of Classical and Modern Languages and Literatures will be a national leader in teaching and producing teachers of classical and modern languages, literatures, and cultures: cultivating linguistic proficiency; the effective use of technology in language learning; inspiring critical thinking and a deep understanding of diversity; and fostering the participation of students in a global society. The Department of Classical and Modern Languages and Literatures will achieve a national recognition of excellence and performance in scholarship through teaching, research, and service.

Reflecting the school-like Divisional Structure of CMLL, the Divisions as well as ESL/ITA and IEP units have developed their own Vision Statements:

Applied Linguistics & Second Language Studies:
The division of Applied Linguistics & Second Language Studies (AL & SLS) within Classical and Modern Languages and Literatures seeks to promote the highest caliber research and teaching regarding both second language acquisition and second language instruction. As such, we are committed to the empirical study of how languages are learned, what instructional techniques and approaches can facilitate language acquisition, how curricula can be fashioned based on the most recent research findings, how second languages are contextually bound and used, and other areas related to second language acquisition, second language teaching, and second language use. We are committed to interdisciplinary cooperation and to the pursuit of knowledge regarding second language acquisition and teaching as they are informed from a variety of sources. We are open to research in which a variety of linguistic approaches are used to examine real-world language problems.

Classics:
The Classics MA provides well-rounded training in Classical languages, literature and archaeology for students who go on to further study in Classics and related fields or secondary school teaching.
The Classics MA aims to be one of the top 5 programs in the US within 5 years and to be the MA of choice for students seeking well-rounded, high-quality training for further study in Classics and related fields or secondary school teaching.

**English as a Second Language/International Teaching Assistant Workshop:**
Our vision for the International Teaching Assistant (ITA) Program and English as a Second Language (ESL) courses is to become an international center for research on ITA second language use, learning, and education, and the second language use and learning of other advanced second language learners in academic settings. In order to accomplish this, we need to actively recruit applied linguistics doctoral students who will specialize in the English education of ITAs and other advanced L2 learners, get grants to support doctoral student and faculty research into language use settings and language learning of advanced second language learners, and create relationships and consultancies with institutions of higher learning in China, Korea, India and other countries with an eye to better communicating the English use needs of their science graduates.

**French & Italian:**
The MA program in Romance Languages and Literatures: French seeks to promote knowledge of the French and Francophone languages, literatures, and cultures by means of academically-stimulating courses by recognized scholars in their various fields. The program strives to produce graduate students who will join top PhD programs in their chosen area as well as students who will embark on careers in business and in teaching French at the secondary school level. We endeavor to train graduate students as effective language teachers and communicators, offering professional mentoring in teaching methodologies and interpersonal relations.

**German:**
The Graduate Program in German prepares MA students for careers in academia, teaching, and other professions. Our program accordingly pursues the simultaneous goals of preparing students for scholarship and publishing, training and mentoring our students to become skilled and confident foreign language instructors, and providing the critical and analytical skills needed in other professional fields. We especially wish to enhance the professional development of our students by preparing and encouraging them to participate in academic conferences with the goal of producing published work.

**Intensive English Program:**
We strive to provide effective intensive English language acquisition for international students seeking U.S. university admission or careers. We aspire to an innovative curriculum and pedagogy that reflect the latest knowledge about second-language acquisition and exploit the most effective use of technology for second language acquisition. We seek close integration of IEP instruction with the support, training, and development of Applied Linguistics and Second language Studies graduate students.

**LLL&RC:**
The Language Learning Laboratory & Resource Center of Texas Tech University exists to provide an array of learning laboratory, special library and educational media center

Classical and Modern Languages and Lit
services to the students and faculty of the international language programs of Texas Tech. The Language Laboratory seeks to identify and effectively meet the needs of our student community, in all aspects possible in its language study endeavors. To extend these services thoroughly, the Language Laboratory strives to provide service and resources support to the faculty and staff of these programs, to whom the instruction and progress of our students is charged. The Language Laboratory also seeks to be a study in the formulation of the effective language laboratory and educational resources center, to strive to meet the unique requirements of this field, and to effectively manage resources to the benefit of all.

**Russian & Eastern Languages:**

The CMLL Russian Division aspires to be considered among the top undergraduate Russian language, literature, and culture programs in the nation. We aim to produce well rounded young scholars who speak, read, and write Russian fluently and understand and appreciate the beauty and power of Russia’s literary and cultural contributions to the world. Our students will be well prepared to work in the private and the public sectors or to pursue graduate degrees at leading universities.

**Spanish & Portuguese:**

The Division of Spanish & Portuguese seeks to offer a wide range of compelling courses not only in the languages, literatures and cultures of the Spanish and Portuguese-speaking world but also in linguistics, translation, film, critical theories, and a variety of interdisciplinary approaches that reflect the research and teaching interests of our dynamic and professionally active faculty. As a community of active scholars, we strive to offer to all our graduate students the opportunity for intellectual growth, for the development of critical and analytical skills, for the acquisition of a theoretical foundation for their work, and for the attainment of their professional development as teachers. In our M.A. program, we strive to provide our students with a comprehensive knowledge of major fields of expertise in the discipline through a curriculum that will encourage them to learn broadly and think deeply. At the doctoral level, we endeavor to help our students build on that comprehensive knowledge as they strengthen their theoretical framework and achieve a more advanced level of expertise in a chosen area of research in which they will make a contribution to the field through their doctoral dissertations.

**Goals:**

**CMLL:**

In support of the various Divisional and program goals, enhancement of our study-abroad programs and Centers, and to achieve the CMLL vision we have the following specific goals: (1) Become a School within the Arts & Sciences College rather than a department. (2) Relocate to 75,000 usable square feet of a much redesigned old Business Administration Building with smart classrooms designed for optimal foreign language and literature instruction; a Language Lab facility with three separate console and station rooms, an ASL Lab, psycholinguistic research labs, a consolidated library, and multi-language television viewing room; a theater; and adequate office space for faculty, staff, and graduate students. (3) The addition of a new BA in ASL, MA in Russian language.
and Area Studies, and a Ph.D. in Second Language Studies with progress towards an eventual Ph.D. in Classics. (4) Support for an additional 57 graduate students (81% increase), 15 additional faculty (a 34% increase), and 4 additional staff members (a 40% increase). (5) $1000 each travel support for faculty and a pool for graduate student travel support to present at conferences. (6) An increase in Departmental Operating and Instructional Administration Expense Budget reflecting growth and increased complexity and scope during the past eight years as well as projected growth in undergraduate and graduate enrollments. (7) Implement a new business plan for CMLL study abroad programs and Centers based on aggressive recruitment of visiting students from other universities and colleges. (8) Strengthen the support and teaching of Less Commonly Taught Languages (LCTLS), especially Arabic, Chinese, Italian, Portuguese, and Russian.

**Applied Linguistics & Second Language Studies:**

Over the next five years, the division of Applied Linguistics and Second Language Studies seeks to expand its presence to create a national reputation. To do this, we have prepared and are submitting a proposal for Ph.D. program in Second Language Studies (the first in the state of Texas) this academic year. In addition, we are seeking to add to our faculty and expand the breadth of content in order to compete nationally for the best doctoral students. In so expanding, we hope to increase our graduate student population by 50% (from roughly 30 to 45 students) within five years.

**Classics:**

We take students from their entering level of competence in Greek or Latin and prepare them for doctoral study in Classics and related fields or secondary school teaching. Our goal is to maintain a 100% placement rate, through expert direction and development of each student's interests and abilities. By the time of graduation, students acquire the linguistic, research and pedagogical skills necessary for their chosen career path.

In order to realize our vision of becoming one of the top five MA programs in the nation over the next 5 years, the Classics Division will realize the following goals: 1. expand and enhance the research profile of our program, 2. attract more, better-prepared MA candidates and 3. send more of our graduates on to doctoral study in Classics and related fields. Our highest priority in this regard is to add a Roman Archaeologist as soon as possible, to complement the newly-hired Greek Archaeologist and fill the last remaining gap in our coverage.

**English as a Second Language/International Teaching Assistant Workshop**

The goals of the ITA Program and the ESL courses are: (1) to promote the learning experiences of Texas Tech University undergraduates through focused preparation of international teaching assistants, and (2) to promote international graduate students’ professional growth and certification as effective communicators in their respective disciplines. In relation to specific courses offered: The goal of LING 5310 and the ITA Summer Workshop is to be able to approve ITA candidates to teach. This goal is

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1 While CMLL remains committed to introducing an Applied Linguistics Ph.D. program, it is unclear as of December 11, 2009, what effect Bill VanPatten's resignation will have on the timetable for implementing the degree program.
achieved by a candidate achieving the cut score of the SPEAK test, the ACT listening test, and the ITA Performance Test. The goal of ESL 5305 (Listening) is to achieve the cut score on the ACT listening test. The goal of ESL 5315 (Academic Writing) is to prepare an international graduate students to write a generic version of an academic research paper. A version suitable for a particular discipline is the responsible of the student’s department.

*French & Italian:*
We seek national and international visibility in order to attract a diverse population of graduate students. First, our numbers have been supplemented by a steady supply of students from the TTU-Limoges Exchange Program and the Fulbright Program. Many of these students have opted to stay a second year and complete a Master’s degree benefiting from the possibility of continuing in the American university system while simultaneously improving their FLES language teaching skills in an Anglophone setting. Other students have usually been drawn from Texas universities. We endeavor to attract highly talented students by means of the quality and diversity of our graduate courses. With more publicity, we plan to increase our enrollment from both student groups to a full complement of 8 funded GPTI/TA students. In addition, we propose to explore the possibility of distance learning, possibly to attract other individuals, especially teachers already in the profession. Finally, we would like to encourage a greater number of our MA graduates to enter doctoral studies. In order to this, we hope to devote more attention to the professional development of our students by means of student publications and conference presentations. We have begun discussing the advisability of creating a national Francophone conference for graduate students. The hiring of a fifth full time faculty to fill a current vacancy is imperative in meeting our goals.

*German:*
We want to continue our steady enrollment in the MA program and increase our numbers to the full complement of eight funded GPTI/TA positions in German. In addition to the students on campus, we want to expand our program by completing and implementing our proposal for an MA degree through Distance Education (which was postponed by the illness and subsequent sick leave of Dr. Fry). We wish to secure departmental travel funds to enable faculty and graduate students to participate in regional and national professional conferences as a regular part of their graduate studies.

*Intensive English Program:*
Goals for the IEP are: (1) Complete redesign of the curriculum on the basis of second language studies research literature. (2) Full accreditation by the Commission on English Language Program Accreditation (CEA). (3) Minimum annual FTE growth rate of 20% until achieve at least 150 average FTEs per term. (4) Develop and implement a business plan that provides an alternative revenue stream for supporting graduate students and CMLL operations.

*LLL&RC:*
We intend to complete the digital upgrading of the remaining twenty language-lab ACS console system booths by the addition of laptops interfaced with the ACS system. We
want to complete the final phase of upgrading all of our classrooms to smart classrooms by the addition of document cameras and dedicated computers.

**Russian & Eastern Languages:**
The Russian section of CMLL would like to graduate five or more majors every year. We would like to place at least two of those majors in graduate programs around the country and see our other majors find jobs that involve Russia in some way. We also want to develop a partnership with Tver State University that would allow our students to communicate with their peers in Tver and participate in teaching and learning exchanges. Now that the Russianist faculty positions in History and Political Science appear to have major with a possible RLAS focus. We also hope to participate in the opening of a Russian Studies Center here at Texas Tech, something that we have been discussing with our RLAS faculty.

**Spanish & Portuguese:**
In the next five years, the Division of Spanish & Portuguese seeks to increase its national presence and to improve the national reputation of its graduate programs. To do so, we need to add to our graduate faculty, expand the breadth of content we offer, and increase the resources we can offer both faculty and graduate students, in order to compete nationally for the best doctoral students and graduate faculty. In so expanding, we hope to increase our funded graduate student population by more than 50% (from roughly 30 to 50 students) within five years.

**2003-2004 GRADUATE REVIEW:**

In the following sections, CMLL will draw from its 2003-2004 Graduate Review Self Study for comparison purposes. The Action Plan (See Appendix pp. 273ff.) resulting from that Review promised the following additional resources:

2. The department needs a new telephone system. **Action**: The Office of the provost has pledged $30,000 toward a new telephone system.

3. The department needs more travel money in support of faculty and graduate students. **Action**: The Office of the Provost has indicated its willingness to assist in faculty travel (a request for $41,000 for faculty research support, primarily travel, has been included in the recent request for resources in the Academic Funding Category) The Graduate School will provide opportunities for graduate students to apply for travel funds.

4. The department needs to bring salaries into line with faculty merit. **Action**: The recent college request for resources includes two relevant items in the Additional Funding category: (a) $2,500 for a delayed merit adjustment for two faculty who did not receive this year's second raise for reasons of promotion; (b) $124,333 for equity adjustments for 32 faculty to close the salary gap with peer institutions.
5. The department’s interactions with the Seville center need to be enhanced in terms of greater use and more innovative teaching. **Action:** The recent college request for resources includes in the Faculty Position category a request for two assistant professor positions (@$50,000; total $100,000). These additional FTE would allow the department to assign two full-time faculty to the Seville Center.

6. The department needs to increase its faculty size to support enhanced curricular offerings and majors and to contribute to university initiatives. **Action:** In addition to the two new positions requested for support of the Seville Center, the recent college requests for resources includes in the Faculty position Requests category a request for three new assistant professor positions (@$50,000; total $150,000). These additional FTE would be in the following areas: a position enabling Texas Tech and San Antonio College to establish a baccalaureate degree, unique in Texas, in Sign language interpreting; (b) Southwestern Studies—Chicano Studies; and (c) a position enabling Texas Tech to develop a Southwestern Studies-Heritage Spanish curriculum.

7. In addition to needed enhancements in telephone and travel resources, the department needs an increase in operating funds. **Action:** The recent college request for resources includes a request for $4,500 in DOE (in addition to the items noted above) in the Additional Funding category.

None of the above promised additional resources were provided to CMLL by the Provost’s Office. The Graduate School has been supportive of requests to fund graduate student conference travel (part of item 3). The A&S Dean’s office provided: One new position for the Seville Center (half of item 4) and a new position in ASL (one-third of item 6). No other resources specified in the Action Plan were received.

Based on the Action Plan assurances, CMLL went ahead with the proposed upgrading of the phone system. When the promised monies for this upgrade failed to materialize, CMLL had to cover the costs which constitute 50% of its Departmental Operating and Instructional Administration Expense Budget. Thus rather than the DOE $4,500 enhancement in item #7, we suffered a functional loss of nearly $30,000 (reallocation of resources previously used for faculty travel and other operations to covering costs of the new phone system). The most immediate consequence of doing so has been the loss of the previous meager ($300 per person per year) CMLL support for faculty travel. And of course the additional $41,000 travel funds in item 3 never materialized. In the narrative that follows the consequences of most of the Action Plan not being carried out and how CMLL coped with them will be discussed at appropriate places.

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2 The six items just quoted are items numbers 2-7 in the “Classical and Modern languages and literatures Graduate program Review: Action Plan” from Jane Winer to William H. Marcy et al, nd.
3 We do not know whether the support for these two positions came from Additional Funding requests or whether Dean Winer reallocated College resources to create those positions.
4 In Banner the Departmental Operating and Instructional Administration Expense Budget consolidated two budgets—the old CMLL DOE Budget of $60,000 and a $17,000 Budget for support of the ITA and other ESL programs—for a total of $77,000. The percentage just given is based on the old CMLL DOE base.

Classical and Modern Languages and Lit
II. Graduate Curricula and Degree Programs

PREAMBLE:

Much of the report in this and subsequent chapters contains information supplied by the Graduate School in a template for this report. Much of the information lists TTU’s Institutional Research as source. In preparing this report we have performed audits against our own records and have found the information to be systematically in error, often under-reporting CMLL performance in an alarming fashion.

Some of these problems have been on-going for years and, despite repeated efforts to correct them, no redress in such systematic misinformation has occurred. Specific ongoing problems that impeach the credibility of the Graduate School and Institutional Research supplied data include:

- Undergraduate dual majors are reported only by the alphabetically first major, resulting in significant under-reporting of Spanish majors in particular.
- Until 1990 CMLL had separate MA programs in Romance Languages French and in Spanish. In 1990 or 1991 those programs were given up in exchange for a new two-track Romance Languages MA with French and Spanish tracks. The Graduate School has persistently—despite repeated efforts to correct and change the process—miscoded French MA student enrollments and degrees arbitrarily dividing them between the old Romance Languages French and the new Romance languages—French and Romance languages—Spanish MA students. The consequences of this miscoding confusion are serious as it triggers audit from THECB for low degree productivity of the French MA program when in fact it is an undeserved consequence of Graduate School incompetence in supplying accurate enrollment and degree productivity data tied to correct allocation to current MA program realities.¹
- Faculty Workload Calculations are wildly discrepant, under-reporting what according to our records we have supplied to IR.
- SCH figures are incorrect. For example, Chart 2.15 shows CMLL generating SCH above the total SCH for the entire TTU.
- CMLL has a curricular/degree scope far wider than any other comparison university. CMLL supplied the Graduate School with a detailed analysis of which units at which peer universities had to be aggregated to obtain meaningful comparisons with CMLL. Those analyses were as follows:
  
  University of Oklahoma:
  Department of Classics and Letters
  Department of Modern languages, Literatures, and Linguistics

  University of Colorado at Boulder
  Department of Classics
  Department of French & Italian
  Department of German & Slavic languages

¹ See pp. 16-18 for an example of such miscoding of Romance Languages MA students and degrees.
Department of Linguistics
Department of Spanish & Portuguese

University of Kentucky
Department of Hispanic Studies
Department of Modern & Classical Languages, Literatures, and Linguistics

University of Kansas
Department of Classics
Department of French & Italian
Department of Germanic Languages and Literature
Linguistics Department
Department of Spanish & Portuguese

University of Iowa
Department of Classics
Department of French & Italian
Department of German
Department of Spanish & Portuguese
Foreign Language Acquisition Research and Education (FLARE)
Interdisciplinary Program

University of Arizona
Department of Classics
Department of French & Italian
Department of German Studies
Department of Spanish & Portuguese
Second Language Acquisition and Teaching (SLAT) Interdisciplinary Program

No data was obtained from either University of Kentucky (for the second Graduate Review in a row)\(^2\) or University of Arizona. For University of Oklahoma, only Classics data was obtained. For University of Colorado at Boulder data is given for a non-existent CMLL program but none of the five departments that actually correspond to CMLL’s scope. For University of Kansas, data for the Department of French & Italian was not obtained. For University of Iowa, data was obtained for only two of the five departments or programs listed, Classics and German.

The net effect of this is that all comparison data from Peer institutions is incomplete, worthless, and of limited or no analytic value for overall evaluation of CMLL and afford only selective comparisons with some of CMLL’s programs.

\(^2\) This is especially disappointing since Kentucky is the peer institution whose academic organization most resembles CMLL.
In defense of the Graduate School, we do commend them for only contacting institutions on our peer institution list—unlike the 2003-2004 Graduate Review where, instead of collecting data from a premier state university, they solicited data from a low-ranked state institution not having even an undergraduate major in languages.

In addition, there are systematic incompetencies in Institutional Research reports regarding a range of things such as distribution of faculty by rank (Section III shows us as never having Horn Professors whereas we in fact have had them since the inception of the program and currently have three—more than any other department in Arts & Sciences).

The net response to these systematic data inadequacies is that

- We have performed systematic audits of the information supplied in the Graduate School report template and have provided accurate replacement data.
- We will reproduce the usually erroneous data supplied by the Graduate School in this report, but will add our own independent audit data.
- In our analyses we will only address the latter, more accurate data, when there is discrepancy.

That said, CMLL deplores the continued inability of the Graduate School and Institutional Research to produce reliable and accurate meaningful data for such critical assessments as these Graduate Reviews. Nevertheless, CMLL attempts to provide the most effective self-assessment document regarding its various graduate programs and in the effort for honest and productive assessment and growth patterns for them.

Before we begin our analysis of CMLL programs, it will be helpful to have some national data regarding the place of classical and modern languages in academia.\(^3\)

- 12.0% of all bachelors degrees are in the humanities, with 10% of those in foreign languages (including classics) and linguistics (2004). That is 1.2% of bachelors degrees are in CMLL’s area.\(^5\)

- Despite the predominance of Spanish among foreign language enrollments (52.2% 2006)\(^6\) only 14.4% of minority groups gain humanities bachelors degrees.\(^7\)

---

3 Year on which data are based is given in parentheses.
4 Unless otherwise noted, in this bulleted list, data is taken mid-November 2009 from “Humanities Indicators” at the American Academy of Arts and Sciences Humanities Resource Center on Line (http://www.humanitiesindicators.org). References are to charts or tables from that database.
5 Figures II-1b, II-2. At Carnegie Doctoral/Research-Extensive institutions including Texas Tech, 14.5% of bachelors degrees are in the humanities (Figure II-3bc).
7 Figure II-4a.
• Thus less than 10% of students taking foreign languages major in foreign languages and graduate.

• Foreign language enrollments constitute approximately 8.6% of total post-baccalaureate enrollments (2002).  

• Thus a vast majority of foreign language enrollments are service enrollments, and most occur at the lower-level.  

• Some less-commonly taught languages (LCTLs) are of strategic importance to the US foreign policy and, although the numbers are small, are growing significantly in response to US foreign policy needs. Among those that CMLL teaches, Arabic, Chinese, Russian, Turkish, and Uzbek are significant.

• 3.4% of all US masters degrees are in the Humanities, of which 13.3% are within the scope of CMLL's programs (2004) and so constitute 0.26% of all masters degrees.  

• 8.8% of doctorates are in the Humanities with 19.3% within the scope of CMLL (2004) and so constitute 1.7% of all doctorates.  

• 10.8% of humanities MAs go to historically underrepresented minorities and 9.4% of Ph.D.s (2004).  

• In the Humanities a majority of masters and doctorates are awarded to women (2004).

The salient interpretive background points to glean from these data are that while foreign languages (including classics and linguistics) produce a small fraction of bachelors and advanced degrees, they also service huge numbers of undergraduates satisfying foreign language requirements for bachelor degrees. In public Carnegie Doctoral/Research-Extended universities such as Texas Tech robust classical and modern languages departments need to create an optimal balance between meeting foreign language requirements for undergraduates, robust recruitment of majors and dual majors from lower-level language courses, and maintain optimal ratios of masters and doctoral students who can serve as TAs and GPTIs bolstered by appropriate numbers/ratios of tenure-track and tenured faculty.

---

8 Figure II-7a.
9 Hence, in Texas formula-fund at the lowest level.
10 Figures II-10c and 11-11a.
11 Figures II-10d and II-11b.
12 Figure 11-12b
13 Figures II-13a, b.
In the analyses that follow, especially in this Chapter, we will focus part of our assessment on these crucial ratios and considerations.

A. Scope of programs within the department

The Department of Classical and Modern Languages and Literatures (CMLL) is a school-like department larger than five of TTU’s colleges in number of full-time faculty members, degree programs, and complexity. It is organized into six academic Divisions plus the language Learning Laboratory & Resource Center (LLL&RC). The Divisions and the degrees they offer are:

- **Applied Linguistics:** MA, Certificate in Teaching English in International Contexts
- **Classics:** BA, MA
- **French & Italian:** BA, MA
- **German:** BA, MA
- **Language Learning laboratory & Resource Center:**
- **Russian & Eastern Languages:** BA, MA
- **Spanish & Portuguese:** BA, MA, PhD

CMLL is developing proposals for two additional degree programs:

- BA in American Sign Language
- Ph.D. in Second Language Studies

CMLL operates the following non-degree programs for the University:

- Intensive English Program (IEP)
- International Teaching Assistant Workshop (ITA)

Graduate students serve as instructors in these two programs.

CMLL has full responsibility for the operation of the Texas Tech Center in Quedlinburg, Germany, and provides most of the course content delivered at the Texas Tech Center in Seville, Spain. In summer it offers two study-abroad programs in San Luis Potosi, Mexico, and two in Seville, Spain; one in Quedlinburg, Germany and one in Montpellier, France; and in alternate years a Portuguese program in Salvador, Brazil, and a Russian program in Moscow/St. Petersburg. In summer 2010 a new annual Classical Archeology Field Course in Greece, Italy, and an active dig at Hadrian’s Wall in north England will begin. Approximately 50% of TTU students doing study abroad do so through these CMLL programs and Centers. Graduate students participate in these study-abroad programs either as GPTIs, TAs, or students.

CMLL regularly offers scheduled language instruction in

- American Sign Language (ASL) *
- Arabic *

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14 The Quedlinburg Center began as a CMLL Center but is transitioning to becoming a TTU Center under OIA. The Directorship is in the process of being moved from CMLL budgets and supervision to the Provost’s Office.
Chinese *
English as a Second Language (ESL) †
French *†
German *†
Ancient Greek *†
Italian *†
Japanese *
Latin *†
Portuguese *†
Russian *†
Spanish *†
Turkish *
Uzbek
Vietnamese

Undergraduate minors are offered in those languages marked with an asterisk (*) as well as in Classics, Comparative Literature, Latin American and Iberian Studies (LAIS), Linguistics, and Russian Language and Areas Studies. Graduate minors are given in those languages marked with a dagger (†) as well as Classics, Comparative Literature, and LAIS.

Graduate students are involved in teaching of all these languages except Vietnamese. With the exception of ASL and Russian, instruction in so-called Less-Commonly-Taught Languages (LCTLs)—all languages other than French, German, and Spanish—is done primarily or exclusively by GPTIs and Fulbright Foreign Language Teaching Assistants (FLTAs).

Because graduate students are heavily involved in undergraduate and non-degree program teaching as well as study abroad, to gain comprehensive understanding of the CMLL graduate student experiences, consideration must be given to these other components of CMLL as well as its graduate degree programs.

B. Number and types of degrees awarded

Chart 2.1

Table 2.1
Applied Linguistics Degrees

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>MA</td>
<td>5</td>
<td>9</td>
<td>13</td>
<td>7</td>
<td>14</td>
<td>12</td>
</tr>
</tbody>
</table>

Chart 2.2
A comparison with our own records shows under-reporting at least one degree each academic year. The correct totals are

<table>
<thead>
<tr>
<th></th>
<th>03/04</th>
<th>04/05</th>
<th>05/06</th>
<th>06/07</th>
<th>07/08</th>
<th>08/09</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>3</td>
<td>1</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Doctoral</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

### Table 2.2

**Classics Degrees**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>MA</td>
<td>4</td>
<td>2</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>BA</td>
<td>4</td>
<td>8</td>
<td>2</td>
<td>5</td>
<td>9</td>
<td>3</td>
</tr>
</tbody>
</table>

Difficulties in the coding and reporting of French and Romance Languages degrees were noted above on p. 8. Those difficulties haunt the data supplied in the next four tables for “Degrees Awarded – Academic Year (Romance Lang),” “Degrees Awarded – Academic Year (Romance Lang French),” ”Degrees Awarded – Academic Year (Romance Language – Spanish)” and “Degrees Awarded – Academic Year (Spanish).”

During the period of this review, CMLL had the following degrees for French and Spanish:

- BA French
- BA Spanish
- MA Romance Languages: French track
- MA Romance Languages: Spanish track
- Ph.D. Spanish.

The data in the next four charts are not reported in a manner consistent with these degrees. In the Chart 2.3 we have no idea whether these are French or Spanish or both
degree recipients. Charts 2.4 and 2.5 divide Romance Language: French MAs and Romance languages: Spanish MAs. We do not know what to make of the single Spanish MA for 2005-2006 recorded in Chart 2.6. The best we can do to try to make sense of the charts and the data they represent is to look at aggregates of the four charts. When we do we find that no undergraduate degrees in French are reported and that if we count the number of combined MAs in the four charts there is disparity each year with our own records. The following table provides accurate data and, makes a comparison of the four charts’ aggregate MA data with our own aggregate MA data. The latter comparison is highlighted in boldface.

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish Ph.D.</td>
<td>2</td>
<td>13</td>
<td>2</td>
<td>4</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>Spanish MA</td>
<td>8</td>
<td>5</td>
<td>9</td>
<td>2</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>French MA</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>CMLL MA Aggregate</td>
<td>11</td>
<td>8</td>
<td>12</td>
<td>5</td>
<td>5</td>
<td>12</td>
</tr>
<tr>
<td>IR MA aggregate</td>
<td>9</td>
<td>7</td>
<td>9</td>
<td>6</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Spanish BA</td>
<td>48</td>
<td>71</td>
<td>65</td>
<td>86</td>
<td>116</td>
<td>67</td>
</tr>
<tr>
<td>French BA</td>
<td>8</td>
<td>11</td>
<td>6</td>
<td>8</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
Turning now to German.\textsuperscript{15}

### Chart 2.7

**Degrees Awarded - Academic Year (German)**

*Source: Institutional Research Services*

<table>
<thead>
<tr>
<th></th>
<th>03/04</th>
<th>04/05</th>
<th>05/06</th>
<th>06/07</th>
<th>07/08</th>
<th>08/09</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor</td>
<td>7</td>
<td>4</td>
<td>6</td>
<td>5</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Doctorate</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

A comparison with our own records shows under-reporting for both degrees in four of the five academic years reported in the above table. The correct totals are

### Table 2.4

**German Degrees**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>MA</td>
<td>4</td>
<td>8</td>
<td>6</td>
<td>8</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>BA</td>
<td>11</td>
<td>9</td>
<td>10</td>
<td>9</td>
<td>7</td>
<td>4</td>
</tr>
</tbody>
</table>

### Table 2.5

**Graduate Program Degrees Awarded**

*Source: Institutional Research Services*

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Linguistics</td>
<td>4</td>
<td>9</td>
<td>11</td>
<td>7</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>Classics</td>
<td>3</td>
<td>1</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Romance Languages</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Romance Lang - French</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Romance Lang - Spanish</td>
<td>5</td>
<td>3</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Spanish</td>
<td>1</td>
<td>9</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>German</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Teaching English in Intl</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\textsuperscript{15}We follow the non-alphabetic reporting of data of the Graduate School supplied template despite finding no rationale for their ordering.
When combined the erroneous Graduate School/Institutional Research supplied data from Charts 2.1-2.7 are given in Table 2.5 (above), whereas the correct totals according to CMLL records, which we stress are based on individual degree audits, are as given in Table 2.6 which incorporates CMLL Tables 2.1—2.4 contents displayed above.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ph.D.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spanish</td>
<td>2</td>
<td>13</td>
<td>2</td>
<td>4</td>
<td>4</td>
<td>7</td>
<td>5.33</td>
</tr>
<tr>
<td>MA</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applied Linguistics</td>
<td>5</td>
<td>9</td>
<td>13</td>
<td>7</td>
<td>14</td>
<td>12*</td>
<td>10.0</td>
</tr>
<tr>
<td>Classics</td>
<td>4</td>
<td>2</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>2.83</td>
</tr>
<tr>
<td>French</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>3.33</td>
</tr>
<tr>
<td>German</td>
<td>4</td>
<td>8</td>
<td>6</td>
<td>3</td>
<td>4*</td>
<td>2</td>
<td>6.17</td>
</tr>
<tr>
<td>Spanish</td>
<td>8</td>
<td>5</td>
<td>9</td>
<td>2</td>
<td>2</td>
<td>8</td>
<td>5.62</td>
</tr>
<tr>
<td>TOTAL CMLL</td>
<td>24</td>
<td>27</td>
<td>35</td>
<td>23</td>
<td>25</td>
<td>30</td>
<td>27.33</td>
</tr>
<tr>
<td>TOTAL CMLL GRADUATE DEGREES</td>
<td>26</td>
<td>40</td>
<td>37</td>
<td>27</td>
<td>29</td>
<td>37</td>
<td></td>
</tr>
<tr>
<td>BA</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classics</td>
<td>4</td>
<td>8</td>
<td>2</td>
<td>5</td>
<td>9</td>
<td>3*</td>
<td>5.17</td>
</tr>
<tr>
<td>French</td>
<td>8</td>
<td>11</td>
<td>6</td>
<td>8</td>
<td>3</td>
<td>4*</td>
<td>6.67</td>
</tr>
<tr>
<td>German</td>
<td>11</td>
<td>9</td>
<td>10</td>
<td>9</td>
<td>7</td>
<td>4*</td>
<td>8.33</td>
</tr>
<tr>
<td>Russian</td>
<td>2</td>
<td>3</td>
<td>5</td>
<td>7</td>
<td>5</td>
<td>5*</td>
<td>4.5</td>
</tr>
<tr>
<td>Spanish</td>
<td>48</td>
<td>71</td>
<td>65</td>
<td>86</td>
<td>92</td>
<td>51</td>
<td>68.83</td>
</tr>
<tr>
<td>TOTAL BAs CMLL</td>
<td>73</td>
<td>102</td>
<td>88</td>
<td>115</td>
<td>116</td>
<td>67</td>
<td>97.5</td>
</tr>
</tbody>
</table>

* = data reported only through May 2009; there may be unreported August graduates.

If one compares the yearly graduate degree totals in tables 2.5 and 2.6, we find that IR-based Table 2.5 under-reports CMLL average Graduate degree production between

---

16 Our data is based on individual student records with names attached. Actual spreadsheets are not included in the Appendix to this report because of FERPA considerations given the public nature of this document. However, the actual records are available for inspection and/or audit by reviewers having a need to know.
2003-2004 through 2007-2008 by a whopping 26%. If we disaggregate Ph.D.s from MAs in Table 2.5, we find that Ph.D. productivity averages 3.8 per year according to Table 2.5, as opposed to the correct 5.33 of Table 2.6. Similarly according to Table 2.5, average MA annual productivity is 21.4 whereas Table 2.6 shows the correct average to be 27.33.

These reporting disparities become especially critical if we try to determine CMLL progress since the last Graduate Review by comparing 2003-2004 through 2008-2009 of this review period with the six-year averages (1997-1998 through 2002-2003) from the previous review period. For using Table 2.5 data to compare with Chart 2.8 below we would show Ph.D. productivity essentially flat (3.8 vs. 3.5 averages) and a modest growth in MA productivity (21.4 vs. 15.17).

Chart 2.8
Degree Summary Data from 2003-2004 Graduate Review

Comparing the correct data from Table 2.6 with Chart 2.8, we see the following growth patterns in average degree productivity during the past six years compared with the previous six years of the 2003-2004 review:

Table 2.7
CMLL Degree Productivity 1997-2003 vs. 2003-2009

<table>
<thead>
<tr>
<th>Degree</th>
<th>1997-2003 Avg.</th>
<th>2003-2009 Avg.</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ph.D.</td>
<td>3.5</td>
<td>5.33</td>
<td>+52.3%</td>
</tr>
<tr>
<td>MA</td>
<td>15.17</td>
<td>27.33</td>
<td>+83%</td>
</tr>
<tr>
<td>BA</td>
<td>52</td>
<td>97.5</td>
<td>+77.9%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Table 2.8</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Comparison of Degrees Awarded - AY</strong></td>
</tr>
<tr>
<td><strong>University of Colorado - CML</strong></td>
</tr>
<tr>
<td>Bachelor</td>
</tr>
<tr>
<td>Master</td>
</tr>
<tr>
<td>Doctoral</td>
</tr>
<tr>
<td><strong>University of Iowa - Classics</strong></td>
</tr>
<tr>
<td>Bachelor</td>
</tr>
<tr>
<td>Master</td>
</tr>
<tr>
<td>Doctoral</td>
</tr>
<tr>
<td><strong>University of Iowa - German</strong></td>
</tr>
<tr>
<td>Bachelor</td>
</tr>
<tr>
<td>Master</td>
</tr>
<tr>
<td>Doctoral</td>
</tr>
<tr>
<td><strong>University of Kansas - Classics</strong></td>
</tr>
<tr>
<td>Bachelor</td>
</tr>
<tr>
<td>Master</td>
</tr>
<tr>
<td>Doctoral</td>
</tr>
<tr>
<td><strong>University of Kansas - Germanic Lang</strong></td>
</tr>
<tr>
<td>Bachelor</td>
</tr>
<tr>
<td>Master</td>
</tr>
<tr>
<td>Doctoral</td>
</tr>
<tr>
<td><strong>University of Kansas - Linguistics</strong></td>
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<tr>
<td>Master</td>
</tr>
<tr>
<td>Doctoral</td>
</tr>
<tr>
<td><strong>University of Kansas - Spanish &amp; Port.</strong></td>
</tr>
<tr>
<td>Bachelor</td>
</tr>
<tr>
<td>Master</td>
</tr>
<tr>
<td>Doctoral</td>
</tr>
<tr>
<td><strong>University of Oklahoma - Classics</strong></td>
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<tr>
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</tr>
<tr>
<td>Master</td>
</tr>
<tr>
<td>Doctoral</td>
</tr>
<tr>
<td><strong>Texas Tech - Linguistics</strong></td>
</tr>
<tr>
<td>Bachelor</td>
</tr>
<tr>
<td>Master</td>
</tr>
<tr>
<td>Doctoral</td>
</tr>
<tr>
<td><strong>Texas Tech - Classics</strong></td>
</tr>
<tr>
<td>Bachelor</td>
</tr>
<tr>
<td>Master</td>
</tr>
<tr>
<td>Doctoral</td>
</tr>
<tr>
<td><strong>Texas Tech - Romance Languages</strong></td>
</tr>
<tr>
<td>Bachelor</td>
</tr>
<tr>
<td>Master</td>
</tr>
<tr>
<td>Doctoral</td>
</tr>
<tr>
<td><strong>Texas Tech - Romance Lang - French</strong></td>
</tr>
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<td>Bachelor</td>
</tr>
<tr>
<td>Master</td>
</tr>
<tr>
<td>Doctoral</td>
</tr>
<tr>
<td><strong>Texas Tech - Romance Lang - Span.</strong></td>
</tr>
<tr>
<td>Bachelor</td>
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<tr>
<td>Master</td>
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<tr>
<td>Doctoral</td>
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<tr>
<td><strong>Texas Tech - Spanish</strong></td>
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<tr>
<td>Master</td>
</tr>
<tr>
<td>Doctoral</td>
</tr>
<tr>
<td><strong>Texas Tech - German</strong></td>
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<tr>
<td>Bachelor</td>
</tr>
<tr>
<td>Master</td>
</tr>
<tr>
<td>Doctoral</td>
</tr>
</tbody>
</table>

1 - U Iowa does not enroll students in MA programs but do give degrees if one is needed above a BA and dissertation is not complete.
It is obvious that CMLLL has parlayed increased budget and hiring opportunities to achieve very impressive gains in degree productivity.

We now compare our productivity with peer institutions:
On pp. 8-9 we addressed the serious incompleteness of peer institution data. Because of them, no overall comparison of degree productivity for CMLLL as a whole is possible. The best we can do is compare specific degree programs with those peer institutions reporting data for such programs. In doing so we compare the superior data of Table 2.6 with 2.8, ignoring in Table 2.8 the data reported for Texas Tech.

| Table 2.9  |
| Degree productivity Comparisons With Peer Institutions. |
| Classes: 18 |
| Category | TTU | U of Iowa | Kansas U |
| BA | 5.17 | 9.67 | 7.83 |
| MA | 2.83 | 1.67 | 3.5 |
| Ph.D. | n/a | 0.83 | n/a |
| Total grad deg | 2.83 | 2.5 | 3.5 |
| Faculty | 5.33 | 12 | 8 |
| #Grad students | 6 | 21 | 8 |
| German: | Category | TTU | U of Iowa | Kansas U |
| BA | 8.33 | 6.17 | 10.5 |
| MA | 6.17 | 2.17 | 2.3 |
| Ph.D. | n/a | 0.17 | 1.17 |
| Total grad deg | 6.17 | 2.34 | 3.47 |
| Faculty | 4.49 | 7 | 7 |
| #Grad students | 5 | 15 | 12 |
| Linguistics | Category | TTU | Kansas U |
| BA | n/a | 8.67 |
| MA | 10.0 | 4.3 |
| Ph.D. | n/a | 3.17 |
| Total grad deg | 10.0 | 7.47 |
| Faculty | 7 | 9 |
| #Grad students | 14 | 30 19 |
| Spanish & Portuguese | Category | TTU | Kansas U |
| BA | 68.83 | 27.9 |
| MA | 5.62 | 7.17 |
| Ph.D. | 5.33 | 4.83 |
| Total grad deg | 10.95 | 12.0 |
| Faculty | 15 | 16 |
| #Grad students | 37 | 41 |

18 For Classics comparison with University of Oklahoma is omitted since they do not have a Classics graduate program and their average BA productivity of 84.16 is an aggregate of a Classics degree and a Letters (Liberal Arts) degree. With only 8 faculty there is no way they could produce that many classics degrees annually.

19 15 MA and 15 Ph.D.
All reported data are averages over a six year period.\textsuperscript{20} To facilitate some later comparisons we include data on faculty size and the number of graduate students.\textsuperscript{21} Total graduate degree productivity is given since several peer programs award MA\(s\) only to students not having completed the Ph.D.

From Table 2.9 the following generalizations can be drawn:

Classics produces fewer BAs than either Iowa or KU, but does so with significantly fewer faculty. MA degree productivity is commensurate with both institutions, as is total graduate degree productivity. Classics has fewer graduate students than either institution. In general, Classics is undersized in faculty relative to these two peer institutions.\textsuperscript{22}

German has a smaller faculty than either Iowa or Kansas, but is competitive with them in undergraduate degree productivity. It far exceeds both of them in MA and total graduate degree productivity. It has significantly fewer faculty than either peer institution. It is questionable whether German can maintain its MA degree productivity edge if it does not have graduate student pools commensurate with the other two institutions. (One reason for German’s high average degree productivity has been the ability to push students from Germany though in three long semesters plus summers. Whether this can be sustained is in doubt, given recent changes in the language teaching circumstances in Germany.)

Applied Linguistics far exceeds Kansas in MA and total graduate degree productivity. With double the MA productivity of Kansas, it seems Applied Linguistics and Second language Studies has an excellent basis for going forward with its proposal for a Ph.D. program.

Spanish & Portuguese far exceeds Kansas in BA degree productivity (more than double). Graduate degree productivity is commensurate with TTU exceeding Kansas, and lower by a half-degree in the Ph.D. program. Faculties are about the same size but Kansas funds four more graduate students than we do. Although our BA degree productivity is more than double Kansas’s, we are not meeting undergraduate student demand for Spanish. We estimate that we need an additional 20 funded GPTIs and TAs to meet demand, which would require an additional 5 faculty members to keep an acceptable 3:1 graduate student

\textsuperscript{20} The six-year periods are not quite the same since Table 2.6 spans 2003-2009 whereas Table 8 spans 2002-2008. For the limited gross sort of comparisons made here we do not view this slight misalignment as important.

\textsuperscript{21} These data are taken from the web sites of the peer institution departments as of November 4, 2009.

\textsuperscript{22} An alternate source of peer comparison data for Classics can be found at http://classicaljournal.org/MA-programs.php which lists several Classics MA’s like ours. Examination of it indicates we are close to being as good as Georgia which is the premier terminal MA Classics program. With some investments over time (indicated in the Classics Self Study Action plan in Section J below) we could reach that level. Classics aims to be the "MA of choice" for good students with varying backgrounds.
per graduate faculty ratio. Were we to receive such needed resources we could be expected to exceed Kansas’s degree productivity by around 50%.

Again, we bemoan the fact that the Graduate School did not get comparison data that would enable comparisons for French, Russian, or for CMLL as a whole.

C. Undergraduate and graduate semester credit hours

Charts 2.9-2.15 below present academic year undergraduate and graduate SCH by major. The data are wildly inaccurate—so much so that they are of no use in making meaningful comparisons. Table 2.10 below summarizes data from these charts and compares them with more reliable CMLL SCH data.

The first specific problem to note is in Chart 2.11, “Romance Languages” which lists preposterous undergraduate SCH for a non-existent degree program. The second problem to note is that the annual undergraduate totals from Charts 2.9-2.14 far exceed the number of SCH CMLL has ever delivered. The extent of disparity can be seen by comparing those totals with CMLL’s own SCH Assessment Report and IR Report records at the bottom of the chart. If we remove the nonexistent undergraduate Romance languages program data from the Charts 2.9-2.14 totals, the resulting totals are lower than actual SCH delivered according to CMLL records.

Given these problems, the data in Charts 2.9-2.14 are essentially worthless for purposes of analysis and will be ignored. Rather we will use our best 05/06 and 06/07 numbers and, with a healthy dose of skepticism, will use CMLL Assessment Report and IR data from Table 2.10 for purposes of analysis.

---

23 As of Fall 2009, the Spanish & Portuguese Division has 14 1/3 tenured and tenure-track faculty members of whom two are not on graduate faculty. The 1/3 is a joint appointment with English. To maintain a 3:1 graduate student to graduate faculty ratio we need 4 2/3 additional graduate faculty.

24 We generated SCH numbers by taking our 12th day enrollment numbers for each course, multiplying them by credit hours, and summing over all courses each semester. These numbers essentially agree with the numbers Kerry L. Ford, Lead Specialist for IR says were reported for CMLL to the Graduate School (e-mail to Phade Vader dated November 18, 2009). For example Ford’s total for 2006-2007 is 34,462 and ours is 34,198. For authoritative data we use the numbers in Ford’s e-mail here. This makes the disparities in the Graduate School supplied charts below all the more perplexing.

We also generated alternate SCH numbers by having IR supply us with undergraduate and graduate SCH analyses which semester-by-semester identified each enrolled student in each course by major. The results of those reports are as follows:

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergrad</td>
<td>35,231</td>
<td>37,564</td>
<td>39,652</td>
<td>37,675</td>
<td>37,708</td>
<td>35,150</td>
</tr>
<tr>
<td>Grad</td>
<td>1,837</td>
<td>1,873</td>
<td>2,010</td>
<td>2,216</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>41,489</td>
<td>39,548</td>
<td>39,718</td>
<td>37,366</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

We are unsure what to make of the SCH data obtained from these CMLL-requested IR reports. Those reports gave us SCH by semester, course, and registrant. But the numbers are much higher than what we believe to be the case (seconded by Ford’s totals noted in the previous note) and reported at the bottom of Table 2.10 and the Fall numbers also do not square with those IR supplied for CMLL’s annual assessment reports. And neither set of numbers corresponds with the data supplied in Charts 2.9-2.14. This is particularly disconcerting given that IR is the source for all these different sets of numbers. We believe the numbers obtained in these alternate CMLL-requested reports are too high but do not know why.
Table 2.10
Comparison of data in Charts 2.9-2.15, 2008 Assessment Report data, and CMLL Records

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate from Charts 2.9-2.14</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ApLing26</td>
<td>3</td>
<td>24</td>
<td>48</td>
<td>0</td>
<td>18</td>
<td>0</td>
</tr>
<tr>
<td>Classics</td>
<td>2,493</td>
<td>2,505</td>
<td>2,481</td>
<td>2,505</td>
<td>2,442</td>
<td>2,604</td>
</tr>
<tr>
<td>Romance L.</td>
<td>29,334</td>
<td>32,399</td>
<td>34,661</td>
<td>32,694</td>
<td>32,243</td>
<td>30,878</td>
</tr>
<tr>
<td>Spanish</td>
<td>16,963</td>
<td>18,817</td>
<td>20,977</td>
<td>19,271</td>
<td>18,819</td>
<td>17,961</td>
</tr>
<tr>
<td>German</td>
<td>2,107</td>
<td>1,771</td>
<td>1,819</td>
<td>1,629</td>
<td>2,028</td>
<td>1,875</td>
</tr>
<tr>
<td>French</td>
<td>2,761</td>
<td>2,996</td>
<td>2,427</td>
<td>2,523</td>
<td>2,501</td>
<td>2,192</td>
</tr>
<tr>
<td>TOTALS</td>
<td>53,661</td>
<td>58,488</td>
<td>61,789</td>
<td>58,662</td>
<td>55,933</td>
<td>55,510</td>
</tr>
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<td>Graduate from Charts 2.9-2.14</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ApLing</td>
<td>315</td>
<td>397</td>
<td>486</td>
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<td>343</td>
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<td>Classics</td>
<td>40</td>
<td>63</td>
<td>39</td>
<td>27</td>
<td>39</td>
<td>39</td>
</tr>
<tr>
<td>Romance L.</td>
<td>1,519</td>
<td>1,641</td>
<td>1,729</td>
<td>1,768</td>
<td>1,813</td>
<td>1,967</td>
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<td>688</td>
<td>722</td>
<td>698</td>
<td>767</td>
<td>673</td>
<td>774</td>
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<tr>
<td>German</td>
<td>72</td>
<td>129</td>
<td>114</td>
<td>147</td>
<td>163</td>
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<tr>
<td>French</td>
<td>196</td>
<td>108</td>
<td>148</td>
<td>137</td>
<td>96</td>
<td>96</td>
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<tr>
<td>TOTALS</td>
<td>2,830</td>
<td>3,060</td>
<td>3,213</td>
<td>3,278</td>
<td>3,317</td>
<td>3,545</td>
</tr>
<tr>
<td>TOTAL UG + G</td>
<td>56,491</td>
<td>61,548</td>
<td>65,002</td>
<td>61,940</td>
<td>59,250</td>
<td>59,055</td>
</tr>
<tr>
<td>TOTAL UG RL</td>
<td>27,157</td>
<td>29,149</td>
<td>30,341</td>
<td>29,246</td>
<td>27,007</td>
<td>28,177</td>
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<tr>
<td>Totals from Chart 2.15</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergrad</td>
<td>316,677</td>
<td>275,506</td>
<td>269,771</td>
<td>266,301</td>
<td>298,874</td>
<td>543</td>
</tr>
<tr>
<td>Grad</td>
<td>633,354</td>
<td>551,012</td>
<td>519,542</td>
<td>532,602</td>
<td>597,327</td>
<td>1,086</td>
</tr>
<tr>
<td>TOTAL UG + G</td>
<td>950,031</td>
<td>826,518</td>
<td>789,048</td>
<td>798,903</td>
<td>896,201</td>
<td>1,629</td>
</tr>
<tr>
<td>Fall Semester SCH Totals from 2008 CMLL Assessment report, Section 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergrad</td>
<td>12,186</td>
<td>12,854</td>
<td>14,234</td>
<td>14,075</td>
<td>13,627</td>
<td>12,563</td>
</tr>
<tr>
<td>MA</td>
<td>359</td>
<td>472</td>
<td>560</td>
<td>564</td>
<td>564</td>
<td>667</td>
</tr>
<tr>
<td>Ph.D</td>
<td>236</td>
<td>230</td>
<td>246</td>
<td>232</td>
<td>234</td>
<td>227</td>
</tr>
<tr>
<td>Total Grad</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL UG + G</td>
<td>12,781</td>
<td>13,556</td>
<td>15,040</td>
<td>14,870</td>
<td>14,425</td>
<td>13,457</td>
</tr>
</tbody>
</table>

| Academic Year SCH according to IR Reports CMLL had run. |
| Undergrad     | 29,334  | 32,399  | 34,061  | 32,694  | 32,243  | 30,878  |
| Grad          | 1,519   | 1,641   | 1,729   | 1,768   | 1,813   | 1,967   |
| TOTAL         | 30,853  | 34,040  | 35,790  | 34,462  | 34,056  | 32,845  |

26 Applied Linguistics does not have an undergraduate major.
There are, however, some basic trends in CMLL SCH. Using our own SCH figures as reported in Appendix I, CMLL had a previous high of around 26,000 SCH in 1996, then dropped to slightly below 20,000 in 2001. Enrollments increased around 75% to a new peak of 35,790 in 2005-2006, when CMLL got one-time extra funds to service more Spanish lower-level students. For the next two years, SCH dropped a bit but were higher than prior to that 2005-2006 infusion of resources, and in 2008-2009 reverted to below 2004-2005 levels (just prior to the infusion).

The 2008-2009 drop is cause for concern. It amounts to a drop of 1,211 SCH. Closer analysis reveals that throughout the review period there has been steady increase in graduate enrollments. The 2008-2009 SCH drop relative to 2007-2008 is due to a drop of 1,356 undergraduate SCH. 42% of this drop can be attributed to enrollment problems in lower-level French and upper-level German that are discussed below in conjunction with Tables 2.13 and 2.14. Another factor probably is the generally depressed numbers of CMLL study-abroad students in 2008-2009 because of the depressed economy. We will return to this issue when we discuss course enrollment trends in Tables 2.18 and 2.19 below.

The basic lesson to be gleaned from these SCH time series analyses is that by 2006-2007 and 2007-2008 CMLL had maxed its ability to deliver SCH with present faculty and AOF salary resources. There may be some prospect for improving 2008-2009 SCH performance by perhaps 1,500 SCH with existing resources. But the basic fact is that if CMLL is to grow significantly, and improve its formula funding balance, substantial additional salary resources are needed. Increased AOF is crucial for more effective utilization of faculty while serving our lower-level language instruction and other service instruction needs. (Narrative continues on p. 30.)

![Chart 2.9](image-url)

**Semester Credit Hours - Academic Year**

*(Applied Linguistics)*

<table>
<thead>
<tr>
<th>Year</th>
<th>Undergraduate</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>03/04</td>
<td>3</td>
<td>315</td>
</tr>
<tr>
<td>04/05</td>
<td>24</td>
<td>387</td>
</tr>
<tr>
<td>05/06</td>
<td>48</td>
<td>485</td>
</tr>
<tr>
<td>06/07</td>
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<td>432</td>
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<tr>
<td>07/08</td>
<td>18</td>
<td>533</td>
</tr>
<tr>
<td>08/09</td>
<td>0</td>
<td>543</td>
</tr>
</tbody>
</table>
Chart 2.15 (above) has its own problems. First the annual SCH hours used have no relationship to the data in Charts 2.9-2.10. Because those charts do not report SCH generated in our LCTL courses, their totals should be smaller than the actual total SCH for CMLL reported in Table 2.10. Instead, they are preposterously larger, ranging from...
789,048 to 950,031—at or above the total TTU SCH delivery. (The data for 2008-2009 obviously is very incomplete, totaling only 1,629, and so are ignored in this analysis.)

Further problems concern interpreting the Operating expenses used. Our Departmental Operating and Instructional Administration Expense Budget under Banner is $77,000, consisting of the old DOE of $60,000 which has been flat from year to year plus $17,000 associated with the ITA Workshop—virtually all of which goes to salaries. The remaining operating expenses reported appear to be other staff salaries spread over multiple budgets. We stress, given the screwy SCH numbers used, the comparisons made in Chart 2.15 are still be meaningless.

Here we also wish to stress that when we discuss how inadequate our operating budget is we are talking about our Departmental Operating and Instructional Administration Expense Budget, not our overall operating expenses.

Nevertheless, we have redone Chart 2.15 as Chart 2.16 using accurate CMLL SCH Data and Operating Cost data that cohere closely with what we have obtained from IR. However, we have elected to break-out M&O budgets from Salary expenditures.

Chart 2.16

AY SCH compared to CMLL Operating Budgets

Source: CMLL Data

---

27 We brought the problems with this chart to the attention of the Graduate School. They maintain that the SCH numbers are correct, except digits have been shifted. They also maintain the operating costs do not include salaries (email from Marlene Kenady dated November 14), but from our budget records the vast majority of the amounts shown are staff salaries.

28 So interpreted our own records produce same order of magnitude totals, although our numbers don’t quite agree with IR’s.
D. Number of majors in the department for the fall semesters

Charts 2.17-2.21 and Table 2.11 report Graduate School supplied data. These data are shown to be seriously in error in Table 2.12. (Narrative continues on p. 33.)

**Chart 2.17**

Enrollment by Level - Fall Data (Applied Linguistics)

Source: Institutional Research Services

<table>
<thead>
<tr>
<th>Year</th>
<th>Bachelor's</th>
<th>Masters</th>
<th>Doctoral</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003</td>
<td>0</td>
<td>12</td>
<td>0</td>
</tr>
<tr>
<td>2004</td>
<td>0</td>
<td>17</td>
<td>0</td>
</tr>
<tr>
<td>2005</td>
<td>0</td>
<td>17</td>
<td>0</td>
</tr>
<tr>
<td>2006</td>
<td>0</td>
<td>17</td>
<td>0</td>
</tr>
<tr>
<td>2007</td>
<td>0</td>
<td>32</td>
<td>0</td>
</tr>
<tr>
<td>2008</td>
<td>0</td>
<td>24</td>
<td>0</td>
</tr>
</tbody>
</table>

**Chart 2.18**

Enrollment by Level - Fall Data (Classics)

Source: Institutional Research Services

<table>
<thead>
<tr>
<th>Year</th>
<th>Bachelor's</th>
<th>Masters</th>
<th>Doctoral</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003</td>
<td>8</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>2004</td>
<td>10</td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td>2005</td>
<td>12</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>2006</td>
<td>12</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>2007</td>
<td>11</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>2008</td>
<td>12</td>
<td>8</td>
<td>0</td>
</tr>
</tbody>
</table>
Chart 2.19
Enrollment by Level - Fall Data (Romance Languages)

<table>
<thead>
<tr>
<th></th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
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<tbody>
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<td>Bachelor's</td>
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</tr>
<tr>
<td>Masters</td>
<td>10</td>
<td>22</td>
<td>21</td>
<td>23</td>
<td>24</td>
<td>23</td>
</tr>
<tr>
<td>Doctoral</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

Source: Institutional Research Services

Chart 2.20
Enrollment by Level - Fall Data (Spanish)

<table>
<thead>
<tr>
<th></th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor's</td>
<td>105</td>
<td>98</td>
<td>95</td>
<td>107</td>
<td>99</td>
<td>85</td>
</tr>
<tr>
<td>Masters</td>
<td>5</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Doctoral</td>
<td>41</td>
<td>40</td>
<td>36</td>
<td>34</td>
<td>30</td>
<td>32</td>
</tr>
</tbody>
</table>

Source: Institutional Research Services
Graduate majors from Charts 2.17-2.21 are aggregated in Table 2.11.

### Table 2.11

**Graduate Program Enrollment – Fall Data**  
*Source: Institutional Research Services*

<table>
<thead>
<tr>
<th>Name of Program</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Linguistics</td>
<td>12</td>
<td>17</td>
<td>17</td>
<td>17</td>
<td>32</td>
<td>24</td>
</tr>
<tr>
<td>Classics</td>
<td>6</td>
<td>8</td>
<td>6</td>
<td>5</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>Romance Languages</td>
<td>10</td>
<td>22</td>
<td>22</td>
<td>23</td>
<td>25</td>
<td>23</td>
</tr>
<tr>
<td>Spanish</td>
<td>46</td>
<td>43</td>
<td>37</td>
<td>34</td>
<td>30</td>
<td>32</td>
</tr>
<tr>
<td>German</td>
<td>7</td>
<td>8</td>
<td>8</td>
<td>10</td>
<td>7</td>
<td>10</td>
</tr>
<tr>
<td>Teaching English in Intl.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 2.12 aggregates undergraduate and graduate majors from Charts 2.16-2.20 and makes comparisons with CMLL data.

The first thing to note is that the coding problems on reporting French and Spanish MA degrees noted on p. 8 continue to cause problems of interpretation. First, Only one Romance Language set of data is reported compared with the four sets used to report French and Spanish MA degrees. Further it is obvious that some change in coding and reporting occurred for Spanish MAs beginning Fall 2006.
### Table 2.12
Comparison of Chart 2.17-2.21 Data with CMLL Data—Fall Data

<table>
<thead>
<tr>
<th>Degree</th>
<th>Fall 2003</th>
<th>Fall 2004</th>
<th>Fall 2005</th>
<th>Fall 2006</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA Majors from Charts 2.17-2.21</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ApLing</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Classics</td>
<td>8</td>
<td>10</td>
<td>12</td>
<td>12</td>
<td>11</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>French</td>
<td>missing</td>
<td>missing</td>
<td>missing</td>
<td>missing</td>
<td>missing</td>
<td>missing</td>
<td>missing</td>
</tr>
<tr>
<td>Romance L</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Spanish</td>
<td>105</td>
<td>98</td>
<td>95</td>
<td>107</td>
<td>99</td>
<td>85</td>
<td></td>
</tr>
<tr>
<td>German</td>
<td>19</td>
<td>9</td>
<td>8</td>
<td>10</td>
<td>14</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>TOTALS</td>
<td>132</td>
<td>117</td>
<td>115</td>
<td>129</td>
<td>124</td>
<td>111</td>
<td></td>
</tr>
</tbody>
</table>

| MA Majors from Charts 2.17-2.21 |
| ApLing | 12        | 17        | 17        | 17        | 32        | 24        |
| Classics | 6       | 8         | 6         | 5         | 6         | 5         |
| Romance L | 10      | 22        | 21        | 23        | 24        | 23        |
| Spanish | 5        | 3         | 1         | 0         | 0         | 0         |
| German | 7        | 8         | 8         | 10        | 7         | 10        |
| TOTAL | 40        | 58        | 53        | 55        | 69        | 65        |

| Ph.D. Majors from Charts 2.17-2.21 |
| Spanish | 41        | 40        | 36        | 34        | 30        | 32        |
| TOTAL GRAD | 81      | 98        | 89        | 89        | 99        | 97        |

| Total Majors based on CMLL Data (Fall 2003 MA and Ph.D. data from Chart 2.22) |
|-----------------------------|-----------|-----------|-----------|-----------|-----------|-----------|
| BA | 192       | 380       | 333       | 286       | 330       | 247       | 338       |
| MA | 43        | 35        | 37        | 34        | 51        | 48        |
| Ph.D. | 41      | 46        | 40        | 36        | 37        | 33        |
| TOTAL GRAD | 84    | 81        | 77        | 70        | 88        | 81        |

We note that Charts 2.17—2.21 systematically report more graduate majors than CMLL records show. We do not know what to make of this, especially since we continuously carp about the under-reporting of undergraduate majors by IR records compared to our better CMLL undergraduate major records. We do not want to be in the position of special pleading for our undergraduate major totals while disingenuously arguing we should accept the IR reports which show significantly more graduate majors than our records do. In part the disparity may be in the graduate data collection procedures. Our graduate major reports are based on active files in our advisor's collections. Attempts to determine how many active but not presently enrolled on campus part-time graduate majors have been unsuccessful. Very likely the IR reported numbers better reflect the situation than do our internal active file audit numbers. Fundamentally, we have no idea whose numbers to believe.
The French coding problems spill over to the undergraduate major reports. For Charts 2.16-2.20 exclude the French undergraduate major, and instead report zero majors in a nonexistent Romance languages BA program. Russian undergraduate majors also were not reported. We noted on p. 8 that the way Institutional Research counts dual undergraduate majors (coding the majors alphabetically and only counting the first of the two) results in persistent under-reporting of CMLL majors, especially Russian and Spanish. Because of such persistent under-reporting of BA majors, CMLL includes in its Annual Assessment Reports its own records of CMLL BA majors based on counts of enrolled students having current major or dual major degree plans on file. The following table shows the extent of disparities.

<table>
<thead>
<tr>
<th>Table 2.13</th>
<th>Disparity in Number of Undergraduate Majors Between CMLL and IR Counts</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>IR Report Fall Semester Counts</td>
</tr>
<tr>
<td>Degree</td>
<td></td>
</tr>
<tr>
<td>Classics</td>
<td>10</td>
</tr>
<tr>
<td>French</td>
<td>25</td>
</tr>
<tr>
<td>German</td>
<td>24</td>
</tr>
<tr>
<td>Russian</td>
<td>11</td>
</tr>
<tr>
<td>Spanish</td>
<td>123</td>
</tr>
<tr>
<td>IR Total</td>
<td>192</td>
</tr>
<tr>
<td>CMLL Total</td>
<td>192</td>
</tr>
<tr>
<td>Uncounted dual majors</td>
<td>0</td>
</tr>
</tbody>
</table>

The disparities range from a low of 15% for Russian to a high of 67% for French with Classics and Spanish 50%. Given these disparities we rely upon CMLL data for analysis.

Comparisons With 2003-2004 Review Data

In the 2003-2004 Graduate Review, the following Institutional Research data in Chart 2.22 were reported.

Comparison of graduate MA and Ph.D. majors from 1997-2003 with the 2004-2008 portions of Table 2.11 as totaled in Table 2.12 shows very substantial growth since the last Graduate Review: The 1997-2003 MA average is 34.4 vs. a 2004-2008 average of 60—a 65.3% increase. Ph.D. majors are stable between the two periods (34.6 average for 1997-2003 and 34.4 for 2003-2008).
However, we find some disparity between CMLL data and the Chart data. Specifically, for MAs 2004-2008 we show an average of 41 MA majors, not 60, hence only a 16.9% increase. But in Fall 2007 there was a large jump in MA enrollments. If we compare 2007 & 2008 average of 49.5 with the 1997-2003 averages, we get a growth of 53.3% growth in the MA programs. And if we use our 2004-2008 data for doctoral students, we get an average of 38.4 which is a 11% increase. The overall picture is one of substantial growth in both the MA and the Ph.D. majors populations.

The CMLL undergraduate major tallies reported in the 2003-2004 Graduate Review were:

- Fall 2000: 145
- Fall 2001: 149
- Fall 2002: 160
- Fall 2003: 192
  - Classics: 10
  - French: 25
  - German: 24
  - Russian & RLAS: 11
  - Spanish: 122

or an average of 161.5. The Table 2.12 CMLL data average for 2004-2008 is 315.2 for a whopping 95.2% increase.

*Comparison of CMLL Programs with Indicators of Successful Foreign Language Programs.*

Classical and Modern Languages and Literatures
A very basic criterion for whether a foreign language program is *successful* is whether enrollments are stable or growing, whereas *unsuccessful* programs experience declining enrollments.

The Modern Languages Association (MLA) did an empirical study of 1995-1999 enrollment trends in foreign languages, collecting data on seven of the most widely-taught languages.\textsuperscript{1} They found that successful programs on average enjoyed certain efficiency in recruiting majors from their lower-level four-skills courses and in average enrollment of majors.\textsuperscript{2}

The ratio of majors to Fall lower-level course enrollments is a surrogate measure of the efficiency with which language programs recruit or convert students taking lower-level languages into majors. Since in CMLL there are approximately three minors per major, this affords an indirect estimate of minor conversions. The ratio of upper-level major courses to majors is a surrogate measure of the effectiveness with which a program helps its majors (and minors) progress towards graduation. It also says something about the needed upper-level course capacity to efficiently accommodate majors and minors. The MLA study came up with numerical ratios that were characteristic of (= mean values) of successful foreign language programs. These were done on the basis of the highest degree offered by the program. In Tables 2.13 and 2.14 we use those appropriate to a given CMLL language program.

In using these successful program indicator ratios the following points should be kept in mind:

- **During 1990-1995** foreign language enrollments underwent a modest 3.71% decline.
- The data are based on 1995-1999 data—a period during which there was a modest 4.99% rebound that slightly exceeded 1990 levels.
- **During 1998 and 2002** (the 2003-2004 Review period shifted one year down) foreign language enrollments grew 17%.
- **Between 1999 and 2006** (the most recent year for which data are available) there was near linear enrollment growth totaling 32.27% and averaging 5.37% per year.\textsuperscript{3}
- **Extrapolating these recent linear growth percentages**, one expects a 32.2% national enrollment growth between Fall 2003 and Fall 2009.

Given the fact that the indicators are for a modest, low-growth period one might question their applicability to recent high 5.37% annual growth periods. The concern is legitimate. However we note that the growth rates for the 2003-2004 review and extrapolated since 2006 for the current one are both at the essentially linear 5.37% average growth rate. Specifically, there is no difference in the questionability of using those indicators in this

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\textsuperscript{2} Tables 7 & 8, *ibid.*, p. 179.

\textsuperscript{3} All these data are based on Figure 1, p. 9, in Nelly Furman, David Goldberg, and Natalia Lusin, "Enrollments in Languages Other Than English in United States Institutions of Higher Education, Fall 2006" a web publication of the Modern language Association, November 13, 2007.
review than there were in the 2003-2004 review. Indeed given that the growth rates are essentially the same during the two comparison periods makes the comparisons have comparative validity regardless of the appropriateness of using those indicators in a more robust growth situation.

We conclude that it can be instructive to do the Fall 2009 comparisons with the Fall 2003 comparisons using the 1995-1999 indicators of successful foreign language programs while acknowledging that those indicator ratios might be very different during the period of linear growth in our two comparison periods.

Later we will augment those indicator comparisons with new comparisons based on the Fall 2006 MLA data.

Comparing Table 2.14 for this review period with Table 2.15 for the previous review period, we discern trends for our undergraduate majors.

We begin with an analysis of the Spanish undergraduate program because the interpretation of changes and their causes is most clearly demonstrated and documented in this case and thus will facilitate analysis of trends in other language programs.

Spanish: In Fall 2003 the major conversion rate from lower-level enrollments was 12.2—substantially below the national average of 10.2 for successful Spanish programs offering the Ph.D. as the highest degree. By Fall 2009 the conversion rate was a phenomenal 5.75. This is a 52.9% improvement since Fall 2003 and is 43.7% better than the national average for successful Spanish programs offering the doctorate. It is truly a phenomenal increase.

How did Spanish achieve a conversion rate where almost one out of six students enrolled in first or second-year become Spanish majors or dual majors? There seem to be two main factors: (1) The Spanish lower-level curriculum underwent a data-driven, controlled-experiment reinvention how lower-level Spanish is taught as part of the FIPSE-funded “Roadmap to Redesign” (R2R) project of the National Center for Academic Transformation” that led to piloting and implementing blended or hybrid approach where traditional workbook content was taught via interactive on-line tutorials with targeted diagnostic feedback and class sessions focused on development of oral skills. Subsequent developments, funded in part by The Texas Higher Education Coordinating Board in two Course Redesign grants developed a pronunciation lab approach using mimicry and voice recognition software to develop better pronunciation divorced from either production or comprehension. (2) Building on the enviable track record of the long-standing Mexico Field Course in developing upper-level language proficiency, CMLL partnered with OIA to save the TTU Seville Center by reinventing it as an intensive immersion language program.

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4 Other than the fact we have the 2006 data which were not available then and so could not have made this assessment during the 2003-2004 review. And in this case we are extrapolating beyond 2006 without knowing whether the extrapolations are valid.

5 Furman, Goldberg, and Lusin 2007, op. cit.

6 Total costs of these course redesigns and their precursors have incurred a cost of around $450,000 spread over the past six years, of which perhaps 20% have been externally funded. These expenses do not include faculty or PI salary, and thus are real costs. The payoff has been exceptional.
where students with no knowledge of the language can complete their language requirement in one semester of intensive Spanish language study while living with monolingual Spanish families. And upper-level students can complete most of a minor in one semester there. Many students minor or major in Spanish upon return.

Table 2.14
2009 Division Performance Compared with Indicators of Successful Foreign Language Programs With % Change Comparisons to 2003 data in Table 2.15

<table>
<thead>
<tr>
<th>Division/Language</th>
<th>Fall 2009</th>
<th>Number of Majors</th>
<th>Upper-level Enrollments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Lower-Level Enrollments</td>
<td>National Ratio</td>
<td>Expected</td>
</tr>
<tr>
<td>French &amp; Italian</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>French</td>
<td>179</td>
<td>8.9</td>
<td>20.1</td>
</tr>
<tr>
<td></td>
<td>(-21.2%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Italian</td>
<td>79</td>
<td>14.5</td>
<td>5.5</td>
</tr>
<tr>
<td></td>
<td>(+5.3%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>German</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>German</td>
<td>165</td>
<td>8.1</td>
<td>20.4</td>
</tr>
<tr>
<td></td>
<td>(+26.8%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Russian &amp; Eastern</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chinese</td>
<td>59</td>
<td>2</td>
<td>29.5</td>
</tr>
<tr>
<td></td>
<td>(+22.9%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Japanese</td>
<td>62</td>
<td>1.7</td>
<td>36.5</td>
</tr>
<tr>
<td></td>
<td>(+47.6%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Russian</td>
<td>73</td>
<td>3.7</td>
<td>19.7</td>
</tr>
<tr>
<td></td>
<td>(+7.8%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spanish &amp; Portuguese</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spanish</td>
<td>1313</td>
<td>10.2</td>
<td>128.7</td>
</tr>
<tr>
<td></td>
<td>(-12%)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Actual Ratio: 2.03
Table 2.15
2003 Division Performance Compared with Indicators of Successful Foreign Language Programs.

<table>
<thead>
<tr>
<th>Division/Language</th>
<th>Fall 2003 Lower-Level Enrollments</th>
<th>Number of Majors</th>
<th>Upper-level Enrollments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall 2003 National Ratio</td>
<td>Expected Actual</td>
<td>CMLL Ratio</td>
</tr>
<tr>
<td>French &amp; Italian</td>
<td>French</td>
<td>227</td>
<td>8.9</td>
</tr>
<tr>
<td></td>
<td>Italian</td>
<td>75</td>
<td>14.5</td>
</tr>
<tr>
<td>German</td>
<td>German</td>
<td>138</td>
<td>8.1</td>
</tr>
<tr>
<td>Russian &amp; Eastern</td>
<td>Chinese</td>
<td>48</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Japanese</td>
<td>42</td>
<td>1.7</td>
</tr>
<tr>
<td></td>
<td>Russian</td>
<td>68</td>
<td>3.7</td>
</tr>
<tr>
<td>Spanish &amp; Portuguese</td>
<td>Spanish</td>
<td>1494</td>
<td>10.2</td>
</tr>
</tbody>
</table>

In summary: The lower-level increased Spanish major (and indirectly minor) conversion rates are driven by major local curricular innovations and highly effective study-abroad immersion intensive language-development opportunities.

However, the success in increasing Spanish’s conversion to majors ratios has created its own revenge effects.7 The ratio of upper-level enrollments to majors for successful Spanish programs is a surrogate measure of needed capacity in upper-level courses to accommodate majors and minors without retarding their graduation as majors or dual majors or as minors. In Fall 2003 Spanish’s ratio was 29% below expected MLA capacity. But in 2009, the problem has exacerbated; whereas we need a 3.7 ratio Spanish’s is actually 2.03—or an 82.7% short-fall in capacity.

The situation in Spanish is worse than it appears from these data. In 2005-2006, we fully implemented the hybrid or blended R2R redesign of lower-level Spanish in SPAN 1507 that...

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7 The notion, where technological fixes of problems ultimately exacerbate the problems they were designed to fix, is due to Edward Tenner, *Why Things Bite Back: The Revenge of Unintended Consequences* (New York: Knopf, 1996).
reduced class size down to 20 vs. the previous 32 without increased on-going costs. A miscalculation of the conversion of capacity from 5 hour traditional courses to blended 2 hours on-line and 3 in-class resulted in a doubling of the number of sections in SPAN 1507 rather than the ~50% increase required to retain capacity. We thought recent doubling of capacity in lower-level Spanish had met demand, but we learned from this that we were far from meeting demand. We had let enrollments jump unsustainably in SPAN 1507 without a permanent infusion of additional AOF resources. Dean Jane Winer came up with one-shot but not sustainable infusion of resources for that year. But the net result was a “pig in the python” situation where increased lower-level enrollments coupled with much increased efficiency in recruiting majors and minors out of our lower-level courses resulted in a severe capacity crunch at the upper level. We can only respond to that by cutting off the flow of new intakes to SPAN 1507. After a time lag, our majors drop freeing up upper-level course space, which allows us to open up more space in lower-level Spanish. Hence the wildly fluctuating enrollments and major numbers we are experiencing.

Interim Dean Schovanec recently reported that, according to A&S Advisors, the single most important impediment to timely undergraduate graduation is admission to required Spanish courses. The above is an analysis of what the problem is. Its only solution not resulting in eroding foreign language standards for A&S degrees is increasing capacity in lower-level Spanish which requires an estimated 20 additional GPTIs or TAs plus about 5 more Spanish faculty members to maintain an acceptable 3:1 graduate student to graduate faculty ratio.

We believe there are lessons for the other languages to be learned from these Spanish ones despite the fact that the numbers for the other programs are smaller and the optimization factors will be different. Indeed, the on-line interactive tutorial approach has been ported over to German and the pronunciation lab approach now is being implemented in the IEP.

**German:** German has been heavily hit by having one position filled by VAPs since 2004 and having one tenured faculty member battling cancer for a number of years who died November 29, 2009 and the diversion of her (also tenured in German) husband’s concerns towards helping manage her care. The result has been that the bulk of the burden of making German work has rested on one tenure-track faculty member and a VAP who changed over the years. Nevertheless, German strengthened its lower-level language offerings in a manner that resulted in a 26.8% increase in conversion of majors from lower-level courses.

At first blush it would appear that German has lost substantial ground at the upper level—a drop from 140 to 53 enrollments. However, 100 of the Fall 2003 enrollments were in GERM 3312, “Literature of the Holocaust,” a course taught in English which is a course taught by the faculty member who just succumbed to cancer and was not taught the last few years while she battled cancer. When this difference is controlled for, we see German actually has increased its enrollments in other upper-level courses by 32.5%.

Where German has seriously fallen down is in its graduate enrollments. In Fall 2009 it only had four full-time supported graduate students. Each of the smaller language divisions with M.A. programs (Classics, French, German) are allocated eight funded graduate student positions. In order to meet THECB minimal degree productivity those programs need to fill all those slots and graduate majors in a timely fashion. Table 2.6 indicates that beginning...
2007-2008 there has been a precipitous drop in the number of German MA degrees produced. This is a direct result of a near halving of the number of supported German MA students. This in turn results in fewer graduate students to teach lower-level German language courses. The problem will be exacerbated when the VAP position and a replacement for the tenured faculty member who just died are hired for next year. Because of the reduced teaching loads the first year for tenure-track faculty and the expected development leave of the one faculty member now up for tenure, this will result in a net loss of undergraduate course capacity. It is imperative that German enhance its efforts to recruit full-time funded graduate students and maintain a cohort of eight.

French: French has undergone a dramatic drop in lower-level French language enrollments—a 21.2% decline since Fall 2003 and a net loss of 48 lower-level enrollments. Whereas in Fall 2003 French drew 89 more students than German, now it draws only 14 more than German. This decline needs to be measured against the most recent (2006) data\(^8\) regarding French vs. German market share in university and college language teaching: French 14.5%, German 6.75%. Taking CMLL German lower-level enrollments as base, we would expect French to have 2.15 as many lower-level students as German or 358 students. However, despite the substantial loss in lower-level enrollments, the French major conversion rate has improved dramatically from 9.1 in 2003 to 4.48 in 2009. This suggests the following interpretation: French is losing its ability to get students to take French to satisfy their language requirement, but the quality of lower-level instruction has improved substantially as reflected in a much higher conversion to major efficiency—well above the national averages for successful French programs with terminal masters degree as the highest degree. We note that since the hiring of Dr. Joseph Price to coordinate lower-level French there has been substantial curricular revision. We expect that further revisions modeled on the R2R and pronunciation innovations in Spanish should result in further improvements. We also expect the French summer study abroad program, started in 2008, will result in additional majors and minors.

However, it may not be the case that French cannot generate higher lower-level enrollments. In Fall 2009, students were turned away because first-year French courses had reached a cut-off of 25 per section (5 above the ADFL standards of 20 maximum). This simply was bad enrollment management on CMLL’s part. We should have been prepared to open additional sections. One factor in lower-level French capacity is that in Fall 2009 French only has six funded graduate students, not the target eight. (Table 2.6 indicates stable MA degree productivity over the review period.)

This is an opportune place to make some general observations about enrollment management in all of CMLL's divisions. THECB degree productivity standards require that each division have at least eight funded MA graduate students and that they complete there degrees in a timely fashion (two years). Formula funding considerations do not allow routine use of tenure-track or tenured faculty to teach lower-level courses. That means, ideally, all such courses should be taught by graduate students. Doing so is exacerbated by the SACS eighteen hour rule—requiring under most circumstances that a person have 18 graduate hours in the subject area to be instructor of record (here a GPTI). For years CMLL

\(^8\) Furman, et. Al., op. cit., Table 2a, p. 15.
has waived the eighteen-hour rule for native speakers of the language with prior teaching experience and pedagogical training who enroll in prescribed pedagogy courses. This practice was given close scrutiny by the SACS outside reviewing committee during the SACS reaccreditation process and passed muster. Non-native speakers are held to the eighteen hour rule. In Spanish such TAs teach discussion sessions under close mentoring of a 110-student lecture-discussion version of SPAN 1507. Not only does this enable TAs to generate formula funding by accommodating additional students, but they are better prepared to become GPTIs during their second year. The use of graduate students to merely grade or assist faculty-taught courses in a manner that does not commensurately increase capacity, SCH, and formula funding is never justified from an enrollment management perspective. To do so has the net effect of reducing capacity in lower-level language courses.

In Fall 2009, two upper-level French courses have TAs assisting. That they do, rather than being deployed to first-year French teaching contributes to the enrollment decline in lower-level French.

Russian: For many years Russian has been under THECB degree productivity standards. This reflects the general precipitous decline in Russian language enrollments after the break-up of the Soviet Union two decades ago. In the 2009 THECB audit, Russian met the degree productivity standards. Comparing Tables 2.14 and 2.15, we see that lower-level Russian enrollments are up 7.8% and the major conversion ratio is 2.3 compared to the national average of 3.7. As a result, Russian now has 23 majors compared to 11 in Fall 2003. Upper-level enrollment growth is even more impressive: 91 enrollments in Fall 2009 vs. 24 in Fall 2003—a 279% increase and well above the successful program ratio of 2.3.

Classics: MAL numerical indicators do not exist for Latin or Ancient Greek, though we do have 2002 and 2006 MLA enrollment data given in Table 2.16 below.

Nationally, foreign language enrollments increased 12.5% between 2002 and 2006, with Ancient Greek increasing 12.14% and Latin 7.88%. CMLL enrollments increased 47.9% between 2002 and 2006. During that period CMLL Ancient Greek enrollments increased 25.5% and Latin 87.9%. Ancient Greek was above the national proportion of foreign language enrollments in 2002, but dropped slightly below the national average in 2006 by a mere 6.3 students. In 2002 CMLL Latin was well above the national proportion and even more so in 2006. Both Ancient Greek and Latin experienced growth rates from 2002 to 2006 that were substantially above the national average growths. We note that in Fall 2007, Ancient Greek enrolled 57 students and Latin 126. Classics also offers a number of CLAS courses, many of which are at the 3000 level. 2002 enrollments which grew 157.9% between 2002 and 2006 increased its proportion of total CMLL enrollments. A significant portion of this growth is due to more effective use of graduate students and the fact that Classics has close to its target 8 funded graduate students (7 in Fall 2009). Classics also has an enviable degree productivity track record.

Table 2.16

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9 Ibid., p. 2.

Classical and Modern Languages and Literatures
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<th>Language or Subject</th>
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<th>2006</th>
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<tr>
<td></td>
<td>Number of students enrolled</td>
<td>% of all foreign language enrollments</td>
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<td><strong>Nationally</strong></td>
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<tr>
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<td>2.32%</td>
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<tr>
<td>TOTAL</td>
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LCTLs. Next to Spanish, Applied Linguistics & Second Language Studies has the largest number of supported graduate student, at a level commensurate with a degree productivity of about 10 MAs annually. Since AL&SLS does not have an undergraduate degree program and itself does not teach courses satisfying the foreign language requirement, its graduate students are supported mostly by teaching LCTLs or English as a Second Language. The LCTLs normally taught by AL&SLS students are:

- American Sign Language (ASL)
- Arabic
- Chinese
- English as a Second Language (ESL)
- Japanese
- Russian
- Turkish
- Uzbek

It is clear from comparison of Table 2.13 vs. 2.14 that Chinese lower-level enrollments are up 22.9%, and upper-level enrollments are becoming significant; Japanese lower-level enrollments are up 47.6% and upper-level enrollments are becoming significant. The situation is the similar for Arabic. ASL enrollments are up 750% since 2003 and, although taught mostly by full-time so-called “3-c” instructors, some sections are taught by AL&SLS graduate students. Increasingly, graduate students are teaching ESL in the IEP and assisting in for-credit ESL courses.

Major foreign language departments (such as Kansas, Indiana, and Columbia) strongly support the teaching of LCTLs. This has been facilitated by the post-9-11 Strategic Language Initiative of the US State Department. Under this program, Fulbright Foreign Language Teaching Assistants (FLTAs) in crucial languages are supplied at no cost other than tuition and fee waivers to host universities for one year. CMLL has participated in its program from its inception. Typically the FLTA stays on for a second year (at our expense)

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10 Based on Figs. 1 and 3b in Furman et al, op. cit., pp 9, 11.
11 Based on Fall enrollment data. Total CMLL course enrollments for Fall 2002 were 2,840 and 4199 for Fall 2006.
12 Some AL&SLS students do teach in Spanish, French, German, or Russian.
and receives a MA in Applied Linguistics. Some have continued on to doctorates in Education or Mass Communications at TTU. This is a very cost-effective way to support AL&SLs graduate students and at the same time promote the study of LCTLs even if enrollments are too small to otherwise be justified. This FLTA approach has increased Arabic students from a handful to 53 student enrollments in Fall 2005 and an Arabic minor. Our first FLTA was in Turkish. We chose Turkish because of potential tie-in with the Turkish Oral Archives at TTU. Numbers remain small (nearly 1% of all undergraduate students studying Turkish in the US), but two AL&SLA students were obtained as Turkish FLTAs and will receive MAs at half the usual cost to us. Uzbek is even more interesting, We chose Uzbek because one Russian faculty member works on Uzbek literature written in Russian, has lived in Uzbekistan, and knows Uzbek. In 2002, only 23 students (12 undergraduate) were studying Uzbek. In 2006, 32 undergraduates and 13 graduate students are studying Uzbek in the entire USA. With 3 enrollees Fall 2009, we generate 9.4% of undergraduate enrollments. Important is the company we keep: The other two universities teaching Uzbek utilizing the Strategic Language Initiative FLTA support are Columbia and Indiana Universities. But the real kicker is that Usbekis eligible to be FLTAs grew up bilingually Russian and Uzbek speakers. Thus they meet our requirements to be GPTIs in Russian without meeting the usual SACS eighteen-hour rule. This is a great boon to Russian which does not have a graduate program or normal access to GPTIs or TAs. This certainly is a factor in the impressive enrollment gains made by Russian detailed above.

One final set of considerations needs to be made about capacity in CMLL lower- and upper-level language courses: 50% of the current non-visiting faculty holding some sort of professorial rank have been hired since 2003 as well as a few who no longer are here. With two exceptions, all of them received a per-semester course-reduction for two years. Thus more than 64 courses—mostly undergraduate—could not be offered because of these course reductions. This has affected every Division. This amounts to an average diminished capacity of at least 650 SCH per year since 2003. As tenure-track faculty have matured their ability to deliver SCH increases.

**Comparison with MLA 2006 Enrollment Data**

The 2006 MLA Foreign Language Enrollment study (op. cit) gives another way to assess CMLL’s overall health. According to Table 4, 2002 foreign language enrollments constituted 8.1% of total student enrollments in higher education. In 2006 this had risen to 8.6%. Multiple attempts to get IR to produce a result showing total student course enrollments for 2006 have failed. However, we obtained total SCH of 665,842 for 2006. Although there is no easy conversion of SCH to course enrollments because of variable course credit hours, SCH provide a reasonable surrogate measure for course enrollments.

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13 Table 8, Furman et al, op cit, p.25
14 Ibid.
15 The two full Professors brought in as tenured came with contractually-negotiated 2-2 or equivalent teaching loads that are not taken into account in the analysis that follows.
16 Ibid, p. 18.
The first thing we note is that CMLL SCH improvement from 2001 to 2006 is 71%—well above the 12.9% growth reported by the MLA study.\textsuperscript{17} Second, in calendar year 2006, CMLL delivered 34,147 SCH, or 5.13% of total TTU SCH. Initially it seems that CMLL is falling well behind the 2006 MLA averages.

Here is the point to stress that CMLL undergraduate SCH and enrollments are driven primarily by Spanish.\textsuperscript{18} If 20 additional funded graduate student positions plus 5 additional tenure-track faculty members were added, within two years this would generate an estimated additional 8000 SCH and would raise the % of total SCH to about 6.3%.

To these calculations one might rejoin that only about 50% of undergraduate students at TTU (mostly those majoring in A&S) have a significant language requirement, and so a truer estimate would be around 10%—well above the national average. Such reasoning is specious, however, since it is the case nationally that many students do not have foreign language requirements, so that factor is already represented in the MLA baseline data. The proper conclusion to be drawn is that to achieve the national 2006 average of 8.6%, CMLL should be delivering 57,000 SCH.\textsuperscript{19}

\textsuperscript{17} Ibid., p. 2. The 71% was calculated from CMLL data showing 34,147 SCH for calendar year 2006.

\textsuperscript{18} This is not to say that undergraduate enrollments in other languages are not important. They are crucial. We already have discussed the effect of French and German enrollment drops on lowering 2008-2009 SCH delivery compared to the two previous academic years. The point here is that Spanish has a capacity problem that other language divisions do not have.

\textsuperscript{19} Because we use SCH as course enrollment surrogate measures the estimates are somewhat soft estimates.
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Classical and Modern Languages and Literatures
We now compare CMLL languages performance with the limited peer institution data in Table 2.17 supplied by the Graduate School. As noted before the Colorado and Oklahoma data and all data pertaining to Romance Languages/French data are worthless and are to be ignored. Similarly, we ignore the erroneous TTU data in the table, using instead more accurate data reported earlier in this Chapter.\(^{20}\) Instead we use the data in Table 2.18 below. We also use data concerning peer institution faculty size previously presented in Table 2.9.

**Classics:** Iowa has a Classics faculty of 12 and offers both a BA and a Ph.D. program, but no terminal masters degree program. Their BA majors have steadily increased since Fall 2003 through Fall 2007 from 43 to 69. The 2007 ratio of undergraduate students per faculty member is 5.8:1. Their Ph.D. program is fairly stable during the comparison period, averaging 14 with an average graduate student to faculty ratio of 1.16:1.

Kansas has 8 faculty and offers a BA and an MA program. Undergraduate majors are variable with no obvious pattern during the comparison period, averaging 34 with a undergraduate student to faculty ratio of 4.25. Its MA population is fairly stable averaging around 12 with a MA student to faculty ratio of 1.54.

CMLL Classics has 5.33 faculty and offers BA and MA. Numbers of undergraduate majors appear to be fairly stable over the period and average at least 12.\(^{21}\) Thus the ratio of BA majors to faculty is somewhere between 2.25:1 and 4.5:1. For purposes of analysis we will use the Fall 2009 ratio 3:1 which we know to be reliable. We see that both Iowa and Kansas have 2 to 4 times as many undergraduate majors than we do, but also have larger faculties. The student to faculty ratios show that we have proportionately fewer majors relative to faculty size. But we also stress that CMLL has huge upper-level course Classics offerings other than Latin and Greek. When taken into account together with the fact that to major in Classics one must take either Greek or Latin at the 4000 level, we see that a majority of Classics faculty teaching services non-majors rather than focusing on majors. We do not know whether the situation is similar at Iowa or Kansas, but we do conclude that our lower majors to faculty ratios do not represent underutilization of Classics faculty in undergraduate teaching.

At the graduate level, we average around 8 graduate students and have a graduate student to faculty ratio of 1.5:1 which is nearly identical with Kansas and substantially higher than Iowa’s Ph.D. program.

**German:** Iowa has 7 faculty and offers BA, MA, and Ph.D. degrees. The Ph.D. program ranges from 0 to 4 majors, averaging 1.33 and so does not seem to be viable. Its BA program has fairly stable enrollments, averaging 48.9 with a undergraduate major to faculty ratio of 7:1. Its MA program seems to have steadily dwindling numbers, averaging 5.33 but hovering around 3 to 4, with a 0.76:1 student faculty ratio for the comparison period.

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\(^{20}\) The TTU data in Table 2.17 is especially perplexing since it does not agree for bachelors degrees with the IR data supplied to us as the basis of Table 2.13. We note no source is attributed for TTU data in Table 2.17.

\(^{21}\) We do not have accurate breakdowns of majors in each undergraduate program for the years in Table 2.18. Because of the under-reporting of majors by IR, we only know lower-bounds on the actual number of undergraduate majors in each degree program for each year in Table 2.18.
Table 2.18
Selected CMLL Program Majors

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NOTE: Parenthetical numbers are estimates as to actual number of majors using the 2009 error rates found based on Table 2.13 data. Actual numbers generally will be smaller since they have to add up to the annual disparities given in Table 2.13.

Kansas has 7 faculty and offers BA, MA, and Ph.D. in German. Undergraduate enrollments are stable hovering around an average of 47.5 with a 6.8:1 ratio. The MA program averages 7.3 and the Ph.D. program 16.2, though numbers are down substantially in the Ph.D. program the last three years of the comparison period. Total graduate students average 23.5 with a graduate student to faculty ratio of 3.4:1 which seems appropriate to their distribution of MA and doctoral students.

CMLL German offers the BA and the MA and has 5.49 graduate faculty members. Undergraduate majors are on an upward trend especially if the 31 Fall 2009 majors are taken into account. The current undergraduate major to faculty ratio is 5.7:1. During the reporting period the number of MA majors has hovered around 8, though has dropped to 4 in Fall 2009. German’s student to faculty ratio during the comparison period averages 1.6:1.

When faculty size differences are taken into account, CMLL German’s undergraduate core of majors is proportionately smaller but approaching that of Kansas. Whereas Iowa and Kansas have stable numbers of undergraduate majors, our cohort is growing. Our student to faculty ratios are in the same ballpark as Iowa and Kansas but a bit lower indicating room for undergraduate growth especially if there are 8 funded graduate students deployed to teach since German has an outstanding record recruiting majors from lower-level German courses. At the graduate level, both Iowa and Kansas show declining numbers, whereas in the comparison period CMLL’s numbers are stable. However, if Fall 2009 data are taken into account we see what could be the beginning of our own slide. If CMLL German is to avoid the peer institution declines, it is going to have to ramp up its graduate student recruitment to double the current level.

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22 Though one member has been on sick leave most of the comparison period.

Classical and Modern Languages and Literatures
**Applied Linguistics:** Kansas has a BA, MA, and Ph.D. in linguistics that includes both theoretical and applied linguistics, with an emphasis on the former. The undergraduate majors are robust and steadily growing—more than double during the comparison period. Their doctoral enrollments are stable, averaging 16.2, but there has been a small downward trend in the MA program enrollments which average 15.2 but have dropped from 18 to 10. The graduate student to faculty ratio is about the same for both graduate programs with a combined ratio of 3.5:1 which seems appropriate given their mix of MA and doctoral students.

CMLL’s program is in Applied Linguistics and Second-Language Studies (AL&SLS), not theoretical linguistics. Thus the focus of our program is rather different from Kansas’s. It only offers a MA. There has been a steady increase in the number of MA majors during the review period, with a 50% increase between 2004 and 2008, with graduate student to faculty ratio now approaching 4.3:1. When one considers that some of the AL&SLS faculty also hold joint appointments with other divisions, the true ratio would be considerably higher. At the same time interpretation of these ratios needs to take into account that, unlike Kansas and other CMLL programs, faculty wholly in AL&SLS generally do not teach undergraduate courses. When all such considerations are taken into account, it is clear that AL&SLS needs additional faculty located wholly in AL&SLS. And as AL&SLS moves towards starting a Ph.D. program the need is even more critical. We note that when Bill VanPatten was hired to develop the Second Language Studies (SLS) Ph.D. program he was promised 4-5 additional hires to build the Ph.D. program. Although there was not a fixed time frame for delivering on those promises, thus far no new positions have been authorized.

As we look to a Ph.D. program in SLS it is important to note that the focus of our program and planned doctorate is quite different from the primarily theoretical focus of Kansas. The present job market for theoretical linguists is weak, whereas there is huge demand for people who combine SLS and Applied Linguistics expertise with command of a foreign language into a doctorate. Such people are sought after to coordinate undergraduate language programs and typically command significantly higher starting salaries than people having doctorates in the same language’s literature and culture—typically at least 10% more and in some cases even 40% more.

In 2003, the time of the previous graduate review, Applied Linguistics had very few majors and only three faculty, one of which was a Vice Provost and only one of the others an active researcher. Dr. James Holland took over Applied Linguistics and built it up to a robust program that averaged 10 MAs yearly and had strong enough faculty to enable hiring Bill VanPatten, the leading figure in Spanish Second Language Acquisition. The faculty growth during that period focused on hiring faculty who were joint with a language division and Applied Linguistics. The goal was to have someone in each language division who had significant linguistics credentials appropriate to the pedagogy of their language. The reason for this was to develop an Applied Linguistics program that was reticulate with, rather than insular to, the language learning curricula of the department. The goal was simultaneously improve the teaching of languages and to grow and strengthen the Applied Linguistics faculty and graduate programs. That goal has been met, and the impact on changing how we
teach Spanish, German, and French has been substantial. Because most of our LCTL TAs and GPTIs major in AL&SLS, there has been considerable impact on the pedagogy in other languages as well.

While that was the appropriate strategy for getting to where CMLL is with respect to AL&SLS, and has demonstrated impressive pay-off in how well we teach and facilitate learning languages, it is not the model for the next phase of AL&SLS development. The focus now needs to be on 4-5 strong hires of faculty located wholly in AL&SLA who will strengthen our planned Ph.D. program in SLS.

*Sspanish:* Kansas has 16 faculty members and offers BA, MA, and Ph.D. degrees. Comparison data are only available for Fall 2004 or Fall 2005 through Fall 2007. The overall picture of these data is substantial decline in majors at every level. Between Fall 2004 and Fall 2007, Spanish undergraduate majors declined 43.3% from 90 to 51 majors. Between Fall 2005 and Fall 2007, MA majors declined 27% from 22 to 16. Ph.D. students declined 50% in the same period, down from 28 to 14. Taking their highest productivity years, the student to faculty ratios are: BA 5.6:1, MA 1.51:1, Ph.D. 1.75:1. None of these are particularly desirable ratios, especially if one takes into account that nationally undergraduate Spanish enrollments grew 10.3% between 2002 and 2006.  

CMLL Spanish has 15 graduate faculty and offers BA, MA, and Ph.D. degrees. It shows a very different picture from Kansas. Since 2002, majors have doubled, with 228 in Fall 2009 and a undergraduate major to faculty ratio of 15.2:1, MA ratio of 2:1, and Ph.D. ratio of 2.2:1 and a combined graduate ratio of 4.2:1. MA majors have increased, but doctoral ones have decreased. The latter is due in large part to Spanish pushing to completion a number of long-dangling dissertations. Nevertheless it would be desirable to increase numbers of doctoral students especially, although doing so depends essentially on additional AOF or other funds to support more graduate students. As has been stressed earlier in this report, Spanish needs to fund 20 additional graduate students to meet lower-level undergraduate enrollments and have adequate capacity in our upper-level courses. And to keep a 3:1 graduate student ratio would require 5-6 additional graduate faculty members. We also stress that the current 4.2 ratio is higher than desirable.

**E. Course enrollments over the past six years (enrollment trends by course)**

- Figures are totals – classes may be offered more than once a year

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23 Russian already had a linguist on its faculty prior to the Applied Linguistics build-up.
24 Furman, et al., op. cit., Table 1a, p. 13.
25 Whereas our ratio analyses for Kansas took their best reported enrollments, our CMLL ratios are based on Fall 2008 enrollments. We do so because these CMLL ratios best describe the situation Spanish now faces. For doctoral students doing so under-estimate the historical CMLL Spanish student-faculty ratios during the comparison period.

Classical and Modern Languages and Literatures
Table 2.19  
CMLL Course Enrollments by Academic Year  
*Source: CMLL figures*

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Japanese
III. Faculty

A. Number, rank, and demographics of the graduate faculty

Chart 3.1

Chart 3.1 does not square with CMLL records—though unlike some other disparities documented in this Graduate Review, the differences here are minor. In part this may be due to IR reporting categories not accurately discriminating among employment categories significant to CMLL’s operations. Table 3.1 gives the corresponding CMLL figures to Chart 3.1, but broken into categories more significant for the evaluation of CMLL’s complex school- or college-like operation.

Table 3.1
CMLL Teaching Resources: Fall Data

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1 Includes one Associate Professor who died November 2009.
The next Chart lists distribution of faculty by rank and year. These data are seriously erroneous. For example, the chart lists no Horn professors despite the fact we have had Horn Professors every year and currently have three (the largest number in the College of Arts & Sciences).

Chart 3.2

Tenured and Tenure-Track by Rank - Fall Data (CMLL)

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The following Table gives correct faculty distribution data per CMLL records:

Table 3.2

Distribution of Full Time Faculty\(^{2}\) by Rank—Fall Data

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<td>8</td>
<td>13</td>
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<td>13</td>
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<td>6</td>
<td>13</td>
<td>19</td>
<td>3</td>
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<td>2009</td>
<td>3</td>
<td>0</td>
<td>6</td>
<td>13</td>
<td>19</td>
<td>3</td>
</tr>
</tbody>
</table>

\(^{2}\) Includes tenured, tenure-track, and visiting full time faculty as of September 1, 2009. Emeritus faculty on phased retirement are not included.

\(^{3}\) Excludes Named Professors who also are Horn Professors. When Aldo Finco retired, the Finco Professorship was not filled with a replacement due to the nature of the delayed funding of the position by an unredeemed life insurance policy.

Classical and Modern Languages and Lit
When combined with table 3.3 below, one can discern some general trends and patterns in these Table 3.2 data: There has been steady increase in Professors becoming Horn Professors. Despite seven tenured retirements, the numbers of Horn or Full Professors and Associate Professors has remained stable. There has been a general increase in the number of Assistant Professors and full-time Faculty Associate Instructors (all but one of whom of whom teach ASL). Between 2003 and 2009, full-time faculty increased 22.2%.

**Table 3.3**

<table>
<thead>
<tr>
<th>Division (Grad Faculty FTE)</th>
<th>Professor</th>
<th>Associate Professor</th>
<th>Assistant Professor tenured</th>
<th>Assistant Professor untenured</th>
<th>Instructor</th>
<th>Vacant</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>AL&amp;SLS (4.5)</td>
<td>1</td>
<td>3*</td>
<td>1*</td>
<td>4**</td>
<td>3***</td>
<td></td>
<td>*1 each joint with S&amp;P; ** 1 each joint with F&amp;I, German, S&amp;P ** 4 ASL</td>
</tr>
<tr>
<td>Classics (6.3)</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>Phased retirement.</td>
</tr>
<tr>
<td>French &amp; Italian (5.8)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>One joint with AL&amp;SLS</td>
</tr>
<tr>
<td>German (5.33)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>*1 on phased retirement; 1 on sick leave. ** 1 joint with AL&amp;SLS</td>
</tr>
<tr>
<td>Russian &amp; Eastern (3.0)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Spanish &amp; Portuguese (14.1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>* joint with AL&amp;SLS ** 1 joint with English, 1 Joint with AL&amp;SLS</td>
</tr>
<tr>
<td>Unassigned (Department Chair) (1)</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Coordinates lower-level Spanish and Directs the Intensive English Program. Occasionally co-teaches Classics graduate seminars.</td>
</tr>
</tbody>
</table>

| Totals/ # persons/ FTE | 10/10/9.3 | 45/11/10.4 | 23/1/1 | 17/9/14/13.3 | 4/4/4 | 3/3/3 | Total Persons = 41 Not Grad Faculty = 5 Total FTE = 38.67 |

For comparison, in the 2003 Review the distribution of faculty by Division then is shown below in Table 3.4. The main differences are:
- Applied Linguistics has had a substantial increase in gross number of professorial faculty (+5), but only 1.0 FTE increase as actually utilized. This possibly could be

---
4 Entries by Division indicate the number of faculty assigned to each Division. Since some people are assigned to two Divisions or have fractional appointments, the totals have been adjusted to show the actual numbers of faculty persons in CMLL as well as their FTEs. Includes two active emeritus. The analysis does not take into account the death of Dr. Fry.
improved by heavier AL&SLS utilization of shared faculty, but it is unclear how much prospect there is for such reallocations. We also note that one FTE tenure-track is expected to convert to a full-time “3-e” Instructorship in 2010 although that person will remain on Graduate Faculty.

- Because of shared appointments with English and AL&SLS and the loss of a joint position with AL&SLS to Education after a negative Third Year Review, Spanish & Portuguese has a net loss of 0.9 FTE since 2003.

- There presently are three vacancies in CMLL authorized for searches: 1 French, 1 German (soon to become 2 given death of one tenured faculty member), and 1 Russian.

Table 3.4

<table>
<thead>
<tr>
<th>Division (FTE)</th>
<th>Professor</th>
<th>Associate Professor</th>
<th>Assistant Professor tenured</th>
<th>Assistant Professor untenured</th>
<th>Instructor</th>
<th>Vacant</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Linguistics (3.5)</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td>1 joint with Classics, 2 joint with Spanish, 1 Vice Provost; Instructor not graduate faculty.</td>
</tr>
<tr>
<td>Classics (5.17)</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
<td>1</td>
<td></td>
<td>1 joint with Applied Linguistics; 1 emeritus on phased retirement; 1 on 2/3 administrative assignment as Philosophy Chair.</td>
</tr>
<tr>
<td>French &amp; Italian (6)</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td>1 Italian, 2 endowed; 1 not graduate faculty.</td>
</tr>
<tr>
<td>German (4)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Russian &amp; Eastern (4)</td>
<td></td>
<td></td>
<td>3</td>
<td></td>
<td>1</td>
<td></td>
<td>3 Russian; vacancy is in Eastern.</td>
</tr>
<tr>
<td>Spanish &amp; Portuguese (15)</td>
<td>4</td>
<td>7</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td></td>
<td>1 endowed &amp; Horn, 1 Horn emeritus; 3 joint with Applied Linguistics; 1 Vice Provost; 1 Portuguese; 3 not on graduate faculty.</td>
</tr>
<tr>
<td>Unassigned (Department Chair)</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Current Department Chair is not a member of any Division.</td>
</tr>
</tbody>
</table>
| Totals/# persons/ FTE           | 12/10/7.67| 15/13/13            | 3/3/3                       | 9/9/9                         | 1/1/1      | 6/5/5 | Total Persons = 41
Not Grad Faculty = 5
Total FTE = 38.67                                                       |

5 Entries by Division indicate the number of faculty assigned to each Division. Since four persons are assigned to two Divisions the totals have been adjusted to show the actual numbers of faculty persons in CMLL as well as their FTEs. Includes two active emeritus.
### Table 3.6

**List all faculty who were employed by your department during the six years of this review**

<table>
<thead>
<tr>
<th>FACULTY NAME</th>
<th>JOB TITLE</th>
<th>HIRE DATE</th>
<th>END DATE</th>
<th>Member of Grad Faculty? Y or N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bains, Christopher J</td>
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<td>09/01/2007</td>
<td></td>
<td>Y</td>
</tr>
<tr>
<td>Bals, Marilyn</td>
<td>Instructor</td>
<td>09/01/2006</td>
<td>05/31/2009</td>
<td>N</td>
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<tr>
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<td>Assistant Professor</td>
<td>09/01/2008</td>
<td></td>
<td>Y</td>
</tr>
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<td>Beard, Laura</td>
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<td>09/01/1995</td>
<td></td>
<td>Y</td>
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<tr>
<td>Bermudez, Berta</td>
<td>Assistant Professor</td>
<td>09/01/2002</td>
<td>08/31/2005</td>
<td>Y</td>
</tr>
<tr>
<td>Beusterien, John</td>
<td>Associate Professor</td>
<td>09/01/2005</td>
<td></td>
<td>Y</td>
</tr>
<tr>
<td>Bonzo, Joshua</td>
<td>Visiting Assistant Professor</td>
<td>09/01/2005</td>
<td>05/31/2008</td>
<td>Y</td>
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<td>09/01/2003</td>
<td></td>
<td>Y</td>
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<tr>
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<td>07/16/1998</td>
<td>09/11/2004</td>
<td>Y</td>
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<td>01/10/2006</td>
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<td>05/31/2007</td>
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<td>09/01/1994</td>
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<td>01/16/2009</td>
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<td>09/01/2005</td>
<td></td>
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<td>12/31/2007</td>
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<td>09/01/1996</td>
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<td>08/31/2009</td>
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<td>09/01/2001</td>
<td>05/31/2008</td>
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<td>09/01/2006</td>
<td>05/31/2007</td>
<td>N</td>
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<tr>
<td>FACULTY NAME</td>
<td>JOB TITLE</td>
<td>HIRE DATE</td>
<td>END DATE</td>
<td>Member of Grad Faculty? Y or N</td>
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<td>07/31/2007</td>
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<td>?</td>
<td>?</td>
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<td>Sneed, Mark</td>
<td>Assistant Professor, Part-time</td>
<td>09/01/2005</td>
<td>05/31/2008</td>
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<tr>
<td>FACULTY NAME</td>
<td>JOB TITLE</td>
<td>HIRE DATE</td>
<td>END DATE</td>
<td>Member of Grad Faculty?</td>
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<td>Stratton, Lorum</td>
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<td>09/01/2000</td>
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<td>09/01/2007</td>
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<td>09/01/1976</td>
<td>Y</td>
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C. Summary of the number of refereed publications and creative activities.

Table 3.7
Publications & Presentations

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<td>Refereed Articles/Book Chapters</td>
<td>24 F=</td>
<td>25 F=</td>
<td>41 F=</td>
<td>31 F=</td>
<td>47 F=</td>
<td>35 F=</td>
</tr>
<tr>
<td>Books</td>
<td>2 F=</td>
<td>3 F=</td>
<td>4 F=</td>
<td>6 F=</td>
<td>10 F=</td>
<td>9 F=</td>
</tr>
<tr>
<td>Edited Volumes</td>
<td>8 F=</td>
<td>10 F=</td>
<td>4 F=</td>
<td>9 F=</td>
<td>9 F=</td>
<td>9 F=</td>
</tr>
<tr>
<td>Other Publications</td>
<td>3 F=</td>
<td>1 F=</td>
<td>9 F=</td>
<td>21 F=</td>
<td>28 F=</td>
<td>17 F=</td>
</tr>
<tr>
<td>Presentations</td>
<td>99 F=</td>
<td>51 F=</td>
<td>57 F=</td>
<td>99 F=</td>
<td>82 F=</td>
<td>63 F=</td>
</tr>
</tbody>
</table>

N = # of full time faculty contributing  F = # of full time faculty in department

D. Responsibilities and leadership in professional societies

CMLLL faculty are professionally very active and have received a number of significant honors. Tables 3.7 and 3.8 show a very substantial increase in publication, presentations, and professional leadership. This reflects how strong the hires (about half the faculty) made since 2003 have been.
### Table 3.8
Professional Leadership

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Journal Editorships</td>
<td>5</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Journal Associate, Assistant, Book Review, etc. editorships</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Journal Editorial Boards</td>
<td>14</td>
<td>16</td>
<td>16</td>
<td>16</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>Journal articles refereed</td>
<td>54</td>
<td>53</td>
<td>53</td>
<td>58</td>
<td>71</td>
<td>68</td>
</tr>
<tr>
<td>Book Series Editorships</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Book Series Associate, etc. Editorships</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Book Series Editorial Board</td>
<td>2</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>7</td>
<td>18</td>
</tr>
<tr>
<td>Book manuscripts reviewed</td>
<td>6</td>
<td>5</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>Executive Board</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Officer in National /International Organization</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>National/International Organization Committees or other elected offices</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Regional Organization Offices</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regional Organization Committees served on</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proposals for program inclusion refereed</td>
<td>4</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td>Local Chapter organization offices held</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>National or international Honors, Elections, etc. received (please list below)</td>
<td>3</td>
<td>1</td>
<td></td>
<td></td>
<td>5</td>
<td>4</td>
</tr>
</tbody>
</table>

N = # of full time faculty contributing  F = # of full time faculty in department

Detailed information as to National or International Academy, Association, etc. Honors, Elections, etc. received with Dates:

**Curtis Bauer:** John Ciardi Poetry Prize, 2003


**Hafid Gafaiti:** Andrew Mellon Distinguished Professor, 2007.
   Medal of Honor, USAF Academy, 2007
   Vice President, University of Leipzig Francophone Studies Research Center, 2008

**Antonio Ladeira:** Immigration Section & Literature Section, Geographical Society of Lisbon, Portugal, 2007-

**Janet Pérez:** Life Member MLA, 2003.
   Life Member AATSP, 2004.
   Honorary Member SCMLA, 2007.
   Corresponding Member, Real Academia Española de la Lengua (initiated 2009).

---

6 The numbers here under-represent professional leadership for three reasons: (1) Not all faculty responded to the request for data; (2) some who did only put “X” in boxes indicating they had done the activity in a given year but not indicating how many times; (3) some reports are known to be incomplete.
Table 3.9

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Committees Chaired</th>
<th>Committees Served in department</th>
<th>Committees Served outside department</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Masters</td>
<td>Doctoral</td>
<td>Masters</td>
</tr>
<tr>
<td>Banta, Jason*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bains, Christopher</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bauer, Curtis*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beard, Laura</td>
<td>7</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Beusterien, John</td>
<td>3</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Borst, Stephanie</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cole, George</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Collopy, Erin</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corbett, Stephen*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elola, Idoia</td>
<td>2</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Farley, Andrew</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gafaiti, Hafid</td>
<td>6</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Grair, Charles</td>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Griffe, Dale</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gorsuch, Greta</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Guengerich, Sara*</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Holland, James</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Larmour, David</td>
<td>22</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ladeira, Antonio</td>
<td>2</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>Laveigne, Donald</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pérez, Alberto Julian</td>
<td>7</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>Pérez, Genaro</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pérez, Janet</td>
<td>22</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pereira-Muro, Carmen</td>
<td>3</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Price, Joseph</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Qualin, Anthony</td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Scarborough, Connie*</td>
<td>2</td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>Stratton, Lorum**</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Suppe, Frederick</td>
<td>2</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Surlisura, Victoria</td>
<td>nr</td>
<td>nr</td>
<td>nr</td>
</tr>
<tr>
<td>VanPatten, Bill</td>
<td>3</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Weinlich, Barbara</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Witmore, Christopher*</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wood, Diane</td>
<td>9</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>Zamora, Jorge</td>
<td>11</td>
<td></td>
<td>23</td>
</tr>
</tbody>
</table>

* Indicates person is in first tenure-track or tenured year at CMLL. ** indicates the person is not on graduate faculty. "nr" indicates the faculty member did not provide requested data.

7 Includes service on committees at other universities.
E. Assess average faculty productivity for Fall semesters only (use discipline appropriate criteria to determine)
(note: Fall 2008 data not available at time of printing)

The faculty workload data supplied by the Graduate School are in Table 3.10

<table>
<thead>
<tr>
<th>FACULTY WORKLOAD</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2003</strong></td>
</tr>
<tr>
<td>University</td>
</tr>
<tr>
<td>College</td>
</tr>
<tr>
<td>Department</td>
</tr>
</tbody>
</table>

However the data are seriously in error for CMLL. First, for 2003 the data appear to be Fall 2003 Data, but despite the heading for Section E that restricts data to Fall data only for other years they clearly are Academic Year data.

For Academic Year 2007-2008 our own data, based on what we submitted in our work reports, shows full-time faculty workloads ranging from a low of 15.9 to a high of 34.1 with a mean of 23.8 and a median of 24. Other years are similar.

Annual Year Data are more appropriate for CMLL, because CMLL allows faculty to swap-out uncompensated summer teaching for released time the following academic year by taking advantage of a provision in the Workload policy that allows such uncompensated workload to be applied to the following year’s workload. Also, CMLL does not insist on equal distribution of workload between fall and spring semester so long as the totals exceed the minimum 18 workload credits and teaching obligations are met. The combination of these two allowed workload practices allows CMLL to provide faculty with a kind of internal research lead where, typically, a faculty member teaches 7.5 workload credits in Summer I, does not teach in Fall (thus getting six months free to focus on research) and then teaches at least 9.5 workload credits in Spring.

Because of these practices the clearest picture of CMLL faculty workload productivity is look at annual averages—which are given in Table 3.11.

<table>
<thead>
<tr>
<th>Table 3.11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average CMLL Full-Time Faculty Workload as Reported to IR</td>
</tr>
<tr>
<td>------------</td>
</tr>
<tr>
<td>------------</td>
</tr>
<tr>
<td>n/a</td>
</tr>
</tbody>
</table>

If the 2004-2007 data in Table 3.10 for the College and University are in fact academic year data and are correct for the College of Arts & Sciences and university, then we see that CMLL faculty bear unusually heavy average workloads—as much as 39% higher in recent years.

Charts 3.3 and 3.4 compare College of Arts & Science SCH/FTE ratios with CMLL ones.
We previously have discussed problems with the SCH reported by IR. For meaningful comparisons we would expect the CMLL has no efficient way of producing replacement data for the
college. We also note that the charts as presented do not use the same scale for the Y axis, thus making the disparity between CMLL ratios and College ones look greater than they are. As is well known, this is a standard technique for misusing statistical data in misleading manners.

Chart 3.5 replots the data from Charts 3.3 and 3.4 using the scale in a manner that evidences the comparisons made below.

If we take the numbers in Charts 3.3 and 3.4, summarized in Chart 3.5, at face numerical value, in most years CMLL delivers between 57 and 83 fewer SCH per FTE than the College does, with most years ranging between 71 and 75. Thus as the trends have been mostly downwards for both the College and CMLL with the difference between the two relatively stable.

It is not unexpected that CMLL’s ratios would be less than the College’s. The bulk of CMLL teaching is students satisfying the foreign language requirement or taking lower-level language in so-called four-skills courses. The Association of Departments of Foreign Languages (ADFL) of which CMLL is a member, sets the following standards for four-skills language courses:
ADFL reaffirms its position that the maximum class size for foreign language instruction in classes where all four skills are equally expressed should not exceed twenty. We hold that the optimum class size is fifteen.  

CMLL adheres to those maximal recommendations for lower-level Spanish, where the bulk of our enrollments lie, and for the most part for other languages. There are three direct consequences of following these professional standards. First, students learn more effectively. Second SCH/FTE ratios are diminished compared to many A&S departments where lower-level courses are taught in huge lecture course formats. Third, because such four-skills courses formula fund at the lowest 1.0 multiplier rate, it is extremely difficult for CMLL to have a positive formula funding balance. The only way it could be accomplished is to significantly increase the number of funded graduate students relative to four-skills enrollments with commensurate increases in the number of tenured and tenure-track faculty—which would have as a direct consequence lowering the SCH/FTE ratio. In effect, for CMLL there is an intrinsic trade-off between formula funding generation and the SCH/FTE ratios.

F. Comparisons with 2003 review

The 2003 Review contained in the Faculty chapter considerable data regarding gender distributions, salary distributions by rank and gender, etc. which are missing from what is either requested or supplied in the template on which this 2009 Review is being written. These ignored concerns were the basis for concerns in the Review Committee Report and one piece of the 2003-2004 Review Action Plan.

The Review Committee wrote:

There is an underlying perception among some faculty of gender bias in favor of white males which is reinforced by the Department’s current salary structure and hierarchy. While there are historic reasons why this structure evolved, the Chair recognizes that action is needed to overcome this perception.

The Action Plan, drafted by Dean Jane Winer, after a meeting in the Provost’s office to develop an Action Plan based on the 2003-2004 review, included the following action response to the Review Committee’s concerns:

1. The department is handicapped by a perception that power accrues to white men, disadvantaging non-whites and women. **Action:** The department chair and college dean will continue their efforts to identify prejudicial behavior and to bring negative or rehabilitative consequences to bear. ... The department chair has used the opportunity provided by the recent merit increase programs to reduce the gender gap in salaries, within rank.

---


9 Memo from the Review Committee to Dean John Borelli, dated April 20, 2004, from Sam Dragga, Madonna Miner, and Tibor Nagy, Jr., titled “Program Review of the Department of Classical and Modern languages and Literature [sic] (CMLL).”

10 Deleted portions concern other matters than the equity issues under discussion: “The chair and dean will continue to work with the central administration in resolving personnel issues that raise the liability of the university. Efforts to reach out to minority groups with particular reference to the Hispanic population of Lubbock and the South.
Regarding "identify prejudicial behavior and to bring negative or rehabilitative consequences to bear" between Fall 2003 and Fall 2009 six tenured or tenure-track faculty engaging in prejudicial behavior either were terminated, resigned, retired, or were transferred outside CMLL. Two tenure-track faculty members not happy with the CMLL expectations of them chose to voluntarily depart. A number of instructors and GPTIs who, usually after remediation attempts, proved unable to perform their duties to our satisfaction, including ineffective teaching despite extensive mentoring and guidance, were terminated or quit in the face of termination. CMLL’s performance standards towards this population are enforced, but tempered by mentoring and attempts at remediation or development, regardless of race, gender, ethnicity, sexual orientation, or any other gratuitously irrelevant discrimination category. This is part of the Culture of Teaching Excellence that won CMLL the 2008 $25,000 Departmental Teaching Excellence Award.

We now focus in on the various components of the Action Plan’s concerns with perceptions that “power accrues to white men, disadvantaging non-whites and women”: Gender, Ethnicity, Departmental and Divisional offices, and salary.

**Gender:** Chart 3.6 below from the 2003-2004 Graduate Review shows that in the 1997-1998 academic year only 32.3% of tenured and tenure-track faculty were female. But there subsequently was steady progress in achieving gender balance so that in 2002-2003 there was near gender parity with 48.7% of the tenured and tenure-track faculty female.

![Gender Distribution of Faculty from 2003 Graduate Review](chart.png)

**Chart 3.6**

<table>
<thead>
<tr>
<th>Tenured, Tenure-Track Faculty by Gender - Fall Data</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>97/98</td>
</tr>
<tr>
<td>98/99</td>
</tr>
<tr>
<td>99/00</td>
</tr>
<tr>
<td>00/01</td>
</tr>
<tr>
<td>01/02</td>
</tr>
<tr>
<td>02/03</td>
</tr>
<tr>
<td>03/04</td>
</tr>
</tbody>
</table>

Plains, will be continued and enhanced.” The liability concerns relate to potential litigation regarding faculty behavior, including one lawsuit, that were resolved without harm to the university. The resolution of the latter episode involved the departure of a faculty member who had been unusually effective in reaching out to the local Hispanic community. CMLL has not regained the level of outreach that faculty member achieved.

11 2003 CMLL Graduate Review, p. 41.
However, as Table 3.13 below shows, this gender parity did not parcel to gender parity by rank. We see that among Full Professors, 33.3% are female although the only Hon Professor was a woman. There is 50:50 parity at the Assistant Professor level, and a majority (58.3%) of Associate Professors are female.

Table 3.13 breaks out the 2003 gender distributions by rank and/or status.

<table>
<thead>
<tr>
<th>Rank</th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
<th>% Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Horn Professor</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>33.3%</td>
</tr>
<tr>
<td>Other named professors</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>0%</td>
</tr>
<tr>
<td>Full Professors</td>
<td>2</td>
<td>4</td>
<td>6</td>
<td>33.3%</td>
</tr>
<tr>
<td>Total Full Professors</td>
<td>3</td>
<td>10</td>
<td>13</td>
<td>33.3%</td>
</tr>
<tr>
<td>Associate professors</td>
<td>4</td>
<td>9</td>
<td>11</td>
<td>33.3%</td>
</tr>
<tr>
<td>Assistant Professors</td>
<td>6</td>
<td>9</td>
<td>15</td>
<td>40.0%</td>
</tr>
<tr>
<td>VAPS</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>50.0%</td>
</tr>
<tr>
<td>Faculty Associate Instructors</td>
<td>4</td>
<td>0</td>
<td>4</td>
<td>50.0%</td>
</tr>
</tbody>
</table>

By Fall 2009 the gender balances have changed substantially—as Table 3.14 shows. At first blush it seems that women have lost ground in CMLL since the 2003 Graduate Review. From some perspectives that seems correct if one does just superficial comparisons of distributions across rank and gender over time.

<table>
<thead>
<tr>
<th>Rank</th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
<th>% Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Horn Professor</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>33.3%</td>
</tr>
<tr>
<td>Other named professors</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Full Professors</td>
<td>2</td>
<td>4</td>
<td>6</td>
<td>33.3%</td>
</tr>
<tr>
<td>Total Full Professors</td>
<td>3</td>
<td>6</td>
<td>9</td>
<td>33.3%</td>
</tr>
<tr>
<td>Associate professors</td>
<td>4</td>
<td>8</td>
<td>12</td>
<td>33.3%</td>
</tr>
<tr>
<td>Assistant Professors</td>
<td>6</td>
<td>9</td>
<td>15</td>
<td>40.0%</td>
</tr>
<tr>
<td>VAPS</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>50.0%</td>
</tr>
<tr>
<td>Faculty Associate Instructors</td>
<td>4</td>
<td>0</td>
<td>4</td>
<td>50.0%</td>
</tr>
</tbody>
</table>

12 Among Full Professors, sub-ranks are distributed by rank distinction so as to place each faculty member in a single sub-category.

13 These calculations were done prior to the late November death of Associate Professor Ingrid Fry and the resignation of Professor Bill VanPatten effective the end of Spring 2010.

14 Among Full Professors, sub-ranks are distributed by rank distinction so as to place each faculty member in a single sub-category.
However, much is revealed by a more fine-grained analysis of personnel changes between Fall 2003 and Fall 2009. Table 3.15 summarizes the migration patterns during this period.

<table>
<thead>
<tr>
<th>Category</th>
<th>Sub-category</th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Professor</td>
<td>Retirement</td>
<td>1</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Hired</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Promoted from the ranks(^{15})</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>Retirement</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Resigned</td>
<td>2</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Promoted from Assistant(^{16})</td>
<td>2</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Hired tenure-track then tenured</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Died</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Professors</td>
<td>Retired</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Resigned</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Negative Tenure Decision</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Withdrew from consideration for tenure &amp; promotion</td>
<td>2</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Hired then negative 3(^{rd}) year Review resulting in loss of tenure-track status within CMLL(^{17})</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Hired then fired</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Hired &amp; stayed</td>
<td>4</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Hired but then left</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Hired as VAP but went Tenure-Track(^{18})</td>
<td>1</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Hired as VAP and not made tenure-track</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Faculty Associate Instructors</td>
<td>Hired full-time</td>
<td>4</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Left full-time</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

We note the following patterns in this migration pattern that have resulted in loss of gender parity in CMLL since 2003:

\(^{15}\) In addition one female Associate Professor is up for promotion to Full Professor with positive votes at the departmental and college level with concurrence of the CMLL Chair and the A&S Interim Dean.

\(^{16}\) In addition one female Assistant Professor is up for promotion to tenured Associate Professor with positive votes at the departmental and college level with concurrence of the CMLL Chair and the A&S Interim Dean.

\(^{17}\) One was transferred to another College, the other is likely to transition to a so-called “3-c” Instructorship.

\(^{18}\) Includes one male who initially was hired as a VAP, went tenure-track, and then had a negative Third-Year Review.
- At the Full Professor level 3 males have retired and 1 female, 1 female and 1 male have been hired, and 1 male promoted. With the imminent promotion of a female, the net migration at Full Professor will be gender improved by 1 female.
- At the Associate Professor rank 3 females retired, 2 males and 2 females resigned, 2 females and 3 males were promoted from Assistant Professor, 2 males were hired and 1 female died. This gives a net migration balance resulting in a net of 2 females and 3 males—or a gain of 1 male vs. 2 more females than in males 2003.
- Hiring at the Assistant Professor level was fairly balanced with 7 females and 8 males.
- The primary source of the 2009 Gender imbalance is due to female hires not making satisfactory progress towards tenure and promotion: 2 withdrew from consideration after successful Third-Year Reviews due to insignificant publication records; one received a negative Third-year Review and was reassigned to another college; one hired as an ABD with assurances the degree would be completed upon arrival did not complete the degree and resigned after the first year.
- Against all these, one male received a negative tenure decision, another was fired after 18 months in tenure-track, and one received a negative Third-year Review.

In summary, there seems to be no specific pattern of favoritism to males or any attempt by CMLL to create a negative female balance in the department. Rather, as we track the migrations of faculty since the 2003 Review, we see that there has been over a 50% turn-over in faculty (largely due to retirement or resignations to pursue other career options including becoming a Department Chair in an eastern university) and that a disproportionate number of those leaving have been female combined with two female tenure-track faculty opting out of going up for tenure.

While we do not see in this finer-tuned analysis of faculty migrations analyzed by gender evidence of bias or hostility, CMLL is concerned by the diminution of gender parity and seeks to restore it.

To what level of gender parity should CMLL reasonably aspire? Ultimately the hiring practices since 2003 have been to aggressively seek the best candidates we can and hire them regardless of race, ethnicity, age, gender, or sexual orientation. Doing so has resulted in two spectacular full professor hires, one male and one female, and two strong Associate Professor hires, both males.

Despite our efforts to be gender and other minority inclusive combined with making the strongest hires possible, it is important that we pay attention to how our “quality-based” hiring patterns relate to national demographics by gender and minority in the foreign languages market place.

To that end we now present national humanities data regarding gender and ethnic representation in the higher education humanities and, where more specifically available, foreign languages workforce.

In the gender analysis that follows we make the working assumption that there is no gender difference in intellectual quality of female vs. male Ph.D.s—that gender is not a factor in likelihood of achieving distinction or strong performance in academic careers.
Chart 3.7

Figure III-13a: Female Faculty as a Percentage of All Postsecondary Faculty, Selected Fields, 1988–2004


Charts 3.7—3.10, 3.12 and 3.13 below all are from “Humanities Indicators,” op. cit. Chart titles indicate the "Humanities Indicators” chapter and figure numbers.
Chart 3.17 (below) makes it clear that between 1988 and 1993, the percentage of female Humanities faculty rose from 37.2% to almost 50% and remained stable through 2004 (the last year for which national data is available). Given our working assumption it is tempting to infer from those data that CMLL should exhibit a 50:50 gender distribution.

However, that inference is flawed when one takes into account that a number of full professors and some Associate Professors in CMLL received their Ph.D.s as long as 40+ years ago—well before the data reported in Chart 3.7. For Chart 3.8 shows that between 1966 and 2004 beginning at 19.2% of doctorates awarded to women, there was a steady increase in percentages until the early 1980s, then a much slower growth the next decade and a half until a 2004 peak of 52.9%. The shape of that growth curve is crucial to assessing reasonable gender balance expectations given our working hypothesis.

If we make the extremely conservative assumption that our Associate Professors are, on average, 15 years out from receiving the doctorate, under our working hypothesis from Chart 3.8 we would expect about 48% to be female. Whereas in 2003 (Table 3.13) 58.3% were female and in 2009 (Table 3.14) only 33.3% were. The analysis is not significantly altered if we assume an average of 20 years out from receipt of the doctorate. This suggests that CMLL needs to give priority to hiring women at and promoting women to the Associate Professor ranks. However, we are dealing with small numbers here and as determined above, the net difference at the Associate Professor level between 2003 and 2009 is only a three-person gender shift.
Making the similarly conservative assumption that, on average, CMLL Full Professors received the Ph.D. twenty-five years ago, we would expect about 40% to be women. Table 3.13 shows that in 2003 33.3% of Full Professors were women, as does Table 3.13 for 2009. Again we are dealing with small numbers, and a single-person gender shift would achieve the expectation under our 25 year conservative hypothesis. However, here we are considering those who on average received doctorate during the pre-early 1980s more rapid growth curve where differences of a few years in time of degree receipt makes more substantial differences. If we make the more realistic assumption that our Full Professors on average received their doctorates 30 years ago, our expected female percentage based on Chart 3.8 drops to about 32%. This is close parity with the actual situation in CMLL in 2003 and today in 2009.

Chart 3.9 gives doctoral degree gender percentages in foreign languages. In essence it show that the 50% female threshold was achieved by 1977 and that by 2004 the percentage of doctorates was 60.7%. These data suggest CMLL’s gender performance is slightly lower than the above analysis suggests. However, we used the Chart 3.8 analysis above so that we could relate it to the tenured vs. tenure-track vs. non-tenure-track gender distributions given in Chart 3.10 below.

Another way of comparing CMLL to national data is to look at the distribution by gender among the tenured and tenure-track faculty. Using 2004 data (the most recent) from Chart 3.10, we see that 35.6% of tenured faculty are female and 48.6 of tenure-track faculty are. Based on Table 3.13 data and the fact there was one female tenured Assistant Professor and two males, in 2003 we had 44% of tenured faculty female and 56% male with 50% of tenure-track faculty female. The tenured percentages were well above the national average and the tenure-track slightly above. In 2009, 31.8% of tenured faculty are female and 40% of tenure-track are female. When the effects of small number differences are taken into account, the tenured percentages are fairly close to the national average but the tenure-track female percentages are down by 8.6%. In the analysis of Table 3.15 we tracked the migration differences and concluded that the lower female percentage was not due to bias in hiring.
Chart 3.10

Figure III-13b: Female Faculty as a Percentage of Tenured, Tenure-Track, and Nontenure-Track Postsecondary Humanities Faculty, 1988–2004

One response to these findings is to challenge the working hypothesis that there are no gender differences in ability or likelihood of professional success and timely advance. Those seem reasonable assumptions on a national level, but they may not be valid ones for the population of faculty employed in the 2003–2009 period and also may not be valid for the population of job candidates we had to consider during that period. The detailed migration analysis in Table 3.15 documents that fewer female tenure-track faculty than males successfully managed to move to promotion and tenure. That one male and one female received negative third-year reviews removing them from tenure-track in CMLL, that only a male received a negative tenure and promotion vote and decision, that only one male was fired, that one male and one female were hired then resigned, coupled with two females opting out of coming up for tenure, and that three other females resigned for personal reasons, belies any easy charge of anti-female bias.

However these migration patterns at the tenure-track level where two faculty members opted out of consideration for tenure and promotion because they have insignificant research productivity and one ABD faculty member hired on the promise of having degree in hand who did not at the end of her first year resigning, and the retirement or resignation of more females than males who had ineffective research records or portfolios, strongly questions whether the working hypothesis used in the above comparative analyses to compare CMLL to national data has any validity. Indeed it seems that the working hypothesis prejudices the comparison against CMLL’s actual performance.

Our conclusion is that our gender distributions are not significant enough deviations from national norms and expectations on the basis when degrees were earned to raise alarms as to gender balance trends in CMLL, especially when the detailed faculty gender migration patterns
and details are taken into consideration, but that CMLL needs to continue to be vigilant in paying attention to gender equity in future hires.

**Ethnic Diversity:**

It is difficult to determine the exact minority distribution of CMLL teaching personnel from Chart 3.11 from the 2003 Review because the category “Non-Res Alien” lumps minorities and non-Hispanic Caucasians together. All we can say on the basis of Chart 3.11 is at the time of the 2003 review CMLL had somewhere between 27.4% and 45.2%—perhaps around a third—of its instructional personnel minorities.

The 2009 overall minority instructional personnel percentage from Table 3.16 is 33.9% (36.3% if disability minorities and self-identifying sexual orientation minorities are included). Notwithstanding the problems getting an exact 2003 estimate from Chart 3.11, it seems safe to conclude that the minority representation in CMLL instructional personnel has remained fairly stable in the period since the 2003 review.

**Chart 3.11**

**CMLE Ethnicity Distribution from 2003 Graduate Review**

**Ethnicity of Departmental Faculty Members**

![Ethnicity of Departmental Faculty Members Chart]

**Table 3.16**

---

2003 CMLL Graduate Review, p. 43.
### Racial & Ethnic Distribution of CMLL Instructional Personnel: Fall 2009.

<table>
<thead>
<tr>
<th></th>
<th>Native American</th>
<th>Asian</th>
<th>African American</th>
<th>Caucasian</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td>Full-Time Faculty</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tenured</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Tenure-Track</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>VAP</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>3-c Instructor</td>
<td>0</td>
<td>20%</td>
<td>1</td>
<td>22%</td>
</tr>
<tr>
<td>Part-time Instructors, TAs, GPTIs, and Fulbright FLTAs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>7%</td>
<td>0</td>
<td>8.6%</td>
</tr>
<tr>
<td>IEP Instructors</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

It is useful to compare CMLL’s minority distribution to national Humanities data. We use 2004 data because that is the last year the federal government collected data.

**Chart 3.12**

21 Sexual-orientation minorities, of which there are a number in CMLL, are omitted because the present context is to compare the present situation to that of the 2003 review which did not take into account sexual orientation minorities which in 2003 were not a protected minority at TTU but now are (OP 10.12).

22 This is a full-time Instructor supplied by the Chinese government which pays the majority of her salary and we supplement that with a modest stipend.

23 Two 3-c Instructors are hearing-impaired disability minorities.
We see from Chart 3.12 that nationally 5.1% of Humanities faculty are Hispanic, and 4.9% Asian. We see from Table 3.16 that among tenured and tenure-track faculty we have over five-times the national average Hispanic faculty. An even higher percentage of our part-time Instructors, TAs, GPTIs, and FLTAs are Hispanic. We have no tenured or tenure-track members of other minorities. It is unlikely that we will have significant numbers of other minorities unless we provide regular instruction in languages associated with those minority populations. We do so for Asians because we offer regular instruction in Chinese and Japanese. Presently there are no tenured or tenure-track positions in those languages.

Table 3.16 indicates that 27.3% of CMLL tenured and tenure-track faculty are Hispanic. Chart 3.13 indicates that the highest percentage of foreign language doctorates awarded to Hispanics since 1977 was about 14% in 2003. This means that CMLL has roughly two to three times as many Hispanic faculty as one might predict on the basis of foreign language Hispanics receiving Ph.D.s in the past quarter century.

Chart 3.13
When one controls for the relationships between ethnicity and the languages CMLL offers that have tenured or tenure-track faculty, it is clear that CMLL’s ethnic diversity is well above national norms.

*Power Structure:* There is more to the “perception that power accrues to white men, disadvantaging non-whites and women” than just distribution of positions by rank. Also important are gender and minority distributions among Departmental or Divisional leadership offices.

By contrast, in 2003 there were no Hispanic Departmental Officers, one Hispanic Graduate Advisor and Convener, one female recruiter for Spanish, one female Division Head, and one female Division co-head. It is clear that there has been substantial diversification in the CMLL power structure since 2003.

---

**Table 3.17\(^{24}\)**

CMLL Leadership Demographics: Fall 2009

---

\(^{24}\) This list consists of faculty and staff holding Departmental or LLL&RC administrative responsibility and those Divisional officers holding offices that carry course reductions. It does not include faculty who have language coordination or other divisional offices.
<table>
<thead>
<tr>
<th>Position</th>
<th>Female</th>
<th>Male</th>
<th>Caucasian not Hispanic</th>
<th>Hispanic</th>
<th>Other Protected TTU Minority</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Departmental</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chair</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Associate Chair</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Managing Director</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior Advisor</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>IT Specialist</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Director, Qedlinburg Ctr.</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Divisional</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applied Linguistics &amp; SLS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Convener &amp; Grad Adviser</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Convener &amp; Grad Adviser</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>French &amp; Italian</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Advisor</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>German</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Co-head</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Co-head</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LLL&amp;RC</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Director</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant Director</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Russian &amp; Eastern Languages</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Co-head</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Co-head</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spanish &amp; Portuguese</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Convener</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Advisor</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Co-recruiter</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Co-recruiter</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

By contrast, in 2003 there were no Hispanic Departmental Officers, one Hispanic Graduate Advisor and Convener, one female recruiter for Spanish, one female Division Head, and one female Division co-head. It is clear that there has been substantial diversification in the CMLL power structure since 2003.

**Salary Equity:**

Table 3.18 shows that in 2003 there was substantial salary inequity between different Divisions (Classics and Russian being well below the others) and between male and female Assistant and Associate Professors.
Table 3.18\textsuperscript{25}

\textbf{CMLL Salary Equity Analysis: Fall 2003}

<table>
<thead>
<tr>
<th></th>
<th>New Assistant Professor</th>
<th>Assistant Professor</th>
<th>Associate Professor</th>
<th>Full Professor</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>\textbf{CMLL}</td>
<td>$40,695</td>
<td>$50,599</td>
<td>$68,542</td>
<td>$51,487</td>
<td></td>
</tr>
<tr>
<td>\textit{Gender}</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Females</td>
<td>$39,554</td>
<td>$48,948</td>
<td>$73,068</td>
<td>$48,406</td>
<td></td>
</tr>
<tr>
<td>Males</td>
<td>$41,755</td>
<td>$52,524</td>
<td>$66,280</td>
<td>$51,925</td>
<td></td>
</tr>
<tr>
<td>\textit{Divisions}</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applied Linguistics</td>
<td>$41,511</td>
<td>$47,364</td>
<td></td>
<td>$39,125</td>
<td></td>
</tr>
<tr>
<td>Classics</td>
<td>$37,492</td>
<td>$49,125</td>
<td>$61,590</td>
<td>$49,333</td>
<td></td>
</tr>
<tr>
<td>French &amp; Italian</td>
<td>$43,369</td>
<td>$46,261</td>
<td>$65,924</td>
<td>$55,128</td>
<td></td>
</tr>
<tr>
<td>German</td>
<td>$42,000</td>
<td>$47,353</td>
<td></td>
<td>$47,352</td>
<td></td>
</tr>
<tr>
<td>Russian &amp; Eastern</td>
<td>$42,000</td>
<td>$37,943</td>
<td></td>
<td>$37,943</td>
<td></td>
</tr>
<tr>
<td>Spanish &amp; Portuguese</td>
<td>$42,000</td>
<td>$41,657</td>
<td>$48,924</td>
<td>$72,140</td>
<td>$51,487</td>
</tr>
</tbody>
</table>

It has been the practice of the CMLL Chair during the review period to allocate the excess of any raise under his control above 2% merit raise up to but not exceed 1% of the pool to make equity adjustments on the basis of average gender disparities, disciplinary disparities, and rank disparities. While TTU's merit advances have been generous relative to public universities in other states, the maximum 1% siphoned-off equity pool has enabled substantial improvement in the CMLL salary equity based on gender, rank, and productivity. Table 3.19 displays the results of those efforts. In the gender-rank portion of the table, the highest and lowest numbers for within rank gender comparisons are given in \textbf{bold} text.

We see from this that for Assistant and Associate Professors the median male and female salaries are very close.\textsuperscript{26} At the Assistant Professor level, females are paid slightly more than males, but the difference in medians is $1,359 which is well within the variation one would expect given when they were hired, the going market values (e.g., people who combine a language with Applied Linguistics expertise command higher salaries at rank and experience than literature people in a given field). Most importantly, the egregious 2003 salary inequities between Divisions at the Assistant Professor Level have been erased.

Table 3.19\textsuperscript{27}

\textbf{CMLL Salary Equity Analysis: Fall 2009}

\textbf{By Gender and Rank}

---

\textsuperscript{25} Portion of the Table on p. 47 of the 2003 CMLL Graduate Review document. Peer institution and Carnegie I national salary comparisons have been omitted.

\textsuperscript{26} In small samples such as these the median is a less biased estimator of central tendency than the mean. This is because the median is less influenced by outliers.

\textsuperscript{27} This analysis was done prior to the November 29, 2009 death of a faculty member and includes her salary in the analysis. It also was done prior to the resignation of professor Bill VanPatten. In a subsequent footnote we will discuss the implications of his resignation for salary equity considerations.
At the Associate Professor level, we see that median salaries for males and females are fairly close. If one controls for the fact that one male Associate Professor is in Spanish Applied Linguistics, thereby having higher market value than literature people at the same career stage, and another male is a very senior Associate Professor and former department chair—both of which statuses elevate salaries relative to others at the same rank—then females otherwise are doing better than men at the Associate Professor level. Not surprisingly we find more variability in average salaries by Division. In two of the Divisions there is a single Associate Professor, and in two others there are only two. In such cases it would be inappropriate in this report to analyze individual career trajectories and productivity patterns which would explain these differences as being due primarily to performance and time-in-rank differences. We in fact have done such analyses and they are the basis for the assertion that these differences within the Associate Professor ranks do reflect relative merit rather than gender or Divisional bias.

At the same time we notice in Table 3.18 significant salary compression effects at the Associate Professor level, especially when one considers the relative median salary difference between Associate and Assistant Professors vs. the much larger difference between Associate and Full Professor median salaries.

A major change since the 2003 Review is that the number of Horn Professors has trebled (2 additional males). In the same period two Full Professors were hired (one male and one female) and one male was promoted from Associate Professor. Among the Horn Professors, one remains, despite equity adjustments, still the lowest-paid Horn Professor in the College and probably the university. Among the Full Professors, the highest paid and the lowest paid are males. While Full Professor median salaries are suitably higher than median Associate Professor salaries, the approximately $50,000 salary spread in Full Professor salaries does not reflect relative productivity or merit—even when market value considerations are taken into account. Indeed since 2003 CMLL has gone from female Full Professors making 9.29% more
than males to females making 19.76% less on average—a 29.05% reversal. Two equity priorities at the Full Professor level emerge from this analysis: (1) The salary disparities among the Horn Professors and between the various Full Professors need to be redressed. The $50,000 disparity between highest paid and lowest paid needs to be narrowed so as to reflect relative productivity. In particular the lowest paid Horn Professor and the lowest paid Full Professors need to receive significant improvement in their salaries relative to other Full Professors and also relative to Associate Professors.

Despite the equity problems at the Full Professor Level, the 1% maximum equity allocation policy has resulted in very significant redress of salary inequities by gender and Division at the Assistant and Associate Professor levels. Aggressive senior hiring coupled with two additional Horn Professors has created excessive salary imbalances (not strongly gender-tied) at the Full Professor level.

The greatest leverage for salary equity adjustments is at the Assistant and, to a lesser extent, at the Associate Professor level. (Keep in mind the previous time-series analysis of gender distribution of Ph.D. by time of receipt of degree and its relevance to expected gender proportions by rank today) The comparison of Tables 3.19 vs. 3.19 indicates two things about CMLL since 2003: (1) CMLL has erased the gender salary imbalances at the Assistant Professor level and reduced them at the Associate Professor level where, arguably, the difference represent performance more than any plausible discrimination category. At the Full Professor level we find a negative impact on median female salaries that proves to be due to market-value hiring’s and the elevation of two additional males to Horn Professor.

Overall this analysis indicates that the CMLL equity component of its merit salary allocations has a remarkably successful track record at the junior and intermediate professorial levels. It also indicates that in the next several years CMLL equity adjustments should pay especial attention to the $50,000 spread among Full Professors and how to make faculty newly promoted from Associate to Full Professor suitably compensated—well beyond what the $4000 promotion increment affords given that the current median gap between Associate and Full Professor is about $25,000.

**Conclusion regarding** the 2003 Report concerns regarding the “underlying perception among some faculty of gender bias in favor of white males which is reinforced by the Department’s current salary structure and hierarchy.”

It is clear from the above analyses that since the last review CMLL has aggressively diversified its distributed college-like power structure to include women and other minorities, has made major effective efforts to remove gender and disciplinary bias at the Assistant Professor level,

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28 This discussion and analysis is very strongly conditioned by the fact that Dr. VanPatten is the outlier in Full professor salaries. His resignation has the following equity implications for the analysis just given: (1) The salary disparity between the highest and lowest paid Full Professors reduces to $35,590. Nevertheless it still remains the case that the disparity between highest and lowest paid Professors is excessive and the lower-paid ones need equity adjustments. (2) The highest paid Professor is a male Horn Professor who makes only $28 more than the highest paid female Professor, also a Horn Professor. (3) The mean male salary now is $92,622 vs. $85,874 mean for females, a disparity of 7.3% rather than 19.76%—thus substantially narrowing the gender gap. Nevertheless it remains the case that the lower paid female Professors and the lowest-paid male professor deserve equity adjustments.
has improved the quality of Associate Professor faculty without serious bias in gender percentages or salaries once market considerations are accounted for, and has strengthened the Full Professor faculty albeit in ways that have introduced new salary inequity considerations due to changing Horn Professor status, market value differences between specialties which have produced an unacceptable $50,000 salary disparity between all Full Professors. The salary disparity between Horn Professors continues to be a matter of concern.

29 Written prior to Dr. VanPatten's resignation which reduced the disparity to $35,590. See the previous note for more detailed discussion.
IV. Graduate Students

C. Demographics of applicants and enrolled students

We remind the reader that, as detailed at the beginning of Chapter II and at various places in that chapter and in Chapter III, there are serious inaccuracies in the reporting of graduate student data. We will not belabor the point here. However, some of the analyses based under-reported student numbers or the miscoding of French BA, Romance Languages: French MA, and Romance Languages: Spanish MA continue to compromise analyses in this chapter that use Graduate School supplied data.

Where feasible we will supply replacement analyses based on more reliable CMLL data. However, some of the analyses such as GPA and GRE scores we do not have the data to do surrogate analyses.

Rather than have the reader constantly flipping back to Tables based on CMLL data in Chapters 2 and 3, we will selectively reproduce data from those earlier chapters here.

An anomaly new to this Chapter is the exact duplication of data with different display formats: Charts 4.1-4.7 and 4.8-4.14 are pairwise identical in the data displayed. We have no idea why the same data are displayed twice in the Graduate School template provided for this Review.

Charts 4.3—4.17 and 4.10—4.13 continue the confusions in coding the Romance Languages French and Spanish MA tracks that have been detailed in previous chapters. However, beginning with the Applicants by Regional data, the Coding for Romance Languages changes so that just “Romance Languages” and “Spanish” have Charts where the total applicants are the same in Charts 4.3, 4.10, and 4.16 for “Romance Languages” and the same in Charts 4.6, 4.13, and 4.17. The data in Charts 4.4/4.12 and 4.5/4.13 drop out of the Applicants by Region Analysis as do they in the applicant ethnic data analyses in Tables 4.3—4.12.

Table 4.1
Degrees Awarded According to CMLL Records (portion of Table 2.6)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ph.D.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
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<td>2</td>
<td>13</td>
<td>2</td>
<td>4</td>
<td>4</td>
<td>7</td>
<td>5.33</td>
</tr>
<tr>
<td><strong>MA</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applied</td>
<td>5</td>
<td>9</td>
<td>13</td>
<td>7</td>
<td>14</td>
<td>12*</td>
<td>10.0</td>
</tr>
<tr>
<td>Linguistics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classics</td>
<td>4</td>
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<td>4</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>2.83</td>
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<td>3</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>3.33</td>
</tr>
<tr>
<td>German</td>
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<td>8</td>
<td>3</td>
<td>4*</td>
<td>6.17</td>
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<td>9</td>
<td>2</td>
<td>2</td>
<td>8</td>
<td>5.62</td>
</tr>
<tr>
<td>TOTAL CMLL</td>
<td>24</td>
<td>27</td>
<td>35</td>
<td>23</td>
<td>25</td>
<td>30</td>
<td>27.33</td>
</tr>
</tbody>
</table>

* = data reported only through May 2009; there may be unreported August graduates.
Tables 4.1 and 4.2 reproduce CMLL data regarding numbers of degrees awarded and majors from Tables 2.12 and 2.6.

The legends in Charts 4.1—4.14 claim the reported data are Fall data only. However, the numbers of students listed as graduated are identical with the annual data reported in Charts 2.1—2.6. Table 4.1 presents annual degree award data and so is appropriate to assess the veracity of Tables 4.1-4.14. We see that MA degrees awarded according to the charts are off by 36.7% for 2008-2009, 40% for 2007-2008, and 13% for 2006-2007, etc. and the 2008-2009 Ph.D. degree productivity is off by 57.14%, the 2006-2007 off by 25%, etc. Given such egregiously inaccurate data it would be irrational and cognitively deficient to trust any of the other data regarding applications, acceptances, and enrollments absent any external confirmation of their veracity. The same holds true for breakout data by region data in Charts 4.15—4.19 and by ethnicity in Tables 4.3-4.12. Those tables also mislabel the data as Fall data where as their totals, being identical with totals reported in Charts 4.1—4.14, must be annual data.

We are unable to tell whether the data concerning “Total Applicants,” “Total Admitted, “and “New Grad Students” are Fall or Annual Data in Charts 4.1—4.14, nor for Tables 4.3-4.12.

If we compare the accurate majors data in Table 4.2 with the totals summed from Tables 4.4, 4.6, 4.8, 4.10, 4.12, and 4.14, we see that these data also seriously under-report undergraduate majors (“enrollments”) by as much as 63.6% and over-estimate graduate majors enrolled by as much as 19.8%. Obviously we put no stock on the demographic breakdowns in Tables 4.3—4.12

### Table 4.2

**Comparison of Chart 2.17-2.21 Data with CMLL Data—Fall Data (portion of Table 2.12)**

<table>
<thead>
<tr>
<th>Degree</th>
<th>Fall 2003</th>
<th>Fall 2004</th>
<th>Fall 2005</th>
<th>Fall 2006</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total Majors based on CMLL Data (Fall 2003 MA and Ph.D. data from Chart 2.22)</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>BA</td>
<td>192</td>
<td>380</td>
<td>333</td>
<td>286</td>
<td>330</td>
<td>247</td>
<td>338</td>
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<tr>
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<td>35</td>
<td>37</td>
<td>34</td>
<td>51</td>
<td>48</td>
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</tr>
<tr>
<td>Ph.D.</td>
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<td>40</td>
<td>36</td>
<td>37</td>
<td>33</td>
<td></td>
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<td>TOTAL</td>
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<td>77</td>
<td>70</td>
<td>88</td>
<td>81</td>
<td></td>
</tr>
</tbody>
</table>

Given all these troubles with the data in Charts 4.1—4.14 and Tables 4.3-4.12 and their resultant lack of credibility, we suggest you ignore them and go to p. 147 where our Table 4.13 presents what data CMLL has in available form about graduate applicants, admissions, and acceptances.
Chart 4.1
Graduate Student Summary by Category - Fall Data
(Applied Linguistics)
Source: Institutional Research Services

<table>
<thead>
<tr>
<th></th>
<th>Total Applicants</th>
<th>Total Admitted</th>
<th>New Grad Students</th>
<th>Students Graduated</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003</td>
<td>15</td>
<td>12</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>2004</td>
<td>21</td>
<td>17</td>
<td>7</td>
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<tr>
<td>2005</td>
<td>11</td>
<td>11</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>2006</td>
<td>18</td>
<td>14</td>
<td>10</td>
<td>11</td>
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<tr>
<td>2007</td>
<td>24</td>
<td>22</td>
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</tr>
<tr>
<td>2008</td>
<td>28</td>
<td>21</td>
<td>14</td>
<td>11</td>
</tr>
</tbody>
</table>

Chart 4.2
Graduate Student Summary by Category - Fall Data (Classics)
Source: Institutional Research Services

<table>
<thead>
<tr>
<th></th>
<th>Total Applicants</th>
<th>Total Admitted</th>
<th>New Grad Students</th>
<th>Students Graduated</th>
</tr>
</thead>
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<tr>
<td>2003</td>
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<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2004</td>
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<td>2005</td>
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<tr>
<td>2006</td>
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</tr>
<tr>
<td>2008</td>
<td>9</td>
<td>8</td>
<td>5</td>
<td>2</td>
</tr>
</tbody>
</table>

Classical and Modern Languages and Lit
Chart 4.5
Graduate Student Summary by Category - Fall Data (Romance Languages-Spanish)
Source: Institutional Research Services

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Applicants</th>
<th>Total Admitted</th>
<th>New Grad Students</th>
<th>Students Graduated</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003</td>
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<td>0</td>
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<td>1</td>
</tr>
<tr>
<td>2004</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>2005</td>
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<tr>
<td>2006</td>
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<td>0</td>
<td>4</td>
</tr>
<tr>
<td>2007</td>
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<td>2</td>
</tr>
<tr>
<td>2008</td>
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<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

Chart 4.6
Graduate Student Summary by Category - Fall Data (Spanish)
Source: Institutional Research Services

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Applicants</th>
<th>Total Admitted</th>
<th>New Grad Students</th>
<th>Students Graduated</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003</td>
<td>15</td>
<td>12</td>
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<td>2005</td>
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<td>2</td>
<td>9</td>
</tr>
<tr>
<td>2006</td>
<td>10</td>
<td>8</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>2007</td>
<td>16</td>
<td>9</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>2008</td>
<td>14</td>
<td>7</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

Chart 4.7
Classical and Modern Languages and Lit
Chart 4.9
Graduate Student Summary by Year - Fall Data (Classics)

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Applicants</th>
<th>Total Admitted</th>
<th>New Grad Students</th>
<th>Students Graduated</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003</td>
<td>5</td>
<td>5</td>
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<td>4</td>
</tr>
<tr>
<td>2006</td>
<td>7</td>
<td>7</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>2007</td>
<td>4</td>
<td>4</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>2008</td>
<td>8</td>
<td>8</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

Chart 4.10
Graduate Student Summary by Year - Fall Data (Romance Languages)

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Applicants</th>
<th>Total Admitted</th>
<th>New Grad Students</th>
<th>Students Graduated</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003</td>
<td>12</td>
<td>9</td>
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<tr>
<td>2004</td>
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</tr>
<tr>
<td>2005</td>
<td>17</td>
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<td>10</td>
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</tr>
<tr>
<td>2006</td>
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<td>2007</td>
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</tr>
<tr>
<td>2008</td>
<td>16</td>
<td>13</td>
<td>5</td>
<td>4</td>
</tr>
</tbody>
</table>
Graduate Applicants by Region - Fall/Summer Data (Romance Languages)

Chart 4.18
Graduate Applicants by Region - Fall/Summer Data (Spanish)

Chart 4.19
Classical and Modern Languages and Lit
Graduate Applicants by Region - Fall/Summer Data (German)

Source: Institutional Research Services

<table>
<thead>
<tr>
<th>Year</th>
<th>Blank Code</th>
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<th>USA</th>
<th>INTL</th>
</tr>
</thead>
<tbody>
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</table>
## APPLIED LINGUISTICS:

### Table 4.3

**Graduate Applicants - Fall Data**

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<th>2005</th>
<th></th>
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<th>2008</th>
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<tbody>
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<td>M</td>
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<td>M</td>
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<td>0</td>
<td>1</td>
<td>5</td>
<td>6</td>
<td>4</td>
<td>7</td>
</tr>
</tbody>
</table>

Gender Total | 10 | 5 | 16 | 5 | 8 | 3 | 9 | 9 | 16 | 8 | 21 | 7 |

Total Applicants | 15 | 21 | 11 | 18 | 24 | 28 |

### Table 4.4

**Admitted Graduate Students - Fall Data**

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Gender Total | 9 | 3 | 13 | 4 | 8 | 3 | 7 | 7 | 15 | 7 | 14 | 7 |

Total Admitted | 12 | 17 | 11 | 14 | 22 | 21 |

### Table 4.5

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Total Enrolled | 5 | 7 | 4 | 10 | 10 | 14 |

Classical and Modern Languages and Lit
### Table 4.4

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Gender Total: 10 2 13 4 13 4 9 8 21 11 17 7
Graduate: 12 17 17 17 32 24

#### Demographics of Enrolled Undergraduate Students - Fall Data

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| Gender Total                    | 3    | 2    | 1    | 5    | 3    | 4    | 4    | 3    | 6    |

| Total Applicants                | 5    | 4    | 6    | 7    | 4    | 9    |

#### Admitted Graduate Students - Fall Data

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| Total Admitted                  | 5    | 3    | 3    | 7    | 4    | 8    |

#### Enrolled New Graduate Students - Fall Data

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| Total Enrolled                  | 2    | 3    | 1    | 3    | 2    | 5    |

Classical and Modern Languages and Lit
## Table 4.6

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**Graduate**: 6 7 5 5 6 8

### Demographics of Enrolled Undergraduate Students - Fall Data

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**Undergraduate**: 8 10 12 12 11 12
### ROMANCE LANGUAGES:

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ROMANCE LANGUAGES (Cont’d.):

Table 4.8

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Gender Total

|          | 5    | 5    | 14   | 8    | 11   | 11   | 12   | 17   | 8    | 16   | 7    |

Graduate

|          | 10   | 22   | 22   | 23   | 25   | 23   |

Demographics of Enrolled Undergraduate Students - Fall Data

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Undergraduate

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Classical and Modern Languages and Lit
### SPANISH:

#### Table 4.9

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**Gender Total**

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**Total Applicants**

|         | 15   | 9    | 13   | 10   | 16   | 14   |

#### Admitted Graduate Students - Fall Data

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**Gender Total**

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**Total Admitted**

|         | 12   | 6    | 6    | 8    | 9    | 7    |

#### Enrolled New Graduate Students - Fall Data

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**Total Enrolled**

|         | 6    | 1    | 2    | 1    | 2    | 3    |
### Table 4.10

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**Gender Total**

|        | 31   | 15   | 30   | 13   | 25   | 12   | 23   | 11   | 19   | 11   | 19   | 13   |

**Graduate**

|        | 46   | 43   | 37   | 34   | 30   | 32   |

### Table 4.10

**Demographics of Enrolled Undergraduate Students - Fall Data**

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**Gender Total**

|        | 60   | 44   | 52   | 46   | 66   | 29   | 64   | 43   | 62   | 36   | 54   | 30   |

**Undergraduate**

|        | 104  | 98   | 95   | 107  | 98   | 84   |
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### Admitted Graduate Students - Fall Data

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Total Admitted: 2  5  3  3  6  6

### Enrolled New Graduate Students - Fall Data

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## Table 4.12

### Demographics of Enrolled Graduate Students - Fall Data

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Classics

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Classical and Modern Languages and Lit
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Jonathan Deen | Spanish Ph.D. | Fall 2009 | No | GPTI
Magdalena Pando | Spanish MA | Yes | Fall 2009 | No | GPTI
Sara Pink | Spanish Ph.D. | Yes | Fall 2009 | No | GPTI

**Fulbright FLTAs, Strategic Language—Fulbright Supported**

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**Fulbright FLTAs, NON-strategic Language—CMLL Supported**

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<td>Mr. Loic Bourdeau</td>
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D. Test scores (GRE, GMAT and/or TOEFL) of enrolled students

Charts 4.20—4.28 in this and the next section are impossible for us to access their veracity since we are given no information about how many N (enrolled majors or new graduate students) the averages are based on. If we had that information we could assess whether the Ns are accurate and determine what, if any credibility, to put into these data. Since we have found all the data thus far in this chapter to be wrong or suspect, we do not waste time doing meaningless analyses that we would not trust anyway.
Chart 4.22
Average GRE Scores for Enrolled Graduate Students - Fall Data (Romance Languages)

Source: Institutional Research Services

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Chart 4.23
Average GRE Scores for Enrolled Graduate Students - Fall Data (Spanish)

Source: Institutional Research Services

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Classical and Modern Languages and Lit
E. GPA of new students
We note here that new doctoral students being admitted with a 1.50 average GPA lacks basic credibility.
D. Time to Degree in Years – Average years to graduate for all students graduating each year

Surprisingly, in the template supplied by the Graduate School for this Report, time-to-degree data is given only for Applied Linguistics. We find the 2007-2008 data to be suspect.

Chart 4.29

Time to Degree in Years (Applied Linguistics)

Average years to graduate for all students graduating each year
In Chapter 2, Section 1, pp. 78—82 we presented detailed cohort analyses of time-to-completion and attrition rates for the Spanish Ph.D. program. Those analyses compared CMLL Spanish to national data sets and found that students admitted in the 1990s had slightly below average attrition rates and slightly higher than average completion rates during a ten-year period. A five-year cohort analysis based on students entering 2000-2004 showed dramatically lower than national average attrition and substantially higher than average completion rates.

Rather than repeat details of those analyses, we simply refer the reader back to Chapter 2, Section 1.

E. Number of RA’s, TA’s or GPTI’s, with total number of graduate students in the program.

CMLL generally does not have graduate students funded as RAs. We also have an unusual category of Fulbright FLTAs, described previously, who are US State Department Strategic Language Initiative instructors supported by the Fulbright program where we only provide full tuition and fee waivers. Most of them stay on to be GPTIs in LCTLs for a second year after which they receive an Applied Linguistics and Second Language Studies MA degree.

Chart 4.30
(Source: CMLL Data)

Percentage of CMLL Full-Time Funded and Unfunded Graduate Students and Part-Time Students: Fall 2009

Classical and Modern Languages and Lit
We have included in the analysis unfunded graduate students enrolled for less than 9 SCH per long semester. These typically are Spanish Ph.D. students who have taken jobs elsewhere, have completed 18 hours of SPAN 8000 Dissertation credit, and enroll for minimum amounts. Some of them may be otherwise employed but still working on their dissertations. We believe their inclusion more accurately displays the overall support patterns for our graduate populations than would result if they were to be excluded from Chart 4.30.

Nearly half of CMLL’s graduate students are in MA programs. Given the SACS eighteen-hour rule, it might seem astonishing that 65% of our graduate students are GPTIs and only 19% TAs. This reflects the demographics where a significant number of our MA students are native speakers teaching their original language, have prior pedagogical training and teaching experience, and enroll in LING 5322. For when these conditions are met, we waive the eighteen-hour rule and let them immediately become instructors of record under heavy supervision. This practice was closely looked at by the on-campus SACS accreditation team and passed muster.

F. Initial position and place of employment of graduates over the past 6 years.

*Applied Linguistics & SLS MA Program Placements:*

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Placement</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Portillo, Jp</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Killingsworth, Miwa S.</td>
<td>Private Language School Owner</td>
<td>Hiroshima, Japan</td>
</tr>
<tr>
<td>Kittikunananant, Monisch</td>
<td></td>
<td>Texas Tech University, College of Education</td>
</tr>
<tr>
<td>Matsumoto, Akiko</td>
<td>Ph.D. candidate</td>
<td>Purdue University</td>
</tr>
<tr>
<td>Okal, Ahmet</td>
<td>Ph.D. candidate, Asian Studies</td>
<td>Turkey</td>
</tr>
<tr>
<td>Burbano De Lara, Leticia</td>
<td>Ph.D. candidate, bilingual education</td>
<td>New Mexico State University</td>
</tr>
<tr>
<td>Ergul, Saadet E.</td>
<td></td>
<td>Turkey</td>
</tr>
<tr>
<td>Ghanem, Carla</td>
<td>Ph.D. candidate</td>
<td>Unknown</td>
</tr>
<tr>
<td>McMillan, Scott A.</td>
<td>TESOL/TOEIC rater, Axia University on-line composition teacher</td>
<td>Lubbock, Texas</td>
</tr>
<tr>
<td>Sokolowski, Julie A.</td>
<td>Assistant Director, Texas Tech University Language Learning Lab</td>
<td>Lubbock, Texas</td>
</tr>
<tr>
<td>Turkcan, Sultan</td>
<td></td>
<td>Turkey</td>
</tr>
<tr>
<td>Wong, Chiu Y.</td>
<td>Ph.D. candidate, education Mandarin Instructor</td>
<td>Texas Tech University U.S.A.</td>
</tr>
<tr>
<td>Zhao, Chunfang</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

1 Divisions reported information in different manners and there was not time to get them into uniform format as a single table.
<table>
<thead>
<tr>
<th>Name</th>
<th>Position/Study</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cherni, Badreddine B.</td>
<td>unknown</td>
<td>Tunisia</td>
</tr>
<tr>
<td>Ho, Vu L.</td>
<td>Ph.D. candidate, computational linguistics</td>
<td>Georgetown University</td>
</tr>
<tr>
<td>Kesli, Yesim</td>
<td>Assistant Professor of English Education</td>
<td>Yeditepe University, Turkey</td>
</tr>
<tr>
<td>Kondo, Yuki</td>
<td>Private Language School instructor</td>
<td>Osaka, Japan</td>
</tr>
<tr>
<td>Meier, Debra R.</td>
<td>American sign Language Instructor</td>
<td>Texas Tech University</td>
</tr>
<tr>
<td>Meier, Debra R.</td>
<td>Spanish language instructor</td>
<td>South Plains College</td>
</tr>
<tr>
<td>Sharakhimov, Shoaziz F.</td>
<td>Division Manager</td>
<td>Uzbekistan</td>
</tr>
<tr>
<td>Tatsuta, Eri</td>
<td>Ph.D. candidate, education</td>
<td>American Express, Tokyo, Japan Texas Tech University</td>
</tr>
<tr>
<td>Toumi, Ikram</td>
<td>Ph.D. candidate, education</td>
<td>Texas Tech University</td>
</tr>
<tr>
<td>Wu, Yan</td>
<td></td>
<td>China</td>
</tr>
<tr>
<td>Zaier, Amani</td>
<td>Ph.D. candidate, educational measurement</td>
<td>Texas Tech University</td>
</tr>
<tr>
<td>Drigalenko, Irina Y.</td>
<td>Russian instructor</td>
<td>Texas Tech University</td>
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<tr>
<td>Enns, Erica L.</td>
<td>English Instructor (university level)</td>
<td>Guangzho, China</td>
</tr>
<tr>
<td>Offner, Matthew S.</td>
<td>English Instructor</td>
<td>Santiago, Chile</td>
</tr>
<tr>
<td>Peart, Silvia M.</td>
<td>Assistant Professor of Spanish</td>
<td>U.S. Naval Academy, Annapolis University of Eastern Tennessee, Johnson City, TN</td>
</tr>
<tr>
<td>Cao, Lijuan</td>
<td>Mandarin Instructor</td>
<td></td>
</tr>
<tr>
<td>Nishimura, Kumi</td>
<td>Spanish and English Instructor</td>
<td>Spain</td>
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<tr>
<td>Barnett, Jeffrey S.</td>
<td>Ph.D. candidate, English Language Education</td>
<td>Yeditepe University, Turkey</td>
</tr>
<tr>
<td>Bagislayici, Asli</td>
<td>English instructor</td>
<td>Yeditepe University, Turkey</td>
</tr>
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<td>Dollar, Josh L.</td>
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<td></td>
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<tr>
<td>Dollar, Josh L.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Henry, Nicholas A.</td>
<td>Accepted to Ph.D. program in Second Language Acquisition, but delayed entrance by one year</td>
<td>University of Arizona</td>
</tr>
<tr>
<td>Isashiki, Yuko</td>
<td>Junior high school English teacher</td>
<td>Tokyo, Japan</td>
</tr>
<tr>
<td>Izumi, Takashi</td>
<td>Japanese instructor, Marquette University</td>
<td>Green Bay, Wisconsin</td>
</tr>
<tr>
<td>Rezgui, Lotfi</td>
<td>private university</td>
<td>Tunisia</td>
</tr>
<tr>
<td>Sadikova, Alime N.</td>
<td>Ph.D. candidate, education</td>
<td>Texas Tech University</td>
</tr>
<tr>
<td>Yan, Yichuan</td>
<td>Mandarin instructor (private college)</td>
<td>Indianapolis, Indiana</td>
</tr>
<tr>
<td>Culman, Hillah O.</td>
<td>Ph.D. candidate, German</td>
<td>Georgetown University</td>
</tr>
<tr>
<td>Garcia, Brooke A.</td>
<td>K-12 teacher of Spanish</td>
<td>Classical and Modern Languages and Lit</td>
</tr>
</tbody>
</table>
Locke, Eileen L.  Ph.D. candidate, Spanish  Florida State University
Collings, Sandra D.  English instructor  Rio de Janeiro, Brazil
Largier, Agnes M.  Translator analyst  Dallas, TX
McDonald, Lindsey M.  Spanish instructor  Texas Tech University
Walcott, Elizabeth J.  Instructional Manager  Sylvan Study, Lubbock, Texas
Britton, David C.  M.A. candidate, Interdisciplinary Studies, ESL instructor  Texas Tech University

Britton, David C.
Clardy, Caleb L.  English instructor  Korea
Kuo, Mei-Chun
Maekawa, Wakana  Japanese instructor (private college)  New York

Classics MA:

Woodberry-Route, Susan P. (2003)  HS Latin teacher, TX
Knight, Timothy C. (2006)  HS Latin teacher, PA
Underwood, Mathew (2006)  HS Latin teacher, Philadelphia
Burham, Steven D. (2007)  HS Latin teacher, NC
Rodgers, Travis J. (2007)  PhD, Philosophy, Florida State
Morgan, Benjamin S. (2008)  Instructor, TTU Editorial Assistant, American Journal of Philology

Classical and Modern Languages and Lit
### Placements of French MA Graduates
#### 2004-2009

<table>
<thead>
<tr>
<th>Name</th>
<th>Year</th>
<th>Initial Position</th>
<th>Employer/University</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crotte-Pardu, Luis</td>
<td>2004</td>
<td>PhD</td>
<td>Texas Tech University</td>
<td>Lubbock, TX</td>
</tr>
<tr>
<td>Nadjjati, Fatima</td>
<td>2004</td>
<td>Secondary teacher</td>
<td>Waco Public Schools</td>
<td>Waco, TX</td>
</tr>
<tr>
<td>Mavambu-Ndula, Anny</td>
<td>2004</td>
<td>PhD</td>
<td>Florida State University</td>
<td>Tallahassee, FL</td>
</tr>
<tr>
<td>Moreno-Herrera, José F.</td>
<td>2004</td>
<td>Asst. prof</td>
<td>Northwest Texas State University</td>
<td>Denton, TX</td>
</tr>
<tr>
<td>Ergul, Ebru</td>
<td>2004</td>
<td>English Teacher</td>
<td>Secondary school</td>
<td>Ankara, Turkey</td>
</tr>
<tr>
<td>Chaillot, Aurore</td>
<td>2005</td>
<td>French teacher</td>
<td>Alliance Française</td>
<td>Ecuador</td>
</tr>
<tr>
<td>Roch, Marie Lea</td>
<td>2005</td>
<td>PhD</td>
<td>U.C.-Davis</td>
<td>Davis, CA</td>
</tr>
<tr>
<td>Kiehne, Brooke</td>
<td>2005</td>
<td>Business</td>
<td></td>
<td>Houston, TX</td>
</tr>
<tr>
<td>Largier, Agnes</td>
<td>2006</td>
<td>PhD</td>
<td>University of Texas-Austin</td>
<td>Austin, TX</td>
</tr>
<tr>
<td>Ramirez, Ricardo</td>
<td>2006</td>
<td>NPR Trainee</td>
<td>National Public Radio</td>
<td>Washington, DC</td>
</tr>
<tr>
<td>Foadey, Anthony</td>
<td>2007</td>
<td>Entrepreneur</td>
<td>import-export company</td>
<td>Austin, TX</td>
</tr>
<tr>
<td>Zebidi, Amira</td>
<td>2007</td>
<td>PhD</td>
<td>Texas Tech University</td>
<td>Lubbock, TX</td>
</tr>
<tr>
<td>McSpadden, Jennifer</td>
<td>2007</td>
<td>PhD</td>
<td>U.C.-Davis</td>
<td>Davis, CA</td>
</tr>
<tr>
<td>Ricklin, Emeline</td>
<td>2008</td>
<td>English teacher</td>
<td>Private foreign language camp</td>
<td>France</td>
</tr>
<tr>
<td>Chousidi, Azzedine</td>
<td>2008</td>
<td>Secondary teacher</td>
<td></td>
<td>France</td>
</tr>
<tr>
<td>Koua, Viviane</td>
<td>2008</td>
<td>VAP</td>
<td>Auburn University</td>
<td>Auburn, Al</td>
</tr>
<tr>
<td>Burrus, Carla</td>
<td>2009</td>
<td>French instructor</td>
<td>Texas Tech University</td>
<td>Lubbock, TX</td>
</tr>
<tr>
<td>Mourier, Delphine</td>
<td>2009</td>
<td>PhD</td>
<td>University of Amiens</td>
<td>Amiens, France</td>
</tr>
<tr>
<td>Bergman, Laura</td>
<td>2009</td>
<td>English teacher</td>
<td>University of Limoges</td>
<td>Limoges, France</td>
</tr>
</tbody>
</table>

German:

*Previous students' accomplishments (selected list):* Classical and Modern Languages and Lit
Former MA graduate students, currently in PhD programs:
Berna Gueneli (UT-Austin)
Jan Uelzmann (UT-Austin)
Carla Ghanem (UT-Austin)

Former MA graduate students, currently teaching in Germany:
Ann-Kathrin Schenck (since 2007)
Eike Tietz (since 2007)
Kerstin Kistner (since 2006)

Undergraduates receiving competitive internships in Germany:
Pam Fuhrmeister (Sommerschule für Englisch; Summer 2009)
Garrett Smith (State Department Internship at the US Embassy in Berlin; Summer 2009)
Megan Bellinghausen (Bundestag Youth Exchange Program, 2007-2008)
Martha Hoskins (Bundestag; 2007)

TTU Undergraduate Research Grants awarded to my German students:
Lori Ray, Caitlin Dalton (Summer 2005)

Spanish Placements:

<table>
<thead>
<tr>
<th>STUDENT</th>
<th>PLACEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Albarez, Karla</td>
<td></td>
</tr>
<tr>
<td>Almaraz, Eduardo</td>
<td></td>
</tr>
<tr>
<td>Alvarez, Paul -</td>
<td>Corporate Job</td>
</tr>
<tr>
<td>Chen/Knotts, Iffan -</td>
<td>South Plains College, Levelland, TX</td>
</tr>
<tr>
<td>Collazo, Judie -</td>
<td>Puerto Rico</td>
</tr>
<tr>
<td>Crawford, Kyle -</td>
<td></td>
</tr>
<tr>
<td>Disney, Louann -</td>
<td>Lake Superior University State University, Michigan</td>
</tr>
<tr>
<td>Esparza, Aracely -</td>
<td></td>
</tr>
<tr>
<td>Fernandez, Sara -</td>
<td>Assistant Professor, The Citadel Military College of South Caroline</td>
</tr>
<tr>
<td>Fox Valle, Cristina -</td>
<td>4 year University</td>
</tr>
<tr>
<td>Gonzalez, Pedro  -</td>
<td>Secondary Education</td>
</tr>
</tbody>
</table>
Gregory, Jim – Corporate Entrepreneurship
Heredia, Victor – Wayland Baptist University
Job, Valerie – South Plains College
Kaus, Sofia – Argentina
Lara, Rosario –
Lemire, Andrea – 4 year University
Lockwood, Tara – Truman State University in Kirksville, MO.
Moctezuma, Carolina – Liberal Arts College in Macungie, PA
Parron, Carmen –
Pearl, Silvia – Assistant Professor, The United States Naval Academy
Porrúa, Enrique – University of North Carolina at Pembroke
Reguerio, Manuel – Truman State University in Kirksville, MO.
Rollins, Ginette –
Rutledge, Tracy – Jackson State Community College, TN
Walker, Beatriz – Abilene Christian University

G. Type of financial support available for graduate students

During the survey period, the department observed the following graduate student stipend/salary schedule (which is published on the CMLL Web site on a page titled "Graduate Student Financial Support," in the "Graduate Degrees" section): Table 4.14.

CMLL is considering an adjustment to this schedule, but must do so cautiously. While the department understands that it is approximately "mid-ground" in comparison with many other graduate programs on the main academic campus, there is pressure due to the shifting economic climate, coupled with more competitive compensation packages at other institutions, for the department to increase the stipends.
Table 4.14

<table>
<thead>
<tr>
<th>Academic Level/Program</th>
<th>Position</th>
<th>Beginning Stipend/Salary</th>
<th>Monthly</th>
<th>Instructor of Record?</th>
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<tbody>
<tr>
<td>MA</td>
<td>TA</td>
<td>$9,350.00</td>
<td>$1038.88</td>
<td>No**</td>
</tr>
<tr>
<td>MA</td>
<td>GPTI</td>
<td>$11,350.00</td>
<td>$1261.11</td>
<td>Yes</td>
</tr>
<tr>
<td>PhD</td>
<td>GPTI</td>
<td>$13,350.00</td>
<td>$1483.33</td>
<td>Yes</td>
</tr>
<tr>
<td>PhD—ABD</td>
<td>GPTI</td>
<td>$14,350.00</td>
<td>$1594.44</td>
<td>Yes</td>
</tr>
</tbody>
</table>

*—Included in the salaries above is a $150.00 per month augmentation to assist with the payment of insurance benefits.

**—May lead discussion sessions under the supervision of lead instructor.

CMLL aggressively pursues Graduate Work-Study funding, and encourages all eligible graduate students to participate. One issue for CMLL is the high proportion of international graduate students who populate many of our programs. These students are not eligible for federal or state Graduate Work-Study, emphasizing the fact that CMLL should and must maximize the potential for those students who are eligible.

In addition, graduate students are encouraged to apply for applicable departmental scholarships, and faculty are quick to nominate students for awards and fellowships outside the department. For the survey period of this Graduate program Review, the department did not have funds to support graduate student professional travel. Starting during Fiscal Year 2010, the department will be launching a support system based on scholarship allocations.

H. Number of students who have received national and university fellowships, scholarships and other awards

<table>
<thead>
<tr>
<th>AWARD</th>
<th>03/04</th>
<th>04/05</th>
<th>05/06</th>
<th>06/07</th>
<th>07/08</th>
<th>08/09</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$</td>
<td>#</td>
<td>$</td>
<td>#</td>
<td>$</td>
<td>#</td>
</tr>
<tr>
<td>AMF - Waterman</td>
<td>$4,000</td>
<td>1</td>
<td>$4,000</td>
<td>1</td>
<td>$4,000</td>
<td>1</td>
</tr>
<tr>
<td>AT&amp;T Chancellors</td>
<td>$6,000</td>
<td>2</td>
<td>$6,000</td>
<td>2</td>
<td>$3,000</td>
<td>2</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$7,500</td>
<td>3</td>
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<tr>
<td>Hazlewood</td>
<td>$3,000</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>$24,000</td>
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<tr>
<td>Jones Part-time</td>
<td>$3,000</td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>Summer Dissertation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$2,300</td>
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</tr>
</tbody>
</table>

Applied Linguistics & SLS:

2003

Classical and Modern Languages and Lit
Miwa Killingsworth, Dingus Memorial Scholarship, $1000
Monsicha Kittikunanant, Dingus Memorial Scholarship, $300
Chiu Yin Wong, Dingus Memorial Scholarship, $500
Sultan Turkan, Dingus Memorial Scholarship, $500

2007
David Britton, AT & T Chancellor’s Fellowship, $3000
Silvia Peart, Dingus Memorial Scholarship, $174

*Classics:*

SCHOLARSHIPS / FELLOWSHIPS

Knight, Timothy C., 2004  CHANCELLOR’S

Underwood, Mathew, 2004  CHANCELLOR’S

Joshua Trick, 2008  CHANCELLOR’S

Ryan Hall, 2008  CHANCELLOR’S

Cody Ames, 2009  AMERICAN ACADEMY IN ROME, Summer Program

*French & Italian:*

Beatrice Alexander Scholarship (CMLL) 2008-2009:
Laura B. Bergman  $1500

International Cultural Center Competitive Scholarships 2008-2009:
Laura Bergman—$3000
Delphine Mourier—$750

I. Percentage of full time master and doctoral students who received financial support -
in the prior year, the percentage of FTS (≥18 SCH) with support / number of FTS.

We have almost no full-time unfunded graduate students. We also do not have good records as to
how many and to reconstruct an accurate number for individual course enrollments by individual
students requires more effort than we can afford. Instead, the Academic Advisors thought of as
many such students as they could. Our estimate is that there are 2-4 such unfunded Full-Time
students. For Fall 2008, that would give us the following:
Funded full-time graduate students: 95%
Unfunded full-time graduate students: 5%.
J. Average financial support provided to master and doctoral students - For those receiving financial support, the average financial support provided per full-time graduate students (≥ 9 hours), including tuition rebate, for the prior year, and including RA’s, TA’s, fellowships, tuition, benefits, etc. that is ‘out-of-pocket’.

Average Graduate Student Stipend: $12,357.25/AY
Average Tuition & Fee Waiver: $1,575.00/AY*
Average Benefits: $1,350.001/AY
Average Fellowships: 600.00/AY

*-Averaged to include both domestic and international student waivers, which can vary widely.

K. Graduate Student Publications and Creative Activities – Number of discipline-related refereed papers/publications, juried creative/performance accomplishments, book chapters, books, and external presentations by Master and Doctoral students in the department.

Table 4.16²

<table>
<thead>
<tr>
<th></th>
<th>Classics</th>
<th>Second Language Studies</th>
<th>Spanish MA</th>
<th>Spanish Ph.D.</th>
<th>German</th>
<th>French</th>
<th>Total conferences</th>
<th>Total Publications</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003</td>
<td>12</td>
<td>2</td>
<td>10 (1)</td>
<td>0 (1)</td>
<td></td>
<td></td>
<td>24</td>
<td>2</td>
</tr>
<tr>
<td>2004</td>
<td>16</td>
<td>3</td>
<td>16 (1)</td>
<td>1 (1)</td>
<td></td>
<td></td>
<td>36</td>
<td>2</td>
</tr>
<tr>
<td>2005</td>
<td>13</td>
<td>4</td>
<td>22 (1)</td>
<td>4</td>
<td></td>
<td></td>
<td>43</td>
<td>1</td>
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<tr>
<td>2006</td>
<td>17</td>
<td>6</td>
<td>24 (2)</td>
<td>4</td>
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<td></td>
<td>49</td>
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<td>2007</td>
<td>17</td>
<td>2</td>
<td>5</td>
<td>22 (6)</td>
<td>4</td>
<td></td>
<td>46</td>
<td>7</td>
</tr>
<tr>
<td>2008</td>
<td>21</td>
<td>2</td>
<td>11</td>
<td>9 (4)</td>
<td>0 (1)</td>
<td></td>
<td>50</td>
<td>5</td>
</tr>
<tr>
<td>2009</td>
<td>27</td>
<td>4 (1)</td>
<td>7</td>
<td>25 (1)</td>
<td>5</td>
<td></td>
<td>70</td>
<td>12</td>
</tr>
<tr>
<td>2003</td>
<td>12</td>
<td>7 (7)</td>
<td>2</td>
<td>10 (1)</td>
<td>1(4)</td>
<td></td>
<td>24</td>
<td>2</td>
</tr>
</tbody>
</table>

Additional Notes:
*Spanish Students Organize Yearly National Conference.
*Spanish Students Publish Journal with Editorial Board (Céfiro)
*31 Book Reviews in Peer Reviewed Publications
*Iris Rivera-Gonzalez, a doctoral student in Classical and Modern Languages and Literatures, received the Outstanding GPTI Award from the Graduate School. 2005
*Silvia Peart and Luis (Iliaki) Pradanos-Garcia, Ph.D. candidates in Spanish in the Department of Classical and Modern Languages and Literatures, were awarded second and third place in the teaching portfolio contest. The contest sponsored by the TLTC at TTU was between the TEACH Program Fellows, the most talented graduate student teachers in the University. 2008

² Compiled by John Beusterien, October 1, 2009.
*Sara Fernandez-Medina, graduate student in Spanish in the Department of Classical and Modern Languages and Literatures, was named an outstanding graduate part-time instructor (GPTI) for 2006-2007.

*Two Books Published by French MA Graduates:

Chaillou, Aurore. Shinto'isme & Bouddhisme au til des temples japonais. Paris: L'Harmattan, 2003. [This was published while Aurore was working on her French MA.]


L. Programs for mentoring and professional preparation of graduate students

Mentoring generally is done at the Divisional rather than the Departmental level. In addition there is pedagogical mentoring as part of the coordination of the various language instruction programs.

*Applied Linguistics & Second language Studies:

Students are largely mentored via their coursework. As two examples, LING 5322 (Theoretical and Research Foundations of Language Teaching) and 5328 (Teaching English in International Contexts) not only explore the foundations of language teaching, they also provide a forum for discussion of political and social issues related to language instruction. In seminars, both in LING 5382 (Seminar on L2 Instruction) and LING 5383 (Seminar on Second Language Acquisition), students conduct research under the guidance of a faculty member, analyze the data, and then present their results in class following the standard conference presentation format: 20 minutes presentation plus 10 minute question-answer session. This training prepares students for coursework at the Ph.D. level and also introduces them to the nature of research and how it is disseminated in the profession (e.g., what conference presentations are like).

In addition to coursework, the division hosts the annual Applied Linguistics week as well as the Texas Tech Second Language Lecture Series. Both of these forums allow students to engage in public presentations of their own work, in seeing and reacting to the research of others, and in seeing research within the larger context of the profession. The Lecture Series, in particular, exposes students to prominent scholars in the field.

In addition to the above, the various faculty members in AL & SLS provide substantial one-on-one mentoring through discussions with students, largely through consultations on their research. Through our teaching assistantships and instructorships, M.A. students get hands-on training related to both research and teaching.

*Classics:

Mentoring and professional development start very early in the Classics MA, during the first semester. We make every effort to maintain our 100% placement record for students pursuing further study and HS Latin teaching.
Students are mentored by the Graduate Advisor in the first instance, with regard to degree plans, career development and linguistic proficiency. Students are further encouraged to familiarize themselves with the Classics faculty with a view to finding a suitable mentor for their particular interests (Latin pedagogy, Archaeology, Literary Theory etc.). The moderate size of the program and the diversity of the faculty allows students to work closely with a professor for two years. Significant emphasis is placed on developing students’ pedagogical skills through courses in language and classical civilization teaching, “hands on” teaching experience, regular monitoring and performance evaluations. Students are shown how to engage in scholarly research leading to publication and to present their work at local, regional and national conferences.

Students going on to doctoral programs in Classics or related fields are required to show evidence of research and publication potential at the MA level. The faculty treat this as a high priority and at least once a year a graduate course concludes with a Symposium in which students present original research in the presence of a Guest Respondent from another institution. Students are assisted in preparing papers for such conferences as CASUS, CAMWS, and ASOR. All students are trained to teach effectively as GPTI’s in their second year, focusing on either language or classical civilization classes. Those pursuing High School Latin teaching are directed to the first and second year Latin program, for intensive training in effective classroom management, language teaching, and rules and regulations.

In addition, Prof. Barbara Weinlich, Coordinator of Latin Instruction, writes:

As to the mentoring and professional preparation of my graduate students, I aim at including a conference in most of my courses and thus offer my students the opportunity to learn how to write abstracts and prepare presentations. In addition, I bring every conference that offers a suitable venue for graduate student presentations to my students' attention. I offer help in drafting abstracts and writing presentations. I also inform my students about scholarships for which they are eligible. To ensure a successful placement of our M.A. graduate students in Ph.D. programs, I initiated that Texas Tech become an institutional member of the American Academy in Rome and the American School of Classical Studies at Athens. I encourage my students to apply for the highly selective Summer Programs offered by both prestigious research institutions. Participating in one of the programs not only widens the horizon of our students tremendously but also adds a mark of distinction to their curriculum vitae.

As to the mentoring of my Teaching Assistants and Graduate Part-time Instructors as teachers, I have set up training sessions for Teaching Assistants. These sessions are mandatory and held on a weekly basis. The sessions concern teaching techniques, classroom management as well as matters of testing and grading. I have my Teaching Assistants teach a class under my supervision at least twice per semester. To ensure a successful teaching experience, I offer help for preparing the class and provide a detailed feedback after the Teaching Assistant has taught the class. My (more experienced) Graduate Part-time instructors meet with me once every month for the purpose of sharing their teaching experiences. In addition, I sit in on their classes at least twice a semester and offer a feedback after each visitation. Graduate Part-time instructors are granted access to a password-secured instructor website that provides them with model quizzes
and tests that are meant to help and guide the student in drafting his or her own examinations.

French & Italian:

Our TAs and GPTIs receive training from the beginning of their time in our program. First, at the beginning of the academic year, TAs and GPTIs attend a departmental-wide orientation which I have helped to organize for the past two years, an orientation which includes instruction in foreign language teaching and the principles of communicative language teaching. During the orientation, time is set aside for the divisions, and instructors in French are given more detailed information about the courses, lesson planning, procedures and expectations.

During the first week of classes, the supervisor is present in the classes of new GPTIs nearly every day to help explain the syllabus and to assure the successful beginning of the semester. Following this, GPTIs meet weekly with the supervisor and the lessons for the following week are planned out. Exams are prepared, too, during these meetings, and are assigned to the GPTIs to complete at home. Exams are reviewed before they are printed and distributed to students, and the results of the exams are discussed. In addition, during their first semester, our TAs and GPTIs are required to attend LING5322, a course in the theory of foreign language teaching and the discussion of the content of the course figures in the discussions in the weekly meetings as relates to lesson planning and exam creation. Finally, GPTIs are observed 2-4 times per semester by the coordinator and feedback and written reports regarding the observed classes are part of the process.

German:

Our graduate students have regular one-on-one meetings with both the Graduate Advisor and the lower–level language Coordinator. In meetings with the Graduate Advisor, the students discuss their degree plans and future career plans. The meetings with the language Coordinator include discussions about classroom management, developing goals for classes, creating relevant daily lesson plans and generating appropriate assessments. In addition, at least once per semester the German faculty observe each Graduate Instructor’s teaching. All of these mentoring activities support our mission of preparing graduate students for independent teaching and future professional careers.

To further help prepare students for professional academic careers, they are encouraged to submit original work for presentation at conferences and for publication in journals. In the last four years, five German graduate students have presented original work at national conferences and two students have co-published articles with German faculty in peer-reviewed journals.

In the week before the beginning of each semester all of the instructional personnel of the German Division attend a begin of semester Orientation. We discuss curriculum, teaching expectations, assessment and lesson planning. We also discuss general expectations for graduate students, and specific strategies for success in graduate school.

International Teaching Assistant Workshop and English as a Second Language:

Classical and Modern Languages and Lit
The International Teaching Assistant/English as a Second Language Program is a section of the Applied Linguistics and Second Language Studies Division, CMLL. Faculty members in this section support teaching assistants and graduate students at Texas Tech in three ways: 1. By helping international TAs in all departments at Texas Tech attain sufficient English communication skills to teach American undergraduate students; 2. Working with international graduate students in all departments become sufficiently good writers to succeed with their reports, theses, and dissertations, and 3. By mentoring applied linguistics TAs who wish to specialize in teaching English as a Second Language. In the third case, TAs participate in pre- and during-semester meetings, engage in in-class research projects, and learn how to rate ITAs’ performances.

*Intensive English Program:*

All instructors are required to attend a weekly meeting for program administration and professional development. Topics for the meetings include level assessment for students, textbook selection, testing and placement, activity planning, cultural activities, and any necessary administrative business. These meetings give GPTIs and instructors a chance to share ideas and ask questions. When implementing new teaching methods or plans, they discuss and survey each other to improve the idea.

Instructional personnel also are involved in to efforts to redesign the IEP curriculum and pedagogy. In particular one graduate part-time instructor is involved in coursework that is directly related to her teaching at the Intensive English Program. Last summer she did a review of the program and compared it to similar programs in other parts of the United States. She has also studied testing and promotion, which she presented in one of the professional development meetings. In this meeting, all instructors reviewed four types of placement tests and used the guidelines to “place” two students based on written essays. Now she is conducting a research project in which she gives students a pre-test on their knowledge of relative clauses, followed by instruction and a post-test. These activities not only benefit the graduate student involved, but all the instructors and international students as well. These efforts are the focus of some weekly meetings.

*Russian & Eastern Languages:*

This Division does not have a graduate program, but most of the LCTLs are part of the Division. GPTIs and Fulbright FLTAs teaching those languages are mentored by their Language Instruction Coordinators and also by members of the AL&SLS faculty since most of them are pursuing degrees through that Division.

*Spanish & Portuguese:*

In the Division of Spanish & Portuguese, the mentoring begins for many of our students before they enter our program, as they receive advice and encouragement from our Graduate Recruiters. In a period of intense consultation via e-mail correspondence and telephone conversations, our prospective students learn about our programs and classes, about life in Lubbock, and about what it means to do a graduate degree at TTU. Once they enter our programs, much of the mentoring
has traditionally been performed either on an informal basis, with students seeking advice and mentoring from individual professors or, at the PhD level, from their dissertation directors, who have guided them through the exam process, the dissertation process, and the job search process. They also receive advice on the course selection and degree plans from the graduate advisor in Spanish & Portuguese. Other mentoring occurs when select graduate students have the opportunity to work individually with senior faculty members as editorial assistants on journals or as research assistants. Important mentoring occurs when faculty members and graduate students work together on a research project and co-author an article. Some mentoring takes place in the classroom as certain professors have incorporated into their graduate seminars a practice in which the students present their research papers in class following the standard conference presentation format: 20 minutes presentations plus a 10 minute question-answer session. This training introduces students to the nature of research and how it is disseminated in the profession. A number of our PhD students have been selected for the TEACH (Teaching Effectiveness And Career enHancement) Program and have worked with Faculty Mentors from our program. Peer-on-peer mentoring takes place through the graduate student organization Céfiro, in which graduate students get experience organizing an academic conference, editing a journal, and organizing other academic events and cultural activities.

Graduate students funded as TAs or GPTIs assigned to teaching first and second year Spanish undergo extensive ongoing mentoring. Each Fall the week before class there is multi-day in-service training. Then each week there are in-service training meetings. in addition all these graduate students are observed at least once a semester and meet with coordinators to obtain feedback and individual mentoring.

Those who serve as TAs are assigned to teach discussion sections of a large 110 student version of SPAN 1507 taught by a master teacher who mentors the TAs on a weekly basis. Typically such students receive two semesters of such mentoring. They are mentored as follows: Two in-class visitations, one at the beginning of the semester and another at the end, evaluate their performance and provide them with individualized written and oral feedback for improvement. There also are weekly meetings to organize next week classes and discuss how to create in-class activities. The master teacher sends them a weekly email about the material to cover in their class the following week. TA’s, other than leading their discussion groups on Mondays, Wednesdays and Fridays, are also exposed to the master teacher’s teaching of the large section on Tuesdays and Thursdays, so they are able to observe how the class is managed, gets students to work in groups, uses different communicative activities and technology, and so on.

While the Spanish and Portuguese faculty value and take pride in all the mentoring already occurring, they are currently working to make their commitment to mentoring more visible and more impactful throughout their graduate programs. Starting this year, they are instituting a series of workshops on the job search process, to be held each fall semester, to prepare our PhD students to enter the academic job market. They are also organizing a series of research workshops on such topics as submitting an article to an academic journal, writing a grant proposal, or submitting a book proposal, workshops that will be open to both graduate students and junior faculty. These new initiatives focus on research and career placement. The faculty are also discussing plans to have faculty members volunteer to serve as mentors to graduate students on teaching topics.
M. Department efforts to retain students and graduation rates.

In Spanish we have large MA and Doctoral programs. Key to retention and timely graduation are: excellent advising, clear expectations and target time for completing requirements, faculty taking personal interest in the work of their students, and dissertation directors not letting students fail to complete their dissertations. As we saw in Chapter II Section I the Spanish Ph.D. program has lower attrition rates and higher ten-year completion rates than the national average for foreign language doctoral programs. We also saw that in more recent years those rates have improved substantially.

Most of our graduate programs are relatively small MA programs with a target of 8 funded graduate students. With student/faculty ratios around 2:1 in those programs there is ample opportunity for individual attention. Good mentoring, good advising, and faculty taking personal interest in students are keys to retention and high graduation rates. Also important is having a convivial social, nurturing atmosphere among the graduate students. In particular the graduate student organization Céfiro performs big brother and big sister supportive activities for students in all CMLL divisions.

N. Percentage of Full-Time Master and Doctoral students –Average of the FTS (≥ 9 SCH) / number of students enrolled (headcount) for the last three fall semesters.

We have no good data as to the exact numbers of part-time students enrolled in our courses. Most are ABD Spanish students who have taken jobs elsewhere while they work on their dissertations. Our best estimates are around 34 students enrolled in SPAN 8000 per year. We stress that this is a very soft number. It has been used with the data in Table 3.1 to estimate percentages of full-time graduate students in our graduate courses. Chart 4.31 contains those estimates. But we don’t put a lot of faith in these numbers.

![Chart 4.31](image_url)

*Estimated Percentage of Full-Time Graduate Students*

- % Part Time Students
- % Full Time Students

Classical and Modern Languages and Lit
O. Student-Core Faculty Ratio – Include data for masters and doctoral students. The average of full-time (≥9 hours) student equivalent (FTSE) / rolling. ‘Core Faculty’ is full-time tenured and tenure-track faculty who teach 50 percent or more, (or other individuals integral to the program) and, for doctoral programs, those who can direct dissertation research.

Again we use the estimated 34 part-time students and assume they are enrolled for the minimum Dissertation credit (one hour). We interpret core faculty as being Full-time faculty who are on graduate faculty. Then using Fall 2008 data from Table 3.1, we obtain the following StudC111: 10 core-faculty ratio: 2:4:1.

P. Discussion of Spanish & Portuguese Graduate Student Satisfaction and Wish-List Survey

This Fall the Spanish & Portuguese Division had an ad hoc committee develop a Spanish Graduate Student Survey instrument that assessed satisfaction with various elements of the program and asked whether certain changes or improvements would be welcome. A larger ad hoc committee tabulated and evaluated the responses. The response rate was 48.5%. Despite the data asking responses on an ordinal scale of 1 to 4— the data were tabulated using a non-standard non-Likert scale where “Strongly agree = 1.0-1.75, Disagree = 1.75-2.5, Agree = 2.5-3.2, and Strongly agree = 3.25-4.0.” Furthermore while averages were calculated, no consideration was given to the variance in responses. (It is a basic statistical fact that you cannot describe a population just on the basis of central tendency, but rather have to give some indication of both central tendency and response spread.) Because of these strange reporting practices, I obtained and read the raw informant responses and I made a judgment categorization of them into three categories that seemed to summarize overall response patterns:

- Extremely hostile and negative: 4
- Mixed: 6
- Mostly positive: 6

It is clear from both the summary analysis the committee performed and my analysis of the raw data that the following are the case:

- The Banner payroll screw-ups with Graduate Student salaries has done clear damage to morale and many funded graduate students do not differentiate between such serious screw-ups that are outside CMLL’s control vs. ones that are not. They are angry because their pay got screwed up and they hold CMLL administration responsible.
- A number of students need better understanding of Visa and immigration issues.

It is also clear that there are a number of improvements that they would welcome:

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3 There were 33 potential respondents, there were 17 responses. One was from a non-employed person who should not have been included. Hence the response rate is 16 out of 33.
4 The survey instrument and the data report are in Appendix, Section K.
- Improved course registration and degree plan information is needed.
- They would like better guidance for entering the job market.
- There is need for the webpage to provide links to useful, practical information such as housing options for incoming graduate students.
- The website needs to provide more information and news relating to the Division and to other professional interests.

More polarized and equivocal are some issues pertaining to the teaching of lower-level Spanish. Of particular importance is the fact that the University's transition to Blackboard from Web-CT was not smooth at all. Blackboard was down for extended periods of time and the porting over of content from Web-CT led to many horrendous technological glitches. While the Coordination team did yeoman effort to deal with the problems that impact on the students, there was real damage done.

The most negative responses also claim that the hybrid design does not work and that students hate it and the course. Student course evaluations belie such claims. The most recent, Spring 2009, course evaluations are summarized in Table 4.17 below. The most negative questionnaire item was that students thought they had to work too hard. In looking at Table 4.17—keep in mind that the Spring 2009 Arts & Sciences Question #1 average was 4.32, Question #11 average was 4.18, and the 16 question average was 4.35.

<table>
<thead>
<tr>
<th>Course</th>
<th>16 Question Average</th>
<th>Question #1 Average</th>
<th>% Positive (Agree, Strongly Agree)</th>
<th>% Negative (Disagree, Strongly disagree)</th>
<th>Question #11 Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>1507</td>
<td>4.10</td>
<td>4.47</td>
<td>85.37%</td>
<td>5.24%</td>
<td>4.31</td>
</tr>
<tr>
<td>2301</td>
<td>4.20</td>
<td>4.25</td>
<td>64.19%</td>
<td>8.95%</td>
<td>3.97</td>
</tr>
<tr>
<td>2302</td>
<td>4.44</td>
<td>4.52</td>
<td>82.26%</td>
<td>7.61%</td>
<td>4.22</td>
</tr>
<tr>
<td>2607</td>
<td>4.37</td>
<td>4.55</td>
<td>75.44%</td>
<td>3.51%</td>
<td>4.19</td>
</tr>
</tbody>
</table>

Particularly polarizing are reactions to the in-class coordinator for lower-level Spanish, Janie McNutt. A minority of TAs and GPTIs have nothing good to say about her, accuse her of speaking "trash Spanish," favoritism, and unprofessionalism. A majority of respondents are mostly positive about the Coordination, design and operation of the courses, the Fall pre-semester training, and the weekly training sessions. But even some of those of mixed reaction feel those training sessions are too procedural and regulation based and give short-shrift to help with instruction.

When you have around 4,500 student enrollments annually in lower-level Spanish, at the departmental level one has issues to contend with that may not seem that big a deal to the individual TA or GPTI. Such problems include the need to obtain as uniform average language proficiency gain across scores of sections of a given course in a three-course sequence. Student dishonesty in forging medical and other excuses is rampant and with such numbers we have to come up with ways that manageably catch fraud without diverting excessive effort, etc. I think the
Coordination team is not doing a good enough job of getting TA and GPTI buy-in to these Concerns, and so instead they see it as just oppressive regulation.

Nevertheless we need to give serious consideration to the fact that a significant minority of Spanish T As and GPTIs are not happy with the current coordination structure and in-service training sessions. The Spanish & Portuguese faculty have proposed hiring a tenure-track or even Associate Professor person to take over the coordination of lower-level Spanish. I am supportive of the idea but I offer the following cautionary notes:

- We did that prior to the current Coordination Team and it was a disaster. Specifically, the complaints against the faculty member for favoritism, abusive behavior towards graduate students, etc. were more extreme than what the 2009 Spanish survey reveals. And it led to that faculty member receiving a negative Third-Year Review.
- The redesign of the lower-level Spanish curriculum into a blended or hybrid part on-line, part in class format was motivated by the following considerations: (1) the need to reduce lower-level Spanish class size down from 32 to the maximal ADFL guidelines of 20. (2) The constraint we could not do so by significant on-going cost-of-instruction expenses given that CMLL historically has the highest formula-funding deficit in the College of Arts & Sciences. (3) Controlled experiments had shown that the on-line interactive tutorial approach was superior in teaching normal workbook content than conventional in class and graded homework methods.

The latter point means that any faculty member hired to coordinate lower-level Spanish will have to make a basic buy-in to the hybrid course format and maintaining maximum 20 student class size without increasing cost of instruction.

But none of the above is intended to suggest there is no need to improve the interaction between the Spanish TA’s and GPTIs and the Coordination team, especially the Lead Coordinator for In-Class Instruction.
V. Department

A. Department operating expenses

Chart 5.1 gives combined operating costs for CMLL.

![Chart 5.1](image)

The dollar amounts differ lightly from CMLL's own figures given in Chart 2.16 where we break operating costs down to M&O and salary categories. Table 5.1 displays the exact differences. We have opted to use the Chart 2.16 figures rather than the Chart 5.1 figures as basis of analysis for three reasons: First, Chart 2.16 breaks down operating costs to M&O and salaries, and thus affords a finer-grained analysis. Second, doing so allows easier comparison with the Chart 2.16 SCH vs. operating cost analyses there. Third, our data covers 08/09 whereas Chart 5.1 does not.

We offer two different break-down analyses: Costs per full time faculty and staff and costs per employee. The M&O portion of the first analysis reveals how meager are the CMLL support funds for faculty research: Slightly over $1,000 per individual, half of which goes to covering the phone system costs. This figure displays dramatically the impact of not receiving $30,000 for the phone system and $28,000 for travel promised in the 2003 Review Action Plan on faculty support. Had those funds been received, M&O would be $118,000 which would enable reasonable professional travel support for faculty to attend conferences, present papers, do archival research, and the like, whereas they get nothing from CMLL.

Classical and Modern Language and Literature
Most of the part-time employees are TAs and GPTIs. If we look at M&O per employee, it hovers slightly below $400, of which, again, half goes to pay for the phone system.

<table>
<thead>
<tr>
<th>Table 5.1</th>
<th>Department Operating Costs as a Fraction of Employees</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>03/04</td>
</tr>
<tr>
<td>CMLL Operating Cost per Chart 5.1</td>
<td>$316,359</td>
</tr>
<tr>
<td>CMLL Operating Costs per Chart 2.16</td>
<td></td>
</tr>
<tr>
<td>M&amp;O</td>
<td>$60,000</td>
</tr>
<tr>
<td>Salaries</td>
<td>$254,617</td>
</tr>
<tr>
<td>Total</td>
<td>$314,617</td>
</tr>
<tr>
<td>Chart 5.1 - Chart 2.16</td>
<td></td>
</tr>
<tr>
<td>Full Time Faculty &amp; Staff</td>
<td>$1,742</td>
</tr>
<tr>
<td>M&amp;O/FTFS</td>
<td>41</td>
</tr>
<tr>
<td>Costs/FTFS</td>
<td>$6,210.17</td>
</tr>
<tr>
<td>Dep Op Cost/FTFS</td>
<td>$7,673.59</td>
</tr>
<tr>
<td>Total Employees</td>
<td>124</td>
</tr>
<tr>
<td>M&amp;O/TE</td>
<td>$483.87</td>
</tr>
<tr>
<td>Salary Op. Costs/TE</td>
<td>$2,053.36</td>
</tr>
<tr>
<td>Dept Op Cost/TE</td>
<td>$2,537.23</td>
</tr>
</tbody>
</table>

It is important to do these breakdown analyses, because so much of our total operating expenses are salaries. A significant portion of those salaries are associated with having a three-person Advising, Recruiting, and Retention Center and a robust Language Learning Laboratory & Resource Center. That is to say that a majority of our salary operating costs directly impact on students rather than CMLL employees.

If just the totals are looked at, apparently CMLL has one of the highest Operating Expenses Budget in the College of Arts & Sciences. However the break-down analyses show how meager our true operating expenses are that impact on our full time faculty, staff, and our graduate students.

B. Summary of Proposals (submitted)

¹ This is an estimate since we have been unable to find a copy of our 2006/2207 Faculty directories. (This was about the time we stopped publishing hard copies and went to an on-line directories which apparently were not archived for each semester.)
Funding opportunities in the Humanities generally, and especially in Foreign Languages, are limited compared to most of academia. The main source of federal funding for the humanities is the National Endowment for the Humanities which in 2006 totaled $118,232,057, of which almost $32 million went to state humanities councils. Texas' share of the NEH pot was $3,276,190 or 14 cents per resident of Texas.\(^1\) And only 13.3% ($15.9 million) of the NEH budget goes to support research.\(^2\) When we turn to State Humanities support, in 2005 the Texas Humanities Council revenues were $1,272,268 (6 cents per capita) which is much lower than the national per capita average of 21 cents.\(^3\) Foundation giving to the humanities has grown since the early 1990s, but not as fast as overall foundation giving has grown. Thus between 1992 and 2002, humanities share of foundation giving dropped from 2.5% to 2.1%.\(^4\)

Very often the external funding for humanities faculty consists in modest travel subsidies by associations or grants like those by THECB that do not carry indirect costs. Travel subsidies, etc. often are not submitted through Research Services and so when awarded do not show up in external funding records for humanities departments.

This survey of the external funding landscape for the humanities provides useful background for interpreting and analyzing data pertaining to proposals, awards, and research expenditures.

<table>
<thead>
<tr>
<th></th>
<th>Foundation</th>
<th>State</th>
<th>Federal</th>
<th>Others</th>
<th>Successfully funded</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>D</td>
<td>M</td>
<td>D</td>
<td>M</td>
<td>D</td>
</tr>
<tr>
<td>2008</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>2007</td>
<td>1</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>2006</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2005</td>
<td>1</td>
<td>1</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2004</td>
<td>2</td>
<td>1</td>
<td></td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2003</td>
<td>3</td>
<td></td>
<td></td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

\(D = \) proposals written by CO-PI's from your department only

\(M = \) proposals written by CO-PI's from multiple departments

Table 5.2 shows that there has been a gradual increase in efforts to obtain external funding and fairly good success. Table 53 gives a breakdown of those proposals which were funded. It evidences the sorts of funding patterns discussed above. Apparently only one of the external funding awards included indirect costs.

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\(^1\) Humanities Indicators, op. cit, Figure IV -I d.

\(^2\) Ibid, Fig. IV -2.

\(^3\) Ibid., Figs IV-3a, IV-3b.

\(^4\) Ibid., Figs IV-8b, IV-8c.
<table>
<thead>
<tr>
<th>PI(s)</th>
<th>Funding Source</th>
<th>Years Funded</th>
<th>Direct Costs</th>
<th>Indirect Costs</th>
<th>Total Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beard</td>
<td>Fulbright</td>
<td>2009</td>
<td>$25,000</td>
<td></td>
<td>$25,000</td>
</tr>
<tr>
<td>Beusterien</td>
<td>Research Grant, Program for Cultural Cooperation between Spain’s Ministry of Culture and United States’ Universities (administered by the University of Minnesota)</td>
<td>2008</td>
<td>$3,000</td>
<td></td>
<td>$3,000</td>
</tr>
<tr>
<td>Collupy</td>
<td>ACTR/ACCELS Summer Teacher Exchange Program at Moscow State University, Moscow, Russia</td>
<td>2008</td>
<td>$8,000</td>
<td></td>
<td>$8,000</td>
</tr>
<tr>
<td></td>
<td>Associate of the University of Illinois 2003 Summer Research Laboratory on Russia and Eastern Europe</td>
<td>2003</td>
<td>$500</td>
<td></td>
<td>$500</td>
</tr>
<tr>
<td>Fry/Grair</td>
<td>Texas Council for the Humanities</td>
<td>2004</td>
<td>$3,500</td>
<td></td>
<td>$3,500</td>
</tr>
<tr>
<td>Gorsuch</td>
<td>Fulbright</td>
<td>2005</td>
<td>$14,000</td>
<td></td>
<td>$14,000</td>
</tr>
<tr>
<td></td>
<td>NSF</td>
<td>2006-2009</td>
<td>n/a</td>
<td>n/a</td>
<td>$300,000</td>
</tr>
<tr>
<td>Gsengerich*</td>
<td>Title VI FLAS</td>
<td>2006</td>
<td>$2,400</td>
<td></td>
<td>$2,400</td>
</tr>
<tr>
<td>Ladeira</td>
<td>Travel Grant from University of Massachusetts (Amherst)</td>
<td>2008</td>
<td>$850</td>
<td></td>
<td>$850</td>
</tr>
<tr>
<td></td>
<td>Travel Grant from Luso-American</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Developer</td>
<td>Year</td>
<td>Amount 1</td>
<td>Amount 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------</td>
<td>------</td>
<td>----------</td>
<td>----------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Development Foundation (Portugal)</td>
<td>2007</td>
<td>$900</td>
<td>$900</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Travel Grant and Honorarium for Talk from Michigan State University</td>
<td>2007</td>
<td>$1,200</td>
<td>$1,200</td>
<td></td>
<td></td>
</tr>
<tr>
<td>National Library of Portugal research Grant</td>
<td>2007</td>
<td>$3,000</td>
<td>$3,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Larmour</td>
<td>Loeb Classical Library Foundation Grant (Harvard University)</td>
<td>2007</td>
<td>$9,600</td>
<td>$9,600</td>
<td></td>
</tr>
<tr>
<td>Laveigne</td>
<td>Harvard??</td>
<td>??</td>
<td>??</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pérez, Janet</td>
<td>AATSP</td>
<td>2003-2009</td>
<td>$293,000</td>
<td>$293,000</td>
<td></td>
</tr>
<tr>
<td>Scarborough*</td>
<td>Program for Cultural Cooperation Between Spain’s Ministry of Culture and US Universities</td>
<td>2003</td>
<td>$975</td>
<td>$975</td>
<td></td>
</tr>
<tr>
<td>Suppe</td>
<td>FIPSE via NCAT “R2R” program</td>
<td>2004-2006</td>
<td>Estimated $5,000</td>
<td>Estimated $5,000</td>
<td></td>
</tr>
<tr>
<td></td>
<td>THECB</td>
<td>2007</td>
<td>~$52,000</td>
<td>~$52,000</td>
<td></td>
</tr>
<tr>
<td></td>
<td>THECB</td>
<td>2008</td>
<td>$20,000</td>
<td>$20,000</td>
<td></td>
</tr>
<tr>
<td>VanPatten</td>
<td>NSF</td>
<td>2009-2010?</td>
<td>$12,000</td>
<td>$12,000</td>
<td></td>
</tr>
<tr>
<td>Weinlich</td>
<td>NEH</td>
<td>2008</td>
<td>$3,200</td>
<td>$3,200</td>
<td></td>
</tr>
<tr>
<td>Witmore*</td>
<td>Wallenbourg Global Learning Network</td>
<td>2006-2007</td>
<td>$50,000</td>
<td>$50,000</td>
<td></td>
</tr>
<tr>
<td>Wood</td>
<td>Canadian?</td>
<td>2008</td>
<td>$500</td>
<td>$500</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Canadian?</td>
<td>2007</td>
<td>$700</td>
<td>$700</td>
<td></td>
</tr>
</tbody>
</table>

NOTE: * indicates award received before joining the CMLL TTU faculty.

Analysis:

Other forms of support are Fulbright or research Fellowships. While these are prestigious and bring acclaim to CMLL and Texas Tech, they rarely cover the salary lost to accept them unless...
subsidized by either CMLL or ITU. (It is imperative that ITU institute a "Prestigious Fellowship" program that covers the shortfall between the dollar awards of prestigious NEH, ACLS, NSF and other high profile awards and the faculty-member's regular salary for the award period.)

There are a few niches in the humanities where there is significantly more potential for larger amounts of external funding, often with indirect costs. For example some research in Applied Linguistics has potential for Department of Education funding, and some in Second Language Acquisition for NSF linguistic funding. When ethical issues pertaining to science and technology arise, there is also NSF potential funding. (Dr. Gorsuch was a co-PI in a $300,000 NSF grant in this area and Dr. Suppe was a main researcher in a -$240,000 NSF grant to the National Institute for Engineering Ethics); and as a Philosopher of Science, Dr. Suppe has been PI, co-PI, or named investigator in around $2 million in external funding. But we emphasize these are exceptional niches very atypical of Humanities external funding realities and must not be held up as benchmarks by which to judge Humanities faculty external funding efforts.

Table 5.2 shows that, by Humanities standards, there are lots of efforts by CMLL faculty to secure external funding. What Table 5.2 does not display is relationships between career age and efforts to secure external funding. Based on the data underlying Tables 5.2 and 5.3, we suggest that the younger faculty hired, say in the last ten years, are more aggressive in seeking external funding, although we find faculty spanning the age spectrum doing so. And the largest amounts of external funding obtained have been by tenured faculty.

But, given the meager external support pot for most persons working the foreign languages, the reality is that aggressive faculty efforts to secure external funding will be chasing after "small potatoes" awards that do not carry indirect costs. As small as they are, they do make a significant difference to the research efforts of faculty in CMLL-a department so strapped in non-salary operations budget as to be unable to provide even minimal travel support to faculty.5

C. External Research expenditures

If one looks at the detailed awards in Table 5.3, one notices that most of these awards are ones that do not go through Research Services. Thus the data in Table 5.4 and Chart 5.2 bear little resemblance to the actual pattern and record of CMLL faculty receiving external research support.

But: even if all those awards were included, it would not provide an adequate basis for estimating true research expenditures by Humanities faculty in general and CMLL's in particular. The fact is that faculty contribute a significant portion of their income to subsidizing their research. This includes purchase of books and other research materials, travel to archives and other research sites abroad, covering costs personally to attend and present at conferences, etc. While there are not good figures available, a good ball-park guess is that humanities faculty contribute 10% of their income to subsidize their research and professional activities.

5 Recall here from Chapter I that the enhanced travel support in the 2003 Action Plan was never received.
Table 5.4
SUMMARY OF FACULTY AWARDS BY HOME DEPARTMENT
Source: Office of Research Services

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Awards</th>
<th>Facilities &amp; Administrative</th>
<th>Award Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>02/03</td>
<td>3</td>
<td>$0.00</td>
<td>$36,000.00</td>
</tr>
<tr>
<td>03/04</td>
<td>3</td>
<td>0</td>
<td>$16,000.00</td>
</tr>
<tr>
<td>04/05</td>
<td>5</td>
<td>0</td>
<td>$28,000.00</td>
</tr>
<tr>
<td>05/06</td>
<td>4</td>
<td>0</td>
<td>$25,000.00</td>
</tr>
<tr>
<td>06/07</td>
<td>6.1</td>
<td>$5,042.10</td>
<td>$96,597.10</td>
</tr>
<tr>
<td>07/08</td>
<td>4.1</td>
<td>$2,041.30</td>
<td>$45,181.10</td>
</tr>
<tr>
<td>Totals:</td>
<td>25.2</td>
<td>$7,083.40</td>
<td>$246,778.20</td>
</tr>
</tbody>
</table>

Chart 5.2
Research Expenditures (CMLL)
Source: Institutional Research Services

One can tell that the CMLL figures in Table 5.4 bear questionable resemblance to actual CMLL research expenditures. Specifically, there is a minimum of $25,000 per year AATSP grant to subsidize editing the journal Hispania that is not reflected in most of these years' totals. Dr. Suppe's 2007 -$52,000 THECB grant and 2008 $20,000 one that seem to be reflected, and it is unclear whether Dr. Gorsuch's portion of the direct costs of her $3000,000 NSF grant are included (let lone indirect costs). And of course, Table 5.4 does not include the considerable internal research subvention funds CMLL faculty have obtained.
Table 5.5 totals research awards from Table 5.3 obtained while people were CMLL faculty.

Table 5.5
Research Expenditures from Table 5.3 Excluding Awards Prior to Joining CMLL.

<table>
<thead>
<tr>
<th></th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Awards</td>
<td>$33,000</td>
<td>$37,667</td>
<td>$48,167</td>
<td>$334,167*</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

We see that the totals each year in Table 5.5 exceed those in Table 5.4. This, of course, is due to significant humanities funding being applied for individually, not institutionally.

Table 5.6
Comparison of Research Expenditures

<table>
<thead>
<tr>
<th>Expenditures</th>
<th>02/03</th>
<th>03/04</th>
<th>04/05</th>
<th>05/06</th>
<th>06/07</th>
<th>07/08</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Iowa - Classics</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>University of Iowa - German</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>University of Kansas - Linguistics</td>
<td>$2,164</td>
<td>$3,426</td>
<td>$0</td>
<td>$107,461</td>
<td>$185,440</td>
<td>$125,997</td>
</tr>
<tr>
<td>University of Kansas - Spanish</td>
<td>$3,773</td>
<td>$13,891</td>
<td>$10,340</td>
<td>$14,043</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Texas Tech - CMLL Dept</td>
<td>$36,000</td>
<td>$16,000</td>
<td>$28,000</td>
<td>$25,000</td>
<td>$96,697</td>
<td>$45,181</td>
</tr>
</tbody>
</table>

Nevertheless, these caveats in mind, it would appear that CMLL is doing substantially better in external funding than the comparison language programs. But the disparity between Kansas and AL&LS funding shows that there is real potential for AL&LS to become a more aggressive conduit of external funding in the Applied Linguistics area.

D. Internal Funding

Table 5.7 was supplied by the Graduate School and is very incomplete. We provide more complete data in Table 5.8 and base our discussion on these figures.

---

*This includes $100,000 2006-2009 NSF Grant on which Dr. Gorman II as co. PI with others outside Arts & Sciences. We do not have a break-out of her share of direct costs which were summer salary or proportionate share of indirect costs. Thus the figure given inflates CMLL's share of external funding for 2006.

We regret that despite a $50,000 psycholinguistics lab and, by Humanities standards, substantial research seed money to Dr. VanPatten, this external funding potential has not been realized.

Classical and Modern Language and Literature
### Table 5.7
Source of Internal Funds (TTU)

<table>
<thead>
<tr>
<th></th>
<th>02/03</th>
<th>03/04</th>
<th>04/05</th>
<th>05/06</th>
<th>06/07</th>
<th>07/08</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Enhancement</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research Incentive</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Line Items</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interdisciplinary Seed Grants</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Faculty Start-ups</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Matching from VPRGSTT</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special needs and opportunities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research Promotion</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate School Fellowships</td>
<td>$28,500</td>
<td>$13,000</td>
<td>$10,000</td>
<td>$3,000</td>
<td>$5,300</td>
<td>$11,500</td>
</tr>
<tr>
<td>HEAF</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Totals:</strong></td>
<td><strong>$28,500</strong></td>
<td><strong>$13,000</strong></td>
<td><strong>$10,000</strong></td>
<td><strong>$3,000</strong></td>
<td><strong>$5,300</strong></td>
<td><strong>$11,500</strong></td>
</tr>
</tbody>
</table>

### Table 5.8
Internal Funding per CMLL Records

<table>
<thead>
<tr>
<th></th>
<th>02/03</th>
<th>03/04</th>
<th>04/05</th>
<th>05/06</th>
<th>06/07</th>
<th>07/08</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Enhancement</td>
<td>$1,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research Incentive</td>
<td></td>
<td>$6,883</td>
<td></td>
<td>$10,000</td>
<td>$7,900</td>
<td></td>
</tr>
<tr>
<td>Line Items</td>
<td>$3,510</td>
<td>$40,100</td>
<td></td>
<td></td>
<td>$25,000</td>
<td></td>
</tr>
<tr>
<td>Interdisciplinary Seed Grants</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Faculty Start-ups</td>
<td>$2,500</td>
<td>$7,500</td>
<td>$3,500</td>
<td>$100,000</td>
<td>$17,500</td>
<td>$46,111</td>
</tr>
<tr>
<td>Matching from VPRGSTT</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$54,350</td>
</tr>
<tr>
<td>Special needs and opportunities</td>
<td>$106,012</td>
<td>$37,329</td>
<td>$123,106</td>
<td>$34,391</td>
<td>$37,348</td>
<td>$33,242</td>
</tr>
<tr>
<td>Research Promotion</td>
<td>$3,500</td>
<td>$6,000</td>
<td>$1,500</td>
<td></td>
<td></td>
<td>$1,920</td>
</tr>
<tr>
<td>Graduate School Fellowships</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
We see from Table 5.8 that CMLL has been fairly effective in securing internal research funding. This is vital, since the reality is that for a university to have flourishing Humanities and Arts research programs, internal research awards are indispensable given how meager external sources are as previously noted.

E. Scholarships and endowments

<table>
<thead>
<tr>
<th>Professorship</th>
<th>Endowment Bal</th>
<th>Current Additions</th>
<th>Total Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualia Professorship (H. Gafaiti)</td>
<td>$ 496,784.34</td>
<td>(38,140.40)</td>
<td>$ 458,643.94</td>
</tr>
<tr>
<td>Qualia Chair (J. Pérez)</td>
<td>$ 1,830,508.51</td>
<td>(140,537.16)</td>
<td>$ 1,689,971.35</td>
</tr>
<tr>
<td>Finco Chair (Vacant)*</td>
<td>$ 35,510.97</td>
<td>(1,688.43)</td>
<td>$ 33,822.54</td>
</tr>
<tr>
<td>Totals</td>
<td>$ 2,362,803.82</td>
<td>(180,365.99)</td>
<td>$ 2,182,437.83</td>
</tr>
</tbody>
</table>

* — Interest earned/other deposits to the account and capital losses/deductions since last reporting period.

Overview
The department has the good fortune of benefitting from two endowed professorships, an endowed chair, and 18 scholarships. The overall fund base declined when compared to the previous reporting period, due to obvious economic downturns affecting investments.

To summarize:

Scholarships
CMLL has a scholarship endowment base of $ 540,489.25, with funds in interest accounts (funds vended/distributed to students) totaling $ 82,135.18. The total value of all CMLL scholarships at time of survey: $ 622,624.43. (See amplification following for detail on various scholarships.)

Total Base
CMLL has a total endowment base of $ 2,722,918.08 in the combined professorships and scholarships.

5 This Professorship was established based on life insurance proceeds (a $ 1,000,000.00 gift upon execution of the respective policy), which is not anticipated for some time. An initial donation of $ 30,000.00 from the Moran's (Ms. Moran is Dr. Aldo Finco's daughter) was placed in a holding account ("Brad and Carla Moran Life Insurance Fund Fund").
<table>
<thead>
<tr>
<th>Scholarship</th>
<th>Target/Criteria</th>
<th>Current Base</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beatrice Witte Alexander Scholarship in French</td>
<td>French Majors</td>
<td>$18,468.18</td>
</tr>
<tr>
<td>Theodore Alexander Scholarship in German</td>
<td>German Majors/Minors, 3.0 GPA</td>
<td>$29,246.46</td>
</tr>
<tr>
<td>Faye Laverne Bumpass Scholarships</td>
<td>Juniors/Seniors/Graduates pursuing Teacher Certification</td>
<td>$11,536.43</td>
</tr>
<tr>
<td>Mr. and Mrs. H. A. Douglas Scholarship in Foreign Languages</td>
<td>Sophomore/Junior/Senior foreign language majors; 3.0 GPA</td>
<td>$13,163.35</td>
</tr>
<tr>
<td>Christine De Pizan Scholarship</td>
<td>French Majors</td>
<td>$10,712.06</td>
</tr>
<tr>
<td>Elizabeth Fox Hartman Foreign Language Scholarship</td>
<td>Foreign Language Majors</td>
<td>$94,984.04</td>
</tr>
<tr>
<td>Eunice Joiner Gates Memorial Scholarship in Portuguese</td>
<td>Portuguese MA/PhD students</td>
<td>$16,381.77</td>
</tr>
<tr>
<td>German Study Abroad Scholarship</td>
<td>Participants in TTU's German Abroad Programs</td>
<td>$9,838.91</td>
</tr>
<tr>
<td>Mexico Field Course Scholarship</td>
<td>Junior/Senior/Graduate Filed Course Participants</td>
<td>$15,050.00</td>
</tr>
<tr>
<td>Mexico Field Course Quasi-endowed Scholarship</td>
<td>Junior/Senior/Graduate Field Course Participants</td>
<td>$39,581.17</td>
</tr>
<tr>
<td>Wendell E. McClendon Scholarship in French</td>
<td>French Major, preferably from small town</td>
<td>$7,505.00</td>
</tr>
<tr>
<td>Harley D. Oberhelman Spanish Scholarship</td>
<td>Junior/Senior Spanish Majors</td>
<td>$8,048.02</td>
</tr>
<tr>
<td>Southwest Center for German Studies Endowment</td>
<td>German Majors/Minors</td>
<td>$7,805.00</td>
</tr>
<tr>
<td>C. B. and Jeanne Qualia Memorial Scholarship</td>
<td>German Majors/Graduate Students</td>
<td>$8,035.41</td>
</tr>
<tr>
<td>Delta Phi Alpha Scholarship for German</td>
<td>Delta Phi Alpha member, 3.25 GPA</td>
<td>$600.00</td>
</tr>
<tr>
<td>Roberto Bravo Scholarship in Spanish (new)</td>
<td>Spanish Major/3.0 GPA, first generation college student</td>
<td></td>
</tr>
<tr>
<td><strong>Total Scholarship Funds</strong></td>
<td></td>
<td><strong>$290,955.80</strong></td>
</tr>
</tbody>
</table>

10 Scholarship not under the direct control of the department. Interest account information not available.
11 This scholarship is funded on an annual basis by the Italian Consul, and is not in an endowment account. The amount designated for scholarship(s) is typically vended for the summer immediately following receipt.
12 This fund/account can be used for scholarships, but it is not a scholarship account per se.
F. Departmental resources for research and teaching (i.e. classroom space, lab facilities)

<table>
<thead>
<tr>
<th>Type of Space</th>
<th>Number of Rooms</th>
<th>TotalAssignable Square Feet</th>
</tr>
</thead>
<tbody>
<tr>
<td>OFFICES:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty &amp; Administration</td>
<td>52</td>
<td>6,231</td>
</tr>
<tr>
<td>Clerical</td>
<td>4</td>
<td>722</td>
</tr>
<tr>
<td>Advisors</td>
<td>2</td>
<td>280</td>
</tr>
<tr>
<td>Graduate Assistant*</td>
<td>7</td>
<td>3,278</td>
</tr>
<tr>
<td>Technician</td>
<td>2</td>
<td>194</td>
</tr>
<tr>
<td>Emeritus*</td>
<td>1</td>
<td>125</td>
</tr>
<tr>
<td>CLASSROOMS</td>
<td>19</td>
<td>11,515</td>
</tr>
<tr>
<td>LABS:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language Learning</td>
<td>8</td>
<td></td>
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<tr>
<td>Laboratory &amp; Resource Center</td>
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<td>3,509</td>
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<td>Research Labs</td>
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<td>341</td>
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<tr>
<td>STORAGE:</td>
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<td></td>
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<tr>
<td>3</td>
<td>1.043</td>
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<td>4</td>
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<tr>
<td>MAIL ROOM</td>
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<td>120</td>
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<tr>
<td>DUPLICATION CENTER</td>
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<td>120</td>
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<tr>
<td>AV LAB</td>
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<td>BREAK ROOM</td>
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</tr>
<tr>
<td>TOTAL SQUARE FEET</td>
<td></td>
<td>28,909</td>
</tr>
</tbody>
</table>

One picture that emerges from this self-study is that CMLL has undergone extensive and dramatic growth since 2003. One consequence of this is that we have outgrown our building. Nothing reveals how cramped we are is that 69 TAs and GPTIs share 2729 sq. ft. of office space-39.6 sq. ft. per person (visualize a 5' x 8' space). We are held back in aggressive use of the LLL&RC because a 60 booth theater no longer is adequate for our enrollments.

The use plan for the remodeled old BA building submitted to the Higher Education Coordinating Board calls for CMLL to have about 75,000 allocatable sq. ft of remodeled space. We desperately need that new space to accommodate recent and anticipated growth. (See Appendix Section I.)

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* This analysis omits custodial space, restrooms, air handler rooms, etc. as well as hall and lobby space.

** Sixty-nine graduate students are housed in four cubicle office rooms totaling 2.729 sq. ft. which is far too little space for this many people.

*** One additional emeritus faculty member maintains an office in the Hispanic Archives library.

**** Does not include hallways, air handlers, restrooms, lobbies, etc.
G. HEAF expenditures

<table>
<thead>
<tr>
<th></th>
<th>Lab</th>
<th>Classroom</th>
<th>Other*</th>
<th>Total</th>
</tr>
</thead>
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<tr>
<td>FY 2003</td>
<td></td>
<td></td>
<td>$7,500.00</td>
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<tr>
<td>FY 2004</td>
<td></td>
<td></td>
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<tr>
<td>FY 2008</td>
<td></td>
<td></td>
<td>$6,500.00</td>
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<td>FY 2009</td>
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<td></td>
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<td>$33,500.00</td>
<td>$62,281.00</td>
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</table>

*--Excludes HEAF allocations for faculty startup, since those funds are accounted for in separate budgetary tables.

CMLLL had the good fortune of receiving relatively robust HEAF allocations, pivotal to the development of strategic pedagogical assets, such as computerization of the Language Learning Laboratory & Resource Center's student console system. HEAF funding also partially covered some faculty startup costs (and assisted with such installations as the Psycholinguistics Laboratory in Applied Linguistics/Second Language Studies). In addition, under the supervision of the Language Learning Laboratory & Resource Center, all classrooms in the Foreign Languages Building have been equipped with instructional equipment, such as traditional overhead projectors, sound systems, LCD projectors, video equipment and the like. HEAF played a major role in this project as well.

H. External Program Accreditation - Name of body and date of last program accreditation review, if applicable. Include description of body and accreditation specifics.

None of CMLLL's programs require mandatory accreditation. However we are members of the Association of Departments of Foreign languages (ADFL) which sets standards of good foreign language program practice that we attempt to conform to.

The Intensive English Program (IEP) belongs to the American Association of Intensive English Programs (AAIEP) which again has professional standards we must meet as a condition of membership. The Commission on English Language Program Accreditation (CEA) does accredit IEP-type programs. While it is not presently mandatory it appears that accreditation will be required in the future to issue 1-20 immigration permits to prospective students. The IEP is redesigning its curriculum as a first step towards seeking accreditation.
VI. Conclusion

Since the 2003 Review, CMLL has undergone dramatic transformation, growth, rejuvenation, and improvement:

- About 50% of the faculty has been hired during this period.
- Their research productivity is up substantially compared to pre-2003.
- A number of tenured Assistant and Associate Professors who were weak in research have retired or left, and have been replaced by two strong Associate Professor hires and a joining cohort of a number of younger, stronger researchers, some of whom have become tenured and promoted.
- SCH have risen from slightly below 20,000 in 1991 to yearly averages hovering around 32,000.
- Various analyses indicate that we are lean and mean in the delivery of these SCH and generally there is little promise of SCH increase without significant additional instructional resources.
- There have been huge improvements in degree productivity:
  - Ph.D. degrees up 52.3%
  - MA degree productivity up 83%
  - BA degree productivity up 77.9%
- Compared to the meager peer institution data supplied by the Graduate School we generally outperform them in degree productivity with significantly smaller faculties.
- Our workloads are very high compared to the rest of the university—well above the 18 state minimum and the typical 2-2 load reputedly carried for most of the College of Arts & Sciences and the university.
- Study-Abroad since 2003 has burgeoned to the point that CMLL programs provide roughly 50% of Study-Abroad opportunities for TTU students: The summer Mexico Field Course in its 48th year, the mini-Mexico Field Course, the revamped Seville Center Spanish language curriculum, the two Seville summer programs, the Quedlinburg Center and its immersion language programs and its summer language program, the Montpellier French summer program, the alternate year Russian language and Brazil Portuguese language programs, and the new Classical Archeology program in Greece, Italy, and an active dig at Hadrian’s Wall in north England. We believe our Study Abroad programs—taught by our own faculty in our courses—are far superior to the standard “baby sitter” model where a faculty member accompanies students enrolled in a language institute taught by a host-country institute for foreigners.
- There has been aggressive and generally effective support of LCTL opportunities and in particular the American Sign Language Program has undergone impressive more than 700% increase in enrollments—sufficient to make plausible plans to pursue a BA in ASL and/or ASL Interpreting.
- Russian has gotten off the low degree productivity list of THECB and has ambitious plans to expand including a RLAS Center and possibly an MA. Key to these aspirations will be filling the now vacant third Russian position in CMLL.

When we compare CMLL’s Divisional performance against Modern Language Association (MLA) numerical indicators of successful foreign language programs we see the following:

- Spanish has gone from below-average national rate in recruiting majors and minors to almost twice the national average. (This appears to be due to the strongly positive
student reactions to the redesigned lower-level Spanish curriculum and spin-offs from robust growth of our language programs in Seville, Spain.)

- Despite near doubling of capacity in lower-level Spanish we still turn away about 1000 registrants per year.
- This combined with the robust conversion rate of majors from the lower-level sequence Spanish means that Spanish has become a victim of its own success since without closing off entries to beginning Spanish or degrading the quality of instruction to make this a "flunk-out" sequence, we engender diminished capacity at the upper levels. We estimate we need around 85% more seats in upper-level Spanish to accommodate our majors and minors.
- Lacking capacity we cannot have a structured upper-level Spanish major curriculum since students are forced to take whatever they can get into to complete their majors or minors.
- French has lost ground in its lower-level enrollments which has a cascading effect of reducing the number of majors. To a considerable degree this has been due to a decline in the number of graduate students funded as TAs or GPTIs, possibly less efficient use of such employees to meet demand, and a closing out of entry-level enrolments to courses rather than opening up additional sections. We think the key factor is recruiting and maintaining 8 funded French graduate students at any given time and deploying them efficiently to accommodate student demand, especially at the lower level but with a concern for cascading upper-level demand from efficient major conversion.
- German has been in a situation of instability most of the review period due to the long struggle of tenured faculty member, Dr. Fry, to battle the cancer she ultimately succumbed to this semester and an on-going practice of having a faculty position filled with a VAP rather than a regular faculty member. This means two regular faculty members (one the spouse of the professor battling cancer) had to carry the main burden of the Division's survival and operation. A casualty has been a decline in recruiting a full compliment of funded graduate students. We hope in the coming yea things, including new hires, will stabilize things so that enhanced full-time graduate student recruiting will occur.

Such MLA indicators do not exist for Classics, but it is clear from other MLA data that Classics has greatly increased its strength since the last review. It already arguably is in the top ten terminal MA programs nationally and its Strategic Plan aims at becoming top five, then eventually a Ph.D. program. A high priority is adding a second classical archeologist specializing on Rome and its extensions.

Applied Linguistics has been working on a Ph.D. program proposal. I believe it should continue to do so despite the resignation of Dr. Bill VanPatten who was hired to facilitate the development of such a program. His vision was a program centered on psycholinguistic studies of Second Language Acquisition. I do not believe such a program is viable in terms of effective job opportunities for its graduates. A more traditional Applied Linguistics focus, where Second Language Acquisition is supported, but not the core, and importantly informs the practicalities of second-language teaching and acquisition—especially when combined it sufficient target language proficiency to coordinate such college and university instructional programs—is the sort of doctoral program that makes economic sense. For such a program CMLL is fairly well resourced. Certainly there are areas deserving added strength, but it is unclear (at this close
juncture of Dr. VanPatten’s resignation) whether or how many additional positions might be
necessary to have a viable doctoral program. Given that a majority of our ApLing MA students
would like to continue on to the Ph.D. I do not view not having an eventual ApLing doctoral
program as a long-term viable option.

We know that the Banner payroll glitches have seriously damaged graduate student morale.
This comes on top of extensive student dissatisfaction with having to pay mandatory health
insurance components. These concerns, coupled with our not being able to provide full tuition
and remissions makes us non-competitive with our peers and competitors. The new $2000
graduate school automatic scholarships could cover these expenses, but have little long-range
benefit unless they extend to every year the student has reasonably funded enrollment (2 years
for MAs and 5 years for Ph.D. students in CMLL).

Our mega-growth since 2003 has caused massive space problems. We have our graduate
students in cattle-pen cubicle offices, we run out of classroom space, we are maxing out on
faculty office space, the Language Learning Laboratory & Resource Center needs much
increased capacity to exploit proven methods of enhancing language acquisition given our
massive SCH growth, and we need to consolidate our various libraries into a combined library
facility and study space to afford better access to our substantial holding and to facilitate student
learning and study.

Administratively CMLL has become larger than five of the Schools comprising the university
and more complex in numbers of degrees and numbers of programs (majors and minors). It is
inherently unstable to run CMLL like a Department when functionally it is a School or even like
a college. Given that the CMLL Chair is on the verge of becoming 70 years old, it is imperative
that plans be in place to replace him when he eventually retires by a School-like Director of a
Dean-like candidate. This will be best served by CMLL becoming a School within the College
of Arts & Sciences (like, for example, at University of Maryland except for the addition of
Classics and Applied Linguistics here.)

A major issue facing CMLL is a sparsity of traditional academic internal and grant-based
funding revenue streams. We have detailed how limited these external-funding opportunities are
and how, despite those limitations, CMLL faculty, especially but not exclusively junior faculty,
pursue them and with some considerable success. However the realities are that opportunities
exploited by CMLL faculty are likely to be small and not carry indirect costs. The realities of
Humanities research are that host universities have to subsidize such research robustly if they
aspire to excellence. No university can claim overall excellence and prominence without strong
Humanities programs. (The biggest impediment historically for TTU to obtain Phi Beta Kappa
chapter was weakness of Humanities support.) Further the Humanities are the best buy in
throwing dollars in the attempt to upgrade and gain prominence for graduate programs because
salaries are low and start-up costs very low compared to sciences. But such prominence
required aggressive hiring at the senior level, aggressive internal funding of faculty research,
and the realization that there is a trade-off between faculty external funding (especially bearing
indirect costs) and the cost-effective internal allocation of resources to bring Humanities
programs to high national prominence and reputation.

There is concern that the new RCM model will penalize Humanities given the limited potential
for external funding that brings indirect costs and the tendency of Humanities departments to
run formula-funding deficits given that a majority of their teaching is lower-level courses funded at the lowest THECB level.

It is important that CMLL develop revenue streams alternative to the science and engineering model of large grants with substantial Indirect Costs. These are of limited potential in the Humanities, and so alternative revenue streams should be CMLL’s focus. Given CMLL’s posture, the focus should be on profit-making operations in lieu of Indirect Costs. The Intensive English Program has much potential for growth and being run as a profit-making operation (target $100,000 per year) where such profits are returned to the originating unit. Our Study Abroad Programs, especially at the Quedlinburg and Seville Centers, offer unique immersion language study opportunities that deserve marketing to students from other colleges and universities nationally. A just-to-be-implemented “Visiting Student Status” admit without transferring to TTU,¹ will enable CMLL to aggressively exploit external participation as another revenue stream.

In summary what we need in additional resources are:

1. Become a School within the Arts & Sciences College rather than a department.
2. Relocate to 75,000 usable square feet of a much redesigned old Business Administration Building with smart classrooms designed for optimal foreign language and literature instruction; a Language Lab facility with three separate console and station rooms, an ASL Lab, psycholinguistics research labs, a consolidated library, and multi-language television viewing room; a theater; and adequate office space for faculty, staff, and graduate students.
3. The addition of a new BA in ASL, MA in Russian Language and Area Studies, and a Ph.D. in Second Language Studies with progress towards an eventual Ph.D. in Classics.
4. Support for an additional 57 graduate students (81% increase), 15 additional faculty (a 34% increase), and 4 additional staff members (a 40% increase).
5. $1000 each travel support for faculty and a pool for graduate student travel support to present at conferences.
6. A further increase in Departmental Operating and Instructional Administrative Expense Budget reflecting growth and increased complexity and scope during the past eight years as well as projected growth in undergraduate and graduate enrolments.
7. Implement a new business plan for CMLL study abroad programs and Centers based on aggressive recruitment of visiting students from other universities and colleges.
8. Strengthen the support and teaching of Less Commonly Taught Languages (LCTLS), especially Arabic, Chinese, Italian, Portuguese, and Russian.
9. Increased robust support for Humanities faculty research.
10. An equitable version of the RCM model that enables Humanities departments to obtain subsidies for their programs that enhance University reputation and programs but are relatively impoverished in bringing in large amounts of external funding—especially those generating Indirect Costs.

¹ Initially proposed by CMLL as a new business model to support such programs and finally enacted thanks to the work of Senior Vice President Michael Shonrock.
² 20 for Spanish are critical. Without them CMLL will continue to turn lower-level Spanish potential enrollees away and remain the major impediment to efficient A&S student degree completion.
³ Highest priorities are for a Rome Classical Archeologist for Classics and 5 Spanish faculty to accommodate 20 more funded graduate students.
VII. Appendices – should include, but not be limited to, the following:

A. Strategic Plan
B. Graduate Course Offerings
C. Recruiting Materials
D. Graduate Student Handbook
E. Graduate Student Association(s)
F. Graduate Faculty Information
H. Cross-Listed Course Syllabi
I. School Proposal
J. Enrollment Trends Analyses raw data for the prior and this review period.
L. Spanish & Portuguese Graduate Student Satisfaction and Wish-List Survey documents.
APPENDIX A

Strategic Plan

Our departmental strategic plan is located at the following website:

http://www.depts.ttu.edu/classic_modern/strategic/strategicplan-cmll.pdf
APPENDIX B

Graduate Course Offerings

Our graduate course offerings are located at the following website:

http://www.depts.ttu.edu/official/publications/catalog/AS_CMLL.php#Course

under the Course Description listings Classics, CMLL, ESL, French, German, Greek, Italian, Latin, Linguistics, Portuguese, Russian, and Spanish.
APPENDIX C

Recruiting Materials

Some materials can be found online:

CMLL: http://www.depts.ttu.edu/classic_modern/

Degree Programs:
AL&SLS: wwwlanguages.ttu.edu/linguistics
Classics: http://www.depts.ttu.edu/classic_modern/graduate/classics/  
http://www.depts.ttu.edu/classic_modern/undrgrad/classics/classics.php
French: http://www.depts.ttu.edu/classic_modern/undrgrad/french/frenchMA.php  
http://www.depts.ttu.edu/classic_modern/undrgrad/french/index.php
German: http://www.depts.ttu.edu/classic_modern/undrgrad/german/germanMA.php  
http://www.depts.ttu.edu/classic_modern/undrgrad/german/german.php
Russian: http://wwwlanguages.ttu.edu/russian/
Spanish: http://www.depts.ttu.edu/classic_modern/graduate/spanish/  
http://www.depts.ttu.edu/classic_modern/programs/spanish/spanishprogram.php

Minors: http://www.depts.ttu.edu/classic_modern/undrgrad/minor.php
Graduate Student Financial Support:  
http://www.depts.ttu.edu/classic_modern/graduate/gradstipends-cmll.php
ITA Workshop: http://www.depts.ttu.edu/classic_modern/ita/ita.php
Scholarships: http://www.depts.ttu.edu/classic_modern/scholar/scholar.php
Study Abroad: http://www.depts.ttu.edu/classic_modern/travel/travel.php

A number of brochures and posters are reproduced below.

Classical and Modern Languages and Lit
Arabic is the largest living member of the Semitic language family in terms of speakers. Classified as Central Semitic, it is closely related to Hebrew and Aramaic, and has its roots in a Proto-Semitic common ancestor. Modern Arabic is classified as a macrolanguage with 27 sub-languages in ISO 639-3. These varieties are spoken throughout the Arab world, and Standard Arabic is widely studied and known throughout the Islamic world. Modern Standard Arabic derives from Classical Arabic, the only surviving member of the Old North Arabian dialect group, attested epigraphically since the 6th century, which has been a literary language and the liturgical language of Islam since the 7th century.¹

**Minor**

Texas Tech University offers a minor in Arabic through the department of Classical and Modern Languages & Literatures (CMLL) in the College of Arts and Sciences.

A minor consists of 22 hrs of Arabic courses. The minor takes 6 college semesters because all courses must be taken in sequence as follows:

- 1501- Beginning Arabic I
- 1502- Beginning Arabic II
- 2301- Second Course in Arabic I
- 2302- Second Course in Arabic II
- 4300- Individual Studies in Arabic
- 4300- Individual Studies in Arabic

(Fall Only)
(Spring Only)
(Fall Only)
(Spring Only)
(Fall/Spring)
(Fall/Spring)

Three hours of the upper-level courses must be taken in residence at TTU. Study Abroad options are available through affiliate programs. For more information, visit [www.studyabroad.ttu.edu](http://www.studyabroad.ttu.edu).

For questions or to declare a minor, contact Stephani Biggs
Stephani.biggs@ttu.edu
806-742-3145 x288

¹ Information from [www.wikipedia.com](http://www.wikipedia.com)
Introduction

American Sign Language (ASL) is a language of gesture and spatial orientation that is widely used by deaf people in the U.S. and is a natural language, not a visual imitation of speech. ASL is a visual language that involves the use of hands, fingers, and body orientation to communicate. Many students and professionals in the deaf community have a strong proficiency in ASL, which is an important aspect of their identity and cultural background. Learning ASL can be a practical skill for individuals who communicate with deaf people, as it opens up a new way to express oneself and interact with others.

Why take American Sign Language?

- Improved communication with deaf individuals.
- Increased cultural awareness and appreciation.
- A fun and engaging way to learn a new language.
- Opportunities for career growth in fields such as education, interpretation, and community services.
- Personal satisfaction from mastering a new language.

Course Schedule

What can you expect from ASL classes?

- Interactive activities and group exercises.
- Opportunities to practice ASL with native speakers.
- Access to online resources and materials.
- Regular assessments and feedback on your progress.

American Sign Language (ASL) is a unique and expressive language that offers a range of benefits and opportunities for those who choose to learn it.
Ways to Get Involved in Classics

Latin Teacher Certification

Classics BA

General Requirements for Classics

Classics with Greek

Classics with Latin

Classics in English
French Graduate Program

INNOVATIVE & DIVERSE

The French Graduate Program in the Department of Classical and Modern Languages and Literatures (CMLL) offers a dynamic and enriching academic environment for the pursuit of graduate studies in French.

The Division of French & Italian offers the master’s degree in French. Students can be assured of a diverse range of stimulating academic courses in a dynamic scholarly setting.

Financial support is available through assistantships, which allows the student to work as a Teaching Assistant or Graduate Part-time Instructor. In these positions, graduate students learn innovative teaching methods and gain invaluable professional experience. The assistantships also include

fee and tuition waivers, which significantly reduce the cost of earning the degree. There are also a number of departmental and university scholarships available on an annual basis.

RECOGNIZED

Our French Graduate Program is internationally recognized, with distinguished faculty members. The department operates study abroad programs during summer sessions, hosts several prominent academic journals, and has a strong sense of graduate student community.

CONTACT US

For more information, please contact our French Graduate Program Recruiter and Graduate Advisor:

Dr. Diane Wood, diane.wood@ttu.edu, or 806.742.3145, ext. 258

Web information and electronic application to the program:

http://www.languages.ttu.edu/french/GraduatePrograms/French.htm

Classical and Modern Languages and Lit
French Majors Degree

What is French?

French is the language of more than 200 million people, spoken in 26 countries around the world. It is the official language of France, Belgium, Switzerland, and Canada. French is also the second most widely taught foreign language in the United States, with over 3 million students enrolled in French language classes.

Why Study French?

There are many reasons to study French, including:

- Career opportunities: French is the official language of the European Union, which is the largest economic and political organization in the world. French is also the second most widely used language in the United States, after English.
- Cultural appreciation: French is a rich and diverse language with a long history and a unique cultural heritage. Studying French can help you appreciate the art, music, literature, and history of France and other French-speaking countries.
- Personal growth: Learning a new language can be a challenging and rewarding experience that can improve your critical thinking skills, problem-solving abilities, and creativity.

Undergraduate French Major

Our 6000-level courses:

FRENCH 202 Basic French I
FRENCH 203 Basic French II
FRENCH 102 Elementary French

A typical minor includes:

FRENCH 201 Elementary French
FRENCH 204 French Conversation

French Majors Degree

The program begins in the fall of freshmen year and consists of at least one 2000-level course. It also includes a year-long immersion experience in France as part of the French Studies program. The program culminates in a comprehensive exam at the end of the senior year.

Interested in majoring in French?

Contact the Department of French and Spanish at

318-228-6244

for more information and to schedule a meeting with a faculty advisor.
WILLKOMMEN!

TEXAS TECH UNIVERSITY
AT
PROGRAM
GERMAN

For information, please contact:

TTU GERMAN FACULTY

A LANGUAGE CENTER

A RESOURCE CENTER

A LANGUAGE LEARNING LABORATORY

GERMAN CLUB AND DELTA PHI ALPHA

CLASSICAL AND MODERN LANGUAGES AND LITERATURES
STUDY ABOARD PROGRAMS

Why Study German?

The German language and culture have a rich history and unique impact on the world, making it a valuable skill to learn. It is spoken by over 100 million people worldwide, and proficiency in German can open doors to a variety of career opportunities. In the fields of business, science, engineering, and technology, knowledge of German is often a valuable asset.

Get Started Today!

Enroll in our German language program today and start your journey towards fluency and cultural understanding. Our program offers comprehensive language instruction, cultural immersion experiences, and opportunities to connect with native speakers. Whether you're a beginner or an advanced learner, we have a program that fits your needs.

Contact Us

For more information or to enroll in our German language program, please contact us at (555) 123-4567 or email info@germanprogram.com. We look forward to helping you achieve your language goals and cultural exploration.

Other Facts About Germany

- Germany is the birthplace of many important inventions, including the modern automobile and the semiconductor.
- The country is known for its world-renowned universities and emphasis on research and innovation.
- Germany is a major economic power, with a strong manufacturing sector and a commitment to sustainability.
- The German language is spoken by over 100 million people worldwide, making it one of the most widely spoken languages.
- Germany has a rich cultural heritage, with a strong tradition of literature, music, and art.

Undergraduate German Programs

Our undergraduate German programs offer a unique opportunity to immerse yourself in the language and culture of Germany. You'll have the chance to study in one of our foreign language departments, where you'll work directly with native speakers and gain a deep understanding of German culture.

The German Program at Texas Tech offers a variety of courses designed to help you develop your language skills and cultural awareness. Whether you're interested in business, science, or the arts, our program has something for you.

Talk to an Advisor

For more information or to schedule a meeting with an advisor, please contact us at (555) 123-4567 or email info@germanprogram.com.
WHY STUDY GERMAN?
DID YOU KNOW THAT...

- 98 million people speak German as their mother tongue
- More than 1100 companies of German-speaking countries, like Siemens, BMW and Hugo Boss, have subsidiaries in the U.S.
- More than 2000 American companies, such as IBM, Proctor & Gamble, and Coca Cola conduct business in German-speaking countries
- The U.S imports more from Germany than any other European country

NO GERMAN? NO PROBLEM!
You don’t need any German experience and can earn 16 credit hours in one semester! If you are at the intermediate level, you can take 12 hours of upper-level German.

Go to www.studyabroad.ttu.edu or contact the TTU Quedlinburg Coordinator at elizabeth.mcclanral@ttu.edu or 742-3667
Are you graduating with a BA in German? Wondering where to go and what to do next? Get your Master of Arts Degree in German from Texas Tech University

You can further your education towards professional careers in academia, teaching, international business, and foreign service, or prepare yourself for a PhD program in German: Texas Tech is the place to begin.

Apply to the TTU Graduate School http://www.depts.ttu.edu/gradschool/.

Attachments contain details and application information.

For more information contact: Senior Advisor, Liz Hildebrand (liz.hildebrand@ttu.edu)

or

Dr. Stefanie Borst, German Division (stefanie.borst@ttu.edu).

The Texas Tech University German Graduate Faculty and Staff look forward to hearing from you.
The Masters of Arts degree in German at Texas Tech University is a four semester program that is designed to give an overview of German literature from the 17th through the 20th century. Our program endeavors to give students a thorough introduction to close reading and analysis of German literature, and to develop their ability to think, write and communicate critically and effectively in both German and English. We also provide pedagogical training and experience in the teaching of German as a second language. Of our graduates, some continue on to Ph.D. programs in German, some pursue a career in teaching in Germany or the USA, and some continue their education in other fields, such as law and international business.

Graduate students enroll in three graduate seminars each semester. These seminars are each 3 credit hours hrs per week = 9 credit hours per semester. Four semesters = total of 36 credit hours for the MA degree. Alternatively, a graduate student may elect to write a Master's thesis for 6 hours of credit (replacing two of the German seminars), or students may consider a minor area, which is also 6 hours and consists of two graduate seminars in another area (replacing two of the German seminars). Possible Minor areas include French or Spanish Literature, History, Educational Psychology, English Literature, and Applied Linguistics. Decisions about theses and minor areas are made in consultation with the graduate advisor when the student arrives at the University.

We offer full financial support through teaching assistantships to 6 to 8 students per year; stipends increase with teaching experience. The graduate students who obtain a teaching assistantship position are involved in teaching beginning German to American students in our German undergraduate program. The costs of study at Texas Tech and of living in Lubbock are among the lowest in the nation, so that the stipend is usually quite sufficient for our students. Additional support in the form of graduate scholarships and summer employment are also available.

Applications for the admission into the graduate program are available on-line through the Graduate School at Texas Tech. Please consult their website at: http://gradschool.ttu.edu. We accept students based on a holistic admissions policy, and we consider many factors in addition to speaking and writing ability in German. The attached "pre-admission" sheet has more detailed information on how to apply and what steps need to be taken.

We hope that you are excited about coming to Texas Tech University. We have had many graduate students/Teaching Assistants from Germany and would be happy to have more on our team! Please contact us if you have any questions or need help with the application process.

German Division, Dr. Stefanie Borst, stefanie.borst@ttu.edu
Graduate Recruiter in Germany, Dr. Meredith McClain, meredithmcclain@cs.com
Senior Advisor for the Department of CMLL, Liz Hildebrand, liz.hildebrand@ttu.edu
International Student Specialist, Stephani Biggs, stephani.biggs@ttu.edu
Italian at Texas Tech

Italian is a Romance language spoken as a maternal tongue by roughly 63 million people. The speakers who use Italian as a second or cultural language are estimated around 110-120 million. It is the official language of Italy and San Marino. Italian is one of four official languages of Switzerland. After Latin, it is the second official language of Vatican City. Some parts of Africa still use Italian. Italian speakers live throughout the world. In the USA, the largest populations of Italian speakers are in New York City, Philadelphia, Chicago and Boston.

Unlike most other Romance languages, Italian has retained the contrast between short and long consonants which existed in Latin. As in most Romance languages, stress is distinctive. Of the Romance languages, Italian is considered to be one of the closest resembling Latin in terms of vocabulary.¹

Texas Tech University offers a minor in Italian through the department of Classical and Modern Languages & Literatures (CMLL) in the College of Arts and Sciences.

A minor consists of 18 hrs of Italian courses. The minor requires 12 hrs at the Freshman and Sophomore Level:

1301 - Beginning Italian I (Fall Only)
1302 - Beginning Italian II (Spring Only)
2301 - Second Course in Italian I (Fall Only)
2302 - Second Course in Italian II (Spring Only)

The minor requires an additional 6 hrs at the Junior and Senior Level including two of the following classes:

3303 - Italian Conversation (Taught in English)
3390 - Survey of Italian Cinema
4300 - Individual Problems in Italian
4301 - Topics in Italian Literature
4303 - Advanced Italian Conversation (Taught in English)
4315 - The Cinema of Federico Fellini

Only one three-hour class taught in English may count towards the minor. Three hours of the upper-level courses must be taken in residence at TTU. Students may study abroad through affiliate programs. For more information, visit www.studyabroad.ttu.edu.

For questions or to declare a minor, contact Carla Castle
806-742-3145 x291
carla.castle@ttu.edu

¹ Information from www.wikipedia.com
Japanese is spoken by over 130 million people in the world. Japan is the only country whose official language is Japanese, but many emigrant Japanese communities around the world speak Japanese. The largest Japanese communities outside of Asia are in Brazil, Hawaii and California have large Japanese populations in the United States. Australia, Peru, and Argentina also have significant Japanese populations.¹

Minor

Texas Tech University offers a minor in Japanese through the department of Classical and Modern Languages & Literatures (CMLL) in the College of Arts and Sciences.

A minor consists of 22 hrs of Japanese courses. The minor takes 6 college semesters because all courses must be taken in sequence as follows:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>1501</td>
<td>Beginning Japanese I</td>
<td>(Fall Only)</td>
</tr>
<tr>
<td>1502</td>
<td>Beginning Japanese II</td>
<td>(Spring Only)</td>
</tr>
<tr>
<td>2301</td>
<td>Second Course in Japanese I</td>
<td>(Fall Only)</td>
</tr>
<tr>
<td>2302</td>
<td>Second Course in Japanese II</td>
<td>(Spring Only)</td>
</tr>
<tr>
<td>4300</td>
<td>Individual Studies in Japanese</td>
<td>(Fall/Spring)</td>
</tr>
<tr>
<td>4300</td>
<td>Individual Studies in Japanese</td>
<td>(Fall/Spring)</td>
</tr>
</tbody>
</table>

Three hours of the upper-level courses must be taken in residence at TTU. Study Abroad options are available through affiliate programs. For more information, visit www.studyabroad.ttu.edu.

For questions or to declare a minor, contact Stephani Biggs
Stephani.Biggs@ttu.edu
806-742-3145 x298

¹Information from www.wikipedia.com
A number of scholarships are available.

Scholarships

The school reserves the right to determine if the scholarship application is accepted by the institution. If the funds are limited to 33 students, the list of eligible students will be determined by the scholarship committee. (Applicants are limited to 33 students.)

A completed application and a $220 non-refundable deposit (applicable to the total cost) are due as soon as possible beginning on October 1st. A non-refundable deposit is due when the application is accepted.

Estimated Cost

The estimated cost of the trip is $3,200 in all.

Estimated Cost
The program is open to students from any school who are looking to gain a deeper understanding of the culture and history of Mexico. The program offers a unique opportunity to live in an urban setting in Mexico City, one of the most vibrant and culturally rich cities in the world.

**Location**

Mexico City, Mexico

**Credit & Courses**

Students earn 3 credits (60 hours) in the credit program. The program includes courses in Mexican literature, history, and culture, as well as opportunities for hands-on experiences and field trips. The program is taught in English.

**Field trips and excursions**

Students will have the opportunity to visit cultural sites such as the National Museum of Anthropology, the Palace of Fine Arts, and Teotihuacan. These trips are designed to provide a deeper understanding of the cultural and historical significance of the areas visited.

**Enrollment**

The program is open to all students, and the application deadline is April 15th. For more information, please contact the program coordinator, Dr. Maria Rodriguez, at mrodriguez@univmexico.edu.

**Eligibility**

The program is open to students from any school who are looking to gain a deeper understanding of the culture and history of Mexico. The program offers a unique opportunity to live in an urban setting in Mexico City, one of the most vibrant and culturally rich cities in the world.
WHAT IS SPECIAL ABOUT OUR PROGRAM?

Our faculty is committed to the success of each student. The TLU language faculty is a team of highly qualified and dedicated instructors. Our faculty members are experienced in teaching Russian at various levels, from introductory to advanced. They are passionate about their subject and are dedicated to helping students achieve their language goals.

STUDY ABROAD OPPORTUNITIES

Texas Tech offers a comprehensive study abroad program that allows students to immerse themselves in the culture of Russia. Our program is designed to provide students with a unique and enriching experience. Students have the opportunity to attend classes at the Russian State University of Arts and Culture, the Moscow State University, and the National Research University of Physics and Technology. They can also participate in internships and volunteer work, which provides valuable hands-on experience.

REASONS FOR LEARNING RUSSIAN

There are several reasons why learning Russian is beneficial. Russia is the largest country in the world and has a rich cultural heritage. It is also an important player on the world stage, with a significant influence in politics, economics, and culture. Learning Russian opens the door to a vast and diverse country, allowing students to explore its history, art, and literature. It is also a valuable skill in the job market, especially for those interested in business or international relations.

WE ALSO OFFER OUR STUDENTS A STAND-OUT COLLEGE EXPERIENCE.

Texas Tech is home to the largest and most exciting study abroad program in the country. Our faculty members are dedicated to helping students succeed and are constantly working to improve the program. They are committed to providing a safe and supportive environment for all students.

FOR MORE INFORMATION ON OUR PROGRAM, PLEASE VISIT OUR WEBSITE AT WWW.LANGUAGES.TEXAS.TECH.
Dear Sir/Madam,

The Spanish Division in the Classical and Foreign Languages and Literatures Department at Texas Tech University is pleased to announce the existence of open positions in our MA and PhD programs for the academic year of 2008/2009.

Students entering our graduate program will have the opportunity to become Spanish instructors with a monthly salary commensurate with their teaching experience. They will also be able to compete for graduate scholarships at different stages of the program.

Our program offers the possibility of specialization in Peninsular or Latin American literature, with options for minors in Portuguese or any of the other many languages and literatures taught in our department. Our distinguished faculty, who hold an outstanding publishing record, believe in the importance of providing the students with a thorough preparation for their future profession. We are very pleased with the recent addition to our Classical and Modern Languages Department of a scholar of international reputation in second language research: Bill VanPatten. Dr. VanPatten's work in input processing, second language sentence interpretation, and second language acquisition more generally has had a profound impact on the field of second language acquisition theory and research. In addition, his work in materials development has resulted in a re-orientation of the field of Spanish language teaching (e.g., the video-telecourse Destinos, the task-oriented ¿Sabías que...?, and the movie-based curriculum Sol y viento). His expertise—along with those of several other colleagues—makes the combination of Spanish and second language studies an important additional option in graduate specialization. Other popular options for graduate students are the combination of a MA in Spanish with Business, Education, Law or International Relations.

We are proud of the dynamic graduate student body in our department. Incoming graduate students will have the opportunity to join the graduate organization, Céfiro. Every year Céfiro members organize and host an increasingly successful international conference. Students coming to our program will benefit from networking with other graduate students and professors from across the nation during the conference, and acquire professional experience in the field of publishing becoming editors of the journal Céfiro.

Another attractive aspect of our program is the opportunity of teaching and studying at our Seville campus, during the semester or summer study abroad courses. Graduate students working as instructors in Seville receive a free plane ticket to Spain and free lodging in Seville, along with the chance of touring the country with the students, while taking classes with the graduate faculty teaching at the Seville center.
Texas Tech University is located in Lubbock, a university town of more than 200,000 inhabitants, and almost 40,000 students. The climate is dry and pleasant and the cost of living extremely low. Lubbock, known as “hub of the plains,” includes outstanding medical facilities, an ample selection of restaurants and a deeply-rooted musical tradition, and wineries. Spectacular canyons and the beauties of New Mexico are all within driving distance from Lubbock.

We look forward to your cooperation in helping us find committed graduate students, starting at the MA or PhD levels, students who can thrive in our collegial learning environment and help us continue the distinguished tradition of graduate studies in Spanish at Texas Tech.

We hope you distribute this letter to potential students. Please contact us if you have further questions.

Sincerely,

Dr. Carmen Pereira-Muro (carmen.pereira@ttu.edu)
Dr. John Beusterien (john.beusterien@ttu.edu)
Graduate Students Recruiters
Graduate Spanish Page: http://www.languages.ttu.edu/spanish/graduate/
Classical and Modern Languages and Literatures Department
Texas Tech University
program

Study Abroad in Affiliate Programs

Jose Carlos Ruiz

Study Abroad in Spain

For more information, contact:

Program

Sevilla, Spain Semester and Summer
The Spanish Program at Texas Tech

Why Study Spanish?

Spanish Majors and Ph.D. degrees in Undergraduate Spanish Major

Undergraduate Spanish Minor

Spanish Majors and Ph.D. degrees in Masters and Ph.D. degrees in Spanish Field Course

Prep for future information with the department's website.

The problem also has its Ph.D. degrees.

Dual BAMA Program

Spain is the second largest country in Europe, and its influence is felt throughout the world. It is the second largest country in Europe, and its influence is felt throughout the world. It is the second largest country in Europe, and its influence is felt throughout the world.
ESTUDIA Y TRABAJA EN E.E.U.U.

¿Eres licenciado o te vas a licenciar?
¿Te gustaría continuar con una titulación superior al tiempo que trabajas como profesor universitario?

Texas Tech University te ofrece:
- Master y/o Doctorado en Lengua y Literatura Española
- Autofinanciación de los estudios y la estancia mediante tu trabajo como profesor de lengua, literatura o cultura española.
- Experiencia laboral y educativa internacional en un vibrante ambiente universitario.

Para más información:
Sobre nuestro programa, visita la página web del Classical and Modern Languages and Literatures Department at Texas Tech University, bajo:
www.depts.ttu.edu/classic_modern/graduate/cmligrad.htm

O escribir a:
Dra. Carmen Pereira-Muro: carmen.pereira@ttu.edu
Dr. John Beusterien: john.beusterien@ttu.edu

Cómo contactar con nosotros:
T: 001.806.742.3145 | F: 001.806.742.3306

Dirección postal:
Classical & Modern Languages & Literatures
Texas Tech University
Box 42071 | Lubbock, Texas USA 79409-2071

Ayuda Personalizada:
Si necesitas ayuda con el proceso de solicitud, te pondremos en contacto con los miembros del comité de estudiantes graduados internacionales de nuestro departamento. Ellos son estudiantes que han pasado por el mismo proceso, y pueden darte todo tipo de detalles al respecto y resolverse cualquier duda sobre la universidad o el programa.
nuestro equipol
Unete a

Master y Doctorado
Programas de Estudios Españoles
Texas Tech University

Contact Information:

Phone: 806-762-3449
E-mail: lavinas@ttu.edu

www.lavinas.org

http://lavinas.ttu.edu

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Our diverse community of international students reflect the world. We welcome students from around the globe and provide a welcoming environment that promotes cultural exchange. Our programs are designed to provide a unique educational experience, enabling students to develop a global perspective.

International students play a vital role in shaping our community and enriching the education of all our students. We are committed to supporting the academic and personal growth of our international students. Whether you are just starting your academic journey or are looking to further your studies, we are here to help you achieve your goals.

¿Qué preguntas tienes?

¡Estudios Suplementarios y Completos!

La Universidad de Texas, Tejas, se encarga de lo que.

Los estudios suplementarios pueden complementar su programa de estudio actual. Nos encargamos de establecer con ustedes las mejores opciones que se ajusten a sus necesidades académicas.

Contacte con nosotros para obtener más información y programar una reunión en persona o virtual. Estamos aquí para apoyar y guiar a nuestros estudiantes internacionales. ¡Estaríamos encantados de escuchar de ustedes!
Turkish is spoken as a first language by over 65 million people worldwide, making it the most commonly spoken of the Turkic languages. Its speakers are located predominantly in Turkey and Cyprus, with smaller groups in Iraq, Greece, Bulgaria, and Germany. The roots of the language can be traced to Central Asia, with the first written records dating back nearly 1,200 years.

Great elective for all TTU students being taught SPRING 2010:
Turkish 3307 - Intro to Turkish Culture
Humanities and Multicultural Core Credit.
No Turkish experience required: taught in English.

Minor

For students wanting to get the most out of their Turkish learning, Texas Tech University offers a minor in Turkish through the department of Classical and Modern Languages & Literatures (CMLL) in the College of Arts and Sciences. A minor consists of 22 hrs of Turkish courses.

CMLL 1501 - Beginning Turkish I
CMLL 1502 - Beginning Turkish II
CMLL 2301 - Second Course in Turkish I
CMLL 2302 - Second Course in Turkish II
CMLL 3307 - Intro to Turkish Culture
CMLL 4303 - Indv. Studies in Turkish

Three hours of the upper-level courses must be taken in residence at TTU. Study Abroad options are available through affiliate programs. For more information, visit www.studyabroad.ttu.edu.

For questions or to declare a minor, contact Stephani Biggs
Stephani.Biggs@ttu.edu
806-742-3145 x288
APPENDIX D

Graduate Student Handbook
Administrative Guidelines

for Teaching Assistants, Graduate Part-time Instructors, IEP Teachers, & Instructors

Academic Year 2009-2010

Welcome
The department has an administrative structure similar to a college or school. (CMLL has submitted a proposal to become the School of Classical & Modern Languages & Literatures, which has been supported by the Dean of Arts & Sciences and is currently being reviewed by the Provost.)

Management Portfolios:

Chair—Frederick Suppe
- Re-invention Architect
- Large-scale development projects/research
- Faculty Recruitment
- Tenure & Promotion
- Extramural Funding

Associate Chair—Loram Stratton
- Course Scheduling
- Course Development
- Advising
- Director, CMLL Study Abroad
- Director, Seville Center, Spain
- Coordinates Faculty Review

Director—Phade Vadar
- Oversees general departmental operations
- Manages daily running of department
- Budgets & Salary Administration
- Personnel Supervision

Advising, IT and Administrative Support Center Functions of the Departmental Administration:

ARRC
Advising, Recruitment & Retention Center

Liz Hildebrand
Sr. Advisor/Administrative Associate
- Graduate Admissions & Processing
- Enrollment Management
- Departmental Course Scheduling
- Liaison to College-level advising & student associate deans
- Undergraduate advising in LAIS, Portuguese, Russian

Stephani Biggs
Advisor/EP Counselor
- Intensive English Program
- Undergraduate Advising in Less Commonly Taught Languages
- ESL Advising/program assistance
- Student Recruitment Support

Carla Castle
Assistant Advisor/International Student Specialist
- Undergraduate Advising in French, German, ASL
- International Student Support
- International Teaching Assistant (ITA) Training Program
- Liaison to FLTA Program

IT (Information Technology) Operations

Laura Gonzales
IT Coordinator/ Specialist
- Central CMLL Computer Support
- Hardware Installation, Trouble-shooting
- Networking, Web & E-mail Support
- Preliminary Software Application Support
- CMLL IRIS 2036 File Server
- IT Resources Development

Administrative Support

Theresa Madrid
Administrative Business Assistant
- Administrative & Clerical Support for Director
- Broad Support for Executive CMLL Management
- Budget Processes
- Payroll Processing

Joyce Gibson
Sr. Business Assistant/Receptionist
- Administrative Support & Photocopy Center
- Mail Shipping
- Public Reception
- Purchasing Function/Supplies
- Supervises Office Assistants
INTRA-DEPARTMENTAL MEMORANDA

TO: All Graduate Student/Other Instructional Personnel

FROM: Phade Vader, Dir.

DATE: 08/24/2009

SUBJECT: Work Guidelines

CC: All GPTI/TA Supervisors & Coordinators; Liz Hildebrand, Senior Advisor

We would very much like to welcome each of you as we enter the new academic year. We anticipate having an exciting, dynamic year and appreciate you being a part of the CMLL community.

This memo is an important reminder of a few professional practices of which we should all be aware. Please accept the following in the spirit in which it is offered—a helpful framework so that everyone knows basic expectations. We view each item in this list with priority, and ask the same of you. Please read through the entire memo—you will be expected to be familiar with its contents.

Of particular concern during any semester are absences—your absences from work, and your students’ absences from class. The accelerated curriculum in all courses is very sensitive to such matters, and the department administration has the basic expectation that teaching personnel will not miss teaching their class(es). A detailed section of these guidelines addresses absences from work. Likewise for students, attendance expectations should be made very clear on the first day of class, and continually reinforced thereafter.

**Instructional Delivery**

- Please arrive several minutes early to your classes. Classes should always start at the appointed time. Repeated late starts are not acceptable.

- Likewise, all classes should be dismissed at the scheduled time. There should always be a compelling reason for a class to be dismissed early. As above, repeated early dismissals are also not acceptable. In a similar vein, please avoid detaining your class past the usual
dismissal time. This can create problems for your students (obviously), and for the instructor who follows you in the classroom you are assigned.

- Obviously, you should always be prepared for the day’s lesson, with all handouts, multimedia materials, and/or equipment ready and positioned to start class on time.

- You should be thoroughly familiar with the syllabus as devised by your Program Coördinator(s), and deviations from the content of the syllabus should always be cleared with your Program Coördinator(s). This is particularly important with time lines, and designated exams, and the protocol and method surrounding them. (Prime example: Listening or oral examinations which are conducted in the Language Laboratory facility.)

- Please set and keep your office hours. As a reminder, all faculty are required to hold at least 150 minutes of office hours per week, all other instructional personnel are required to provide 125 minutes. You should be available for these office hours in your official departmental office.

- Be aware of and check your student rosters. Do not assume anything—be factual and follow the information that the Banner Student Information System provides you. Specific examples to investigate include students in your class but not on the roster, students on the roster but who never attend, and similar situations. (Tip: Overall numbers can be deceiving. Twenty students on your roster does not mean there is an exact match to twenty students attending your class.) Students must attend the section in which they are enrolled; do not ever participate in a situation where a student attends any other section than the one in which they are enrolled, even if the course and time are identical.

- Please provide students with frequent feedback about their grades and where they stand in the overall course. The respective coördinator for your area will provide guidelines for this.

- As pertains student absences: Significant absences can be extremely problematic, and especially so in the summer. Please assure that you embrace the absence policy as set by your Program Coördinator(s), and/or if you are teaching a class not otherwise supervised by a coördinator, please establish a firm but fair attendance policy and be consistent in its application. Absences will be addressed in detail by your Coördinator, and in your syllabus. Also note that student absences should be reported on the official absence report form, available from the main office or the CMLL Advising Center.

- Please fully familiarize yourself with the University’s Academic Calendar (available online), and carefully plan for various periods and deadlines, such as knowing the last class day, the finals schedule, meeting deadlines for the posting of grades, and similar events throughout
the summer sessions. Please check with your Program Coördinator(s) specifically about expectations surrounding end-of-session activities, and plan accordingly.

- Please communicate freely and often with your Program Coördinator(s). They are both leaders and mentors, and are available to assist you with pedagogical issues, challenges you may encounter, and can provide very sage advice about navigating classroom instruction.

- Please make every attempt to conduct yourself in a friendly, professional manner. You should be approachable by your students, and they should be made to feel that you are both instructor and partner with them as they learn a new language. This business model is very important, so please ask for guidance if you have any questions or concerns. We would be glad to help or advise you.

**Absences from Work**

- If you must be absent from your teaching, please be certain that you follow proper protocols. **You should notify your Program Coördinator and the main office if you discover that you must miss work.** If you can facilitate a substitute in advance to cover your classes, please feel free to negotiate this, but we ask that you notify a), your Program Coördinator, and b), Liz Hildebrand, in the Advising Center, of any missed work, for whatever reason. **Please do not underestimate the importance of this request.** It is not good when either the Coördinator or the main office hears of such an event long afterwards. **Under no event should you simply miss teaching a class without attempting to notify the above parties.** In the tense budgetary climate we find ourselves, following procedure is critically important.

It is also important to understand an elemental fact: Individuals in the TA, GPTI and part-time Instructor categories do not have paid vacation or sick leave. (Any debate about this not being a good situation is beside the point.) Thus, leave taken from teaching duties could conceivably end up transforming into the dreaded “Leave Without Pay” if proper procedures are not observed. (This is based on information received directly from the Arts & Sciences Dean’s Office.) This encompasses any planned or unplanned time away, including illness. We understand that things come up in everyday life that may require one to miss work. We have a process that must be followed, though. With this process we can make everything reasonable and workable for all involved.

→ Please know that it is a requirement of employment that all employees obtain proper approval for a planned absence from teaching duties. **The approval authority for this is the respective Program Coördinator.**
Therefore, we will expect that any absence from teaching duties (classroom instruction and office hours) will be properly documented and submitted through proper channels. There is a departmental form for this in the main office—we ask that you please complete this and submit it to your Program Coördinator at least five working days prior to a planned absence. Requests that are most likely to be approved are those when the absence is obviously tied to professional development. Again, in the case of illness or other emergent, unplanned absence, please notify both your Program Coördinator and the main office as soon as possible once you are aware you must miss work.

Single day absences may be approved by your Program Coördinator, as they see fit to assure classes are delivered successfully. Multiple days off require the approval of both your Coördinator and me.

Other Topics

- **E-mail usage and address(es):** All state employees, regardless of rank or status, must have an e-mail address that is intuitive and follows the following convention: firstname.lastname@entity.category ...thus, John Doe who works for Texas Tech should have an e-mail address that reads John.Doe@ttu.edu, or something similar. Non-university e-mail addresses, such as JaneBiane123@superhotmail.com, are not acceptable. Of course, you are certainly free to have as many personal e-mail addresses, of whatever format, that you wish. We must ask, however, that you have a university account as well, and that you use this account for university business, communicating with your students, and so on. This university account is also how the Department will contact you and disburse important bulletins.

- **Checking Mail/e-mail:** Please habitually check your mailbox in the main office, and your e-mail—we have the expectation that you will constantly monitor both. These are official communication routes for the Department and the University to share information with you.

- **Computer passwords:** Please always protect the passwords issued to you for use on any and all computer systems. These passwords are your personal “keys” to access various electronic resources you need in the performance of your work. Quick but important tips: Do not share your passwords with anyone; avoid using the same password for multiple accounts; if you write your password(s) down, keep them in a secret, hidden place (and attempt to cloak the information even in written form).

- **General Problems:** Please feel free to visit, early on, with both your Program Coördinator and the main office if you are having difficulty with a particular student, with your work schedule, or any pertinent work topic. We have charged the stewardship of quality instruction
to you, and we, in turn, are charged with the stewardship of your professional welfare. We cannot help with problems if we are not informed.

- **Printing to departmental workgroup printers:** Printing to the large LaserJet printers should be for business purposes only (no personal printing, please). Please pickup print jobs promptly, and please be careful that you have not inadvertently set the configuration for multiple prints of the same document. Recall that the printers should be used to produce one set of originals for handouts, quizzes and tests; please do not use the printers as photocopiers. Please print one original, then follow the photocopy request process (described below).

- **Personal use of State of Texas mail prohibited:** If you have a need for departmental stationary or envelopes, please submit your request to Joyce Gibson, in the Administrative Support Centre. Also observe that it is against state law to use TTU envelopes and postage for personal purposes. This includes applications made by graduate students to other institutions, or for academically related inquiries, mailings, or other submissions.

- **Photocopy service:** Please assist the staff in the main office by observing the protocol surrounding copy jobs. We ask for 24 hours notice. "Spur-of-the-moment," last minute copying will not be supported, so please plan carefully, and submit in advance what documents you need copied. **Careful planning is essential.** Note: Please do not use departmental workgroup printers as photocopiers. Please prepare a set of originals for any student handouts, quizzes or other documents you need, and submit them for duplication through the Administrative Support Centre.

- **Care of facilities:** Please help maintain your office. Group offices in particular are usually very busy, and can become cluttered and untidy very quickly. Visitors (potential students, administrators from other units, et cetera) can drop in without notice, and offices should look presentable at all times. If you are in one of the large cubicle-type offices, please do not pile or stack materials, books, decorations or personal items on the very tops of the cubicle walls or storage cabinets. Please strive for a presentable, professional appearance. In a closely related vein to the next item, please assure that your office is closed and **locked** when not attended.

- **Keys:** The fact that you are issued keys to the Foreign Languages Building and to your office is considered serious by the University, and by the Department. All employees who have been issued keys to any State of Texas facility are expected to exert the utmost custodianship of those keys, and to protect them at all times. Do not loan out your keys for any reason, and if they are misplaced or lost, please notify my office immediately.
• **Break Room on Second Floor:** Please help assure that if you use the break room on the second floor that you leave it as you found it (or help out and cleanup a bit to leave it better than you found it). There have been a number of instances when small groups have been in the break room, and simply depart leaving a huge mess behind—coffee pot full or dirty, table littered with crumbs, smeared food and dirty utensils, litter on the floor, and so on. Please do not contribute to this problem—cleanup after using the room. Also, if you put something in the refrigerator, look after it, use it or remove it in a timely manner. **Label your food/containers.** Unidentified food stuffs, moldy containers and so on **will be trashed periodically.**

• **Definition of Terms:** We are often asked what the different instructional titles are and how they differ from each other. The following is a brief summary:

**TA—Teaching Assistant** A graduate student not eligible to be the instructor of record for a course. Typically has less than 18 graduate hours in the subject area being taught; generally works in an assistive capacity to a faculty member. TAs are usually enrolled in the program in which they are employed (or a closely related program). TAs are often automatically promoted to GPTI status once the requisite course hours are obtained (pending satisfactory teaching/job performance). **Note:** Promotion in title does not guarantee a monetary promotion, however; this depends on the time of year/budget cycle in which the change occurs.

**GPTI—Graduate Part-time Instructor** A graduate student who is eligible to be the instructor of record for a course, and who is working in a professional instructional capacity. Typically possesses 18 graduate hours in the subject area being taught, or has native/1st language ability and meets several other criteria. GPTIs are usually enrolled in the program in which they are employed (or a closely related program).

**FLTA—Foreign Language Teaching Assistant** A graduate student, of international origin, who is participating as a teaching fellow in the Fulbright FLTA program (which is funded by the Bureau of Educational and Cultural Affairs through the Partnerships for Learning Initiative). FLTAs usually instruct less commonly taught languages or languages identified as strategic by the United States Department of State.

**Instructor**—A professional instructor or teacher who has completed either an MA or PhD program. Such individuals are eligible to be instructors of record for a course, and may have state teacher certification or experience in public school, community college or university settings. May or may not be enrolled in course work at this or any other institution.
**IEP Teacher**—A professional instructor or teacher who has completed either an MA or PhD program, and who has particular specialization in ESL/EFL, TESOL (*Teaching English to Students of Other Languages*), Linguistics, bilingual specialization, and/or language pedagogy. Such individuals are instructors of record for IEP (*Intensive English Program*) courses, and may have state teacher certification (or other distinctly ESL- or IEP-related credentials) and/or experience in public school, community college or university settings. May or may not be enrolled in course work at this or any other institution.

**GA—Graduate Assistant**  This position is a generalized post which can have a broad variety of duties, usually separate from actual teaching. The responsibilities can be closely tied to or support instruction, or may be related to research or administrative functions, technology, and so on.

Please accept my invitation to visit with me if you have any concerns or questions. We look forward to a fluid, fast-paced and successful summer program, and you are each an elemental part of that achievement.
TO: The Graduate Student Addressed

FROM: Phade Vater, Dir. Phade Vater, Dir.

DATE: 03-22-2006

SUBJECT: Attached Notice from TTU Personnel—Health Insurance

Attached, please find a bulletin from the University’s Personnel Department as pertains eligible graduate students acquiring the state health insurance.

In addition, as many of you know, there have been regulatory changes as pertains required student health insurance for international students. The following information is taken from the Office of International Affairs most recent bulletin, which can be found at:

http://www.iou.ttu.edu/Home/OIA/StudentScholarServices/MandatoryHealthInsurance.asp

SPECIAL ALERT: Mandatory Nonimmigrant Student Health Insurance

To promote non-immigrant student compliance with United States financial responsibility requirements, Texas Tech University (TTU) requires that all Nonimmigrant Texas Tech students have health insurance coverage as a condition of enrollment.

The premium for the Student Insurance Plan will be included with tuition and fees for all nonimmigrant Texas Tech students.

The insurance premium will be waived for nonimmigrant students sponsored by the United States Government, a foreign government recognized by the United States of America, or certain international government sponsored or non-governmental organizations. Such waivers will be based on the government or organization guaranteeing payment of all health care expenses including evacuation and repatriation. Documentation must be presented to the TTU Office of International Affairs prior to registration.
The insurance premium will be waived for students who provide documented evidence of health insurance coverage, including evacuation and repatriation, by an employer. Nonimmigrant students employed by TTU and eligible for both employer-provided insurance and international student health insurance may select between the two, as long as the insurance selected includes evacuation and repatriation coverage. Such documentation must be presented to the TTU Office of International Affairs prior to registration.

The waiver process last year has been significantly modified. The following information was received by the department, via e-mail, from Student Health Services:

"Insurance waivers will not be handled the same in the Fall. Waivers will be granted for employer-sponsored insurance—primarily TTU Plus, Embassy sponsored plans and exchange student plans. All other students will be automatically enrolled in the AHP insurance. [The] premiums will be divided equally between the fall and spring semesters—$610 each semester."

Essentially, if international graduate students have insurance issued through an official governmental entity (such as the United States Department of State, an entity such as Fulbright, or the equivalent of another country), the insurance will most likely be accepted for the insurance waiver. Private insurance purchased in other countries, of whatever nature, is not eligible for waiving. We also assume that "exchange student plans" include only those insurance plans secured by a recognized educational institution, especially for particular students who are in an official exchange program between TTU and another institution.

Now, all this said, the above stipulations may change or continue to evolve as the fall approaches. We will alert everyone if there are changes. In the interim, please direct your questions to the following resources:

TTU State-based employer-sponsored insurance—TTU Benefits Office, Diane Hall

2-3857, Ext. 237 for last names beginning with the letters A-G
2-3854, Ext. 236 for last names beginning with the letters H-O
2-3851, Ext. 235 for last names beginning with the letters P-Z

The University's Academic Health Plan Student Insurance:

https://www.academichealthplans.com/ttu/

Or e-mail: Allison.Pritchard@ttuhsse.edu

Recall that if you elect the state employee insurance, the University has already included in your salary an amount roughly equal to one-half of the monthly premiums. The other half of the cost is the employee’s responsibility.

Please let me, Kari or Liz know if you have any questions. Thank you.
TO:   Insurance Eligible Graduate Students  
FROM:  James A. Brown, Managing Director Personnel  
DATE:   May 2006  

SUBJECT:  INSURANCE – LIMITED PERIOD OF ELIGIBILITY

Individuals employed in positions requiring graduate student status with appointments of at least 50% time for a period of 4.5 months or more are eligible to enroll in the health and optional insurance program. During the 78th Regular Legislative Session, the eligibility for full employer contribution toward health insurance was changed with the passage of Senate Bill 1370. Effective September 1, 2003, insurance eligible graduate students and part-time faculty and staff will only be eligible for 60% of the state contribution toward employee only coverage and 25% of the state contribution toward dependent coverage.

Newly eligible graduate student employees are subject to a 90-day waiting period for health coverage. Graduate student employees are not automatically enrolled in the health plan. During your first 90 days of employment in an eligible position, you may select health insurance for you and eligible dependents without evidence of insurability (EOI). You must enroll at the Personnel Benefits Office during this period.

During your first 31 days of eligible employment, you can enroll without EOI in optional insurance coverage. If you do not enroll during this period, you must meet EOI requirements by submitting acceptable medical information to Fort Dearborn Life for future enrollment. Approval is not guaranteed.

Group Benefits Program (GBP) offers two health plans to benefits eligible employees and their eligible dependents. The first plan, HealthSelect, is a self-funded managed care plan that offers in-area coverage, through networks of participating healthcare providers, as well as traditional health insurance (for employees and/or dependents living or traveling outside the in-area boundaries). The second health plan is a Health Maintenance Organizations, or HMO. The HMO, FirstCare, is a prepaid health care plan that provides comprehensive

An EEO/Affirmative Action Institution
health care services. HCO, FirstCare, participants and covered dependents must **permanently** reside within the approved service area. The monthly **cost to the employee** for each health plan is shown below.

**Health Premium Rates for Part-time Employees and Graduate Students:**

<table>
<thead>
<tr>
<th>PLAN</th>
<th>PREMIUM PAYS</th>
<th>STATE PAYS</th>
<th>MEMBER PAYS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>HEALTHSELECT OF TEXAS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Member Only</td>
<td>248.46</td>
<td>174.78</td>
<td>171.78</td>
</tr>
<tr>
<td>Member &amp; Spouse</td>
<td>708.22</td>
<td>323.66</td>
<td>406.86</td>
</tr>
<tr>
<td>Member &amp; Children</td>
<td>606.24</td>
<td>297.44</td>
<td>348.90</td>
</tr>
<tr>
<td>Member &amp; Family</td>
<td>998.42</td>
<td>395.65</td>
<td>608.18</td>
</tr>
<tr>
<td><strong>FIRSTCARE (Lubbock)</strong></td>
<td>156.02</td>
<td>159.02</td>
<td>184.02</td>
</tr>
<tr>
<td>Member Only</td>
<td>316.04</td>
<td>249.26</td>
<td>248.60</td>
</tr>
<tr>
<td>Member &amp; Spouse</td>
<td>676.94</td>
<td>338.44</td>
<td>338.44</td>
</tr>
<tr>
<td>Member &amp; Children</td>
<td>537.69</td>
<td>268.66</td>
<td>268.66</td>
</tr>
<tr>
<td>Member &amp; Family</td>
<td>916.88</td>
<td>391.66</td>
<td>609.92</td>
</tr>
</tbody>
</table>

Eligible graduate students may select optional coverages: dental, additional term life insurance, dependent life insurance, accidental death and dismemberment, disability insurance programs, tax-filx programs, and long term care. Enrollment in health insurance is not required in order to enroll in the optional coverage. Optional coverage is not subject to the 90-day waiting period and enrollment must be completed during the first 31 days of employment.

Graduate students will be enrolled in health coverage on the first of the month following their 90-days of employment. All new hire paperwork must be received in the Personnel Department for this to occur. Optional coverage is effective on their first active duty date only when keyed into ERS Online on or before that date. Otherwise, all optional coverage is effective the first of the month following the date of data entry into ERS Online @ [www.ers.state.tx.us](http://www.ers.state.tx.us).

Graduate students who are currently enrolled in the insurance and who are re-appointed 50% time for the fall will maintain insurance coverage previously selected and are not required to complete new insurance enrollment forms. Current insurance coverage can be verified in the Benefits Section.

Additional information about benefits, cost of optional insurance programs, and enrollment forms may be obtained from the Personnel Department, Benefits Section, Room 147 Drake Hall, or if your last name begins with the letters A - G, call 742-3851 ext. 237, for letters H - O, call 742-3851 ext. 236, and for letters P - Z, call 742-3851 ext. 235 or visit the ERS website at [www.ers.state.tx.us](http://www.ers.state.tx.us).

JAB/gw/05.06
INTRA-DEPARTMENTAL MEMORANDA

TO:          All Summer Foreign Language Building Personnel

FROM:        Phade Vader, Dir. PhadeVader, Dr.

DATE:        08/22/2005

SUBJECT:     Upholding TTU Operating Policy 60.15: Smoke-free Environment

On the reverse, please find the University’s Operating Policy on smoke-free environments. It is important that everyone be aware of this OP. Specifically, I have received numerous complaints about students—and University personnel—smoking in too close proximity to the building.

I am asking that all personnel observe OP 60.15, and smoke no closer than twelve feet from the outer doors, and to dispose of their cigarette butts and other debris in a proper fashion. (It goes without saying that under no circumstance should anyone—ever—engage in smoking inside the building.)

As you see prudent, please announce to your students that everyone must follow the policy. This means they should stay outside the twelve foot proximity, not sit on the building’s steps, “hang out” in the inner alcoves near the entrances, and so on, when smoking.

I intend to uphold and enforce this policy to its full extent. As you will read, for unresolved issues addressed by this policy, further investigation or resolution goes directly to executive management of the University (depending on the offender), bypassing department heads. I appreciate your help, and please let me know if you have any questions or concerns.
OP 60.15: Smoke-free Environment

DATE: February 23, 2001

PURPOSE: The purpose of this Operating Policy/Procedure (OP) is to provide for the health and safety of students, faculty, and staff by controlling fire hazards and assuring a smoke-free environment in all academic and administrative facilities.

REVIEW: This OP will be reviewed by the Director of Environmental Health and Safety by February 1 of each even-numbered year. Recommendations for change will be submitted through administrative channels to the Vice President for Operations and the President.

POLICY/PROCEDURE

1. In the interest of providing a smoke-free environment, smoking is prohibited in all campus academic, administrative and athletic facilities.

2. Smoking areas must be located 12 feet away from any pedestrian entrance (ingress or egress) or public place.

3. No-smoking above the first floor of any building.

4. In the case of athletics, the prohibition applies to both in-door and out-door facilities. Smoking is allowed on the east concourses only of the United Spirit Arena and under the stands in Jones Stadium, Dan Law Field and R. P. Fuller Track and Field.

5. All buildings that are under the control of the Department of Housing and Dining Services are nonsmoking buildings, including the University Center and all dining areas. Resident rooms and apartments are excluded from this policy with the consent of all roommates.

6. Persons having reason to complain about violations of this policy should first seek resolution of the problem by asking the smoker(s) to comply voluntarily with the university operating procedure specifying a smoke-free environment. If resolution of the problem cannot be achieved by this means, a complaint should be made to the head of the unit or office or shop manager. If the head of the unit is part of the smoking activity, the complaint should be made to the next level supervisor. Heads of units are advised that such complaints can be made without risk to student or employee evaluation.

7. When continued and/or obvious abuse of the policy is evident, appropriate actions will be taken by the following individuals to assure compliance.

   a. The Dean of Students will be responsible for cases involving students.
   b. The college dean will be responsible for cases involving faculty.
   c. The appropriate vice president will be responsible for handling cases involving non-faculty employees.
   d. The Chief of Police will be responsible for handling cases involving individuals who are not student, faculty, or staff of the University.
MEMORANDUM

To: Faculty, Lecturers, Instructors, and Teaching Assistants
From: Jane Winer, Dean
Date: 24 August 2007
Re: Withdrawal Deadlines and Grade of "I"

Welcome to the fall semester 2007. You are encouraged to share the information concerning add/drop and class attendance with your students or include in your course syllabus.

Students may drop a class online on or prior to Wednesday September 12 (12th class day). After that day, this should be done in person in the Office of the Registrar. The deadline to drop a class for an automatic "W" is October 30 for the fall 2007 semester. After the deadline, the student should complete the course for a grade. The full regulation appears in OP 34:05 and can be viewed at http://www.depts.ttu.edu/opmanual/OP34.05.pdf and page 46 of the 2007-2008 Undergraduate and Graduate Catalog and can be viewed at http://www.depts.ttu.edu/officialpublications/catalog/GenInfo.pdf. A student entering Texas Tech University as a freshman in the fall of 2004 or thereafter is allowed a maximum of four "W"s and a transfer student is allowed a maximum of three.

The grade of "I" is given only when a student’s work is satisfactory but due to reasons beyond his or her control, cannot not be completed. It is not given in lieu of an "F" or "W". The instructor assigning the grade will stipulate in writing at the time the grade is given the conditions under which the "I" may be removed. The assigned work and a change of grade must be recorded within one calendar year from the date of the "I". Failure to do so results in an "F" for that course. The form for reporting the grade may be downloaded from TechSIS for Faculty http://techsis.admin.ttu.edu/faculty/. A full description of the grading procedures appears in OP 34.12, http://www.depts.ttu.edu/opmanual/OP34.12.pdf as well as pages 45-50 of the current catalog, http://www.depts.ttu.edu/officialpublications/catalog/GenInfo.pdf.

Finally, please make sure that the students who are attending your class are on the official class roster. It is against the university policy to allow students who are not enrolled in a class to attend the class, please refer to OP 34.16 at http://www.depts.ttu.edu/opmanual/OP34.16.pdf for further information.
INTRA-DEPARTMENTAL MEMORANDUM

TO: All Graduate Student Instructional Personnel
FROM: Phide Orion Vader, Dir.
DATE: 0222006
SUBJECT: Large Group Offices—Expectations
PRIORITY: High
CC: GML Administrative Team, Relevant Faculty Supervisors

I must ask for your help in observing the general expectations and professional etiquette for all inhabitants of the large group offices on the basement level (rooms 02, 04, 06 and 017). Please be aware of the following protocol:

- A professional, quiet environment is to be maintained to the extent possible. The needs of others must be considered in this group situation, and each occupant should strive for the most studious environment possible.

- TAs and GPTIs are free to consult students in their offices, but one student at a time is generally best practice for Buckley Amendment, space and noise reasons. Meeting with several students at once (study or tutoring groups, for example) can be conducted in other locations (a back hall in our building, the Library, unused classrooms, etc.)

- General visitors, friends and family members should not habitually "hang out" in the large group offices. If such individuals have a real need to stop by, such visits should be as brief as possible.

- I need to ask for everyone to work together to utilize the office computers fairly, in all the large group offices. The foremost role of these systems is to help you conduct your official university business, such as posting grades, receiving and answering official e-mail, devising student handouts, and similar duties; secondly, the systems are available to help you with your own graduate course work. Please be sensitive to the needs of others, and do not monopolize a system if it is evident others need some time on a computer. Again, recall the hierarchy—official, work-related business first; then graduate study second. We are trying to add additional systems in rooms 04 and 06 specifically, so hopefully there will be more systems to go around. Also be aware that if all the systems in your office are occupied, you might check another large office—there may be systems available there.

- Now, all this said, I must emphasize that there is no element unclear about the following: No one except departmental employees should ever use the computer systems in your offices. Please do not allow or invite undergraduates, individuals from other departments, friends or family members to use the computer systems. There are no exceptions to this policy—please do not underestimate the importance of this request. Also, undergraduates have been known to wander into the large offices, and assume the computer systems are public. Please gently but firmly inform any stray users of the facts, and safeguard the equipment we have provided for you.

- All occupants should work together to assure that the offices remain tidy and uncluttered. If there are specific problems, someone should bring the issue(s) to my attention promptly.

Please let me know if I can help, offer any advice, or clarify any points. Thank you.
MEMORANDUM
August 15, 2006

TO: Academic Deans, Directors, Chairpersons/Area Coordinators

FROM: William M. Marcy, Provost

RE: Meeting of Classes as Scheduled

At Texas Tech University we have a legal obligation and professional responsibility to hold all classes as scheduled from the first day of the semester through the final examination period. Studies at other schools have shown that meeting the class the first day and holding class for the entire period is a very positive factor in a student's attitude toward the course. Please make certain that all classes meet for the entire period on the first day.

In the past there have been instances in which faculty members have not held classes during the first week of a school term. It is imperative that faculty be informed that classes are to be held beginning with the first class day of the term. The only exceptions to this are cases in which individual faculty members have requested such, both the Chairperson and the Dean have approved them, and copies of the official approvals are on file in the Department and College/School.

If you have any questions regarding this, please feel free to contact me. Thank you for your cooperation regarding this matter.

WMM/pr

cc: President Whitmore
    Dr. Michael Shonrock
Buckley Amendment, or FERPA

This amendment was signed into federal law in 1974 by President Gerald Ford, and gives students two specific rights concerning their education records kept by the university. The law is called the Family Educational Rights and Privacy Act, also known as “FERPA” or the “Buckley Amendment.”

First, it requires the University to keep certain student records private. There are exceptions for emergencies, court orders, university officials who have a need to know, et cetera.

Second, it provides that students have the right to inspect records about themselves that are maintained by the University. Pursuant to FERPA, the U.S. Department of Education has enacted legally binding regulations that set out in detail student’s rights with respect to their education records.

*Note: If a student is a financial dependent, both parents have access to her/his records, even if they are divorced and only one of them claims the tax exemption. If in doubt, any information pertaining to a student’s performance, participation in or assessment of a course should be kept private.*

Some Do’s & Don’ts

- Do be cautious, at all times. Train yourself to question your handling of all of your students’ information, constantly. You will eventually habituate good mental “FERPA filters.”
- Do treat information on the computer screen with the same confidentiality as paper records.
- Do check with the CMLL Advising Center to see if a student has a FERPA waiver on file, before you release any information about that student.
- Don’t share student information with your colleagues unless there is a legitimate, business need to do so. Check with the main office if in doubt.
- Don’t include purely personal notes in your class records, as they will become accessible to the student. Keep the information professional and clearly connected to the course.
- Don’t just “throw away” student papers and other records into the trash. When no longer needed, shred them. ★
- Don’t allow students to see your gradebook, either the paper copy or the one on the computer. If you need to show a student his or her grades, make sure they see only their own information; print it or write it down for them. ★
- Don’t discuss a student’s progress or grades in front of others, even if the student does so first.
GENERAL

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.

- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
  - School officials with legitimate educational interest;
  - Other schools to which a student is transferring;
  - Specified officials for audit or evaluation purposes;
  - Appropriate parties in connection with financial aid to a student;
  - Organizations conducting certain studies for or on behalf of the school;
  - Accrediting organizations;
  - To comply with a judicial or lawfully issued subpoena;
  - Appropriate officials in cases of health and safety emergencies; and
  - State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

For additional information or technical assistance, you may call (202) 606-3887 (voice). Individuals who use TDD may call the Federal Information Relay Service at 1-800-877-8339.

Or you may contact us at the following address:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5920
The Family Educational Rights and Privacy Act of 1974 establishes the privacy rights of students (parents if the student is under 18) with regard to educational records. The act makes provision for inspection, review and amendment of educational records by the student and requires, in most instances, prior consent from the student for disclosure of such records to third parties. The consent must be in writing, signed and dated by the student and must specify records to be released, the reason for the release, and the names of the parties to whom such records will be released. The act applies to all persons formerly and currently enrolled at an educational institution. No exclusion is made for non-U.S. citizen students. However, the act does not apply to a person who has applied for admission, but who never actually enrolled in or attended the institution, and deceased persons.

For additional information please see Student Handbook, Part IV or visit these Websites:
http://techsis.admin.ttu.edu/student/

I hereby give permission for Texas Tech University personnel to provide information concerning my academic record to the person(s) identified below. This form must be completed in order for Texas Tech University to comply with the request.

**STUDENT INFORMATION**

Name
Street Address
City/State/Zip Code
Telephone
Cell Phone
E-Mail Address
Student Signature
Student ID Number

**PERSON(S) TO WHOM INFORMATION MAY BE RELEASED**

Name
Relationship to student
Street Address
City/State/Zip Code
Telephone
Cell Phone
E-Mail Address
Date

Waiver will be in effect until rescinded by student.

Complete one of the following:

**Drop Off:** Office of the Registrar, West Hall, room 103

**Mail to:**
Texas Tech University
Box 45015
Lubbock, TX 79409-4015

**FAX to:** 806.742.0355
Family Educational Rights and Privacy Act (FERPA)

Also known as the "Buckley Amendment"

Instructional Personnel Training

Featuring the PowerPoint Presentation From
the Texas Tech University Health Sciences Center
Office of the Registrar

Family Educational Rights and Privacy Act (FERPA)

Family Educational Rights and Privacy Act (FERPA) Training

FERPA 001
What is FERPA?

The Family Educational Rights and Privacy Act of 1974, commonly known as FERPA, is a federal law governing the privacy of educational records. It grants specific rights to students (both domestic and international) and sets restrictions on how schools may handle educational records. FERPA requires that schools obtain written permission from students before releasing educational records. In certain well-defined circumstances, some information may be released without written permission from the student.

FERPA Student Rights:

- The right to see educational records the school is keeping on the student within 45 days of the request.
- The right to seek amendment to those records.
- The right to consent to any disclosure of those records.
- The right to obtain a copy of the school's Student Records policy.

The FERPA rights of a student begin when the student registers and attends his/her first class.
FERPA Student Rights (continued):
FERPA requires universities to provide students with annual notification of these rights. The Texas Tech University Health Sciences Center notification appears in each of the six school catalogs.

Students who suspect that a FERPA violation has occurred should contact the Texas Tech University Health Sciences Center Registrar (806-743-3366) or they can contact the Family Policy Compliance Office within the United States Department of Education (800-877-8139).

FERPA Parental Rights:

- When the student turns 18 or begins attending an institute of higher education, all FERPA rights transfer to the student.

- A parent may have access to records if the student is claimed as a dependent for Federal income tax purposes, but must have their dependent complete the "Student Consent to Release Education Records" form (http://www.ttuhsc.edu/hsc/op/op77/op7713d.pdf) and submit it to the Office of the Registrar.
FERPA Spousal Rights:

A spouse has NO rights under FERPA to access a student's records, unless the student has given written authorization by completing the "Student Consent to Release Educational Records" form (http://www.ttuhsc.edu/hac/op/cp77/cp7713d.pdf) and submit it to the Office of the Registrar.

What are Educational Records?

Records that directly relate to a student and are maintained by the Texas Tech University Health Sciences Center or by a party acting for the University.

This includes any information or data recorded in ANY medium including, but not limited to, handwriting, print, tape, film, microfilm, microfiche and any electronic storage or retrieval media.

Examples:

- Registration forms
- Transcripts
- Grades
- Student schedules
- Class assignments
- Class rosters
- Any paper with the student's ID on it
- Student information displayed on your computer screen
Educational Records do not include
(see HSC OP 77.13):

- Private/Personal Notes – written by individual faculty or staff member and kept in "sole possession" of the one who made the record.
- Campus police records
- Medical records
- Employment records
- Aggregate (statistical) records that contain no personally identifiable information about any student.
- Alumni Records

Be Aware!

The contents of an educational record may appear in a variety of forms, such as:

- Handwritten document
- Computer file
- Computer screen
- Printout
- Image
What documents does a student NOT have a right to see?

- Financial information submitted by parents
- Confidential letters and recommendations placed in the student's file before 1/1/75
- Confidential letters, etc. associated with admissions, employment, job placement or honors to which a student has waived rights of inspection and review
- Educational records containing information about other students such as
  - Grades
  - Test scores, etc.

Release of Educational Records

TTUHSC will disclose information from a Student's Education Records only with the written consent of the Student (Student Consent to Release Education Records form, HSC OP 77.13; attachment D), except for disclosures in the following situations:

- School officials with legitimate educational interest
- Other schools to which a student is transferring
- Specified officials for audit or evaluation purposes
- Appropriate parties in connection with financial aid to a student
- Organizations conducting certain studies for or on behalf of the school
- Accrediting organizations
- To comply with a judicial order or lawfully issued subpoena
- Appropriate officials in cases of health and safety
- State and local authorities, within a juvenile justice system, pursuant to specific State law
Limitations on Administrators:

- May not improperly disclose personally identifiable student information

- May not decide whether or not to authorize release of a student's records (student has the exclusive right to decide)

- May not release information to anyone who wants it.

If a third party outside TTUHSC permits access to information or fails to destroy information in violation of FERPA, TTUHSC will prohibit the third party access to information from educational records for a period of not more than five years.

What is Personally Identifiable Information?

Personally identifiable information is any information that identifies or describes a student. It includes, but is not limited to, a student’s name, the name of a student’s parent or other family members, the address of a student or student’s family, any personal identifier such as a student’s social security number or student ID, and any personal characteristics or other information that would make a student’s identity easily traceable.
Family Educational Rights and Privacy Act (FERPA)

What does 'legitimate educational interest' mean?
Legitimate educational interest is a demonstrated need to know by those officials of Texas Tech University Health Sciences Center who act in the student's educational interest, including faculty, administration, clerical and professional employees, and other persons who manage student record information including student employees or agents.

Subpoenas/Court Orders
All lawfully issued subpoenas or court orders for the release of student information must be forwarded to the Office of the Registrar for processing. FERPA requires that an attempt be made to contact the student so that the student has time to challenge the request for information (unless the request specifically prohibits notifying the student). Unless advised to the contrary by General Counsel or by court order, the requested information will be released.

Health and Safety Emergencies
FERPA permits the disclosure of information from student educational records "to appropriate parties in connection with a health or safety emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals." For example, if a student sends an e-mail to his resident assistant saying that he has just been diagnosed with a highly contagious disease such as measles, the institution could alert the student's roommate, and perhaps others with whom the student has come in close contact, to urge them to seek appropriate testing and medical care. Safety concerns warranting disclosure could include a student's suicidal statements or ideations, unusually erratic and angry behaviors, or similar conduct that others would reasonably see as posing a risk of serious harm.

Family Educational Rights and Privacy Act (FERPA)

What is directory information?
Directory information is the information available about a student that is not considered harmful or an invasion of privacy if disclosed. While FERPA protects the privacy of educational records, directory information is not considered as confidential and may be disclosed by the university without student consent unless the student requests confidentiality. At Texas Tech University Health Sciences Center, directory information includes:

- Student's name
- Telephone listing
- Major field of study
- Degrees and awards received
- Weight and height of members of athletic teams
- Address
- Date and place of birth
- Participation in officially recognized activities and sports
- Dates of attendance
- Most recent previous educational agency of institution attended by the student
What is non-directory information?

Non-directory information refers to information that generally cannot be released without the student’s consent. This includes:

- Race
- Gender
- Account balance
- GPA
- Religion
- Social security number
- Credits earned
- Grades
- Country of citizenship
- Student ID number

Information Over the Phone

- FERPA does not preclude an institution from disclosing non-directory information from a student’s educational records to that student by telephone. However, the TTUHSC Office of the Registrar policy states that only directory information may be released over the telephone.

Media Releases

- University employees should follow university policy regarding the release of information to the media. FERPA does not allow Texas Tech University Health Sciences Center to discuss a student’s educational record publicly -- even if the information is a matter of public record. A school official may not assume that a student’s public discussion of a matter constitutes implied consent for the disclosure of anything other than directory information in reply. However, if confidentiality status has been requested, then no information may be included in the reply.
Family Educational Rights and Privacy Act (FERPA)

Information Via E-mail

- The University recommends that all non-directory information should be transmitted by e-mail only through the official Texas Tech University Health Sciences Center email account (@ttuhsc.edu). The institution could be held accountable if an unauthorized third party gained access, in any manner, to a student's educational record through any electronic transmission method. Emails should be limited to communication between the University employee and the individual student, or between University employees with a 'legitimate educational interest' in the student about whom the e-mail is concerned.

- No information about that particular student should be included in an email sent to all members of a class or organization in which that student participates.

Photos

- The public posting of student photos in which the student is identified in some way is prohibited. The University publishes pictures of students in brochures, posters, web pages, etc. but does not, without consent, identify the individual.

Letters of Recommendation

- Statements made by a person making a recommendation that are made from that person's personal observation or knowledge do not require a written release from the student who is the subject of the recommendation. However, if non-directory information obtained from a student's educational record is included in a letter of recommendation (grades, GPA, etc.) the writer is required to obtain written permission from the student which (1) specifies the records that may be disclosed, (2) states the purpose of the disclosure, and (3) identifies the party or parties to whom the disclosure can be made. The permission must also be signed and dated by the student.

- If kept on file by the person writing the recommendation, it would be part of the student's educational record and student has the right to read it unless he or she has waived that right of access.
Family Educational Rights and Privacy Act (FERPA)

Posting of Grades by Faculty

The public posting of grades either by the student's name, institutional student identification number, or social security number without the student's written permission is a violation of FERPA. This includes the posting of grades to a class/college website and applies to any public posting of grades for students taking distance education courses. However, if the instructor posts grades in such a manner that only the instructor and the individual student know the posted grade (e.g., with a personal ID; but not any portion of the Student ID), that is acceptable.

Family Educational Rights and Privacy Act (FERPA)

Retention/Storage

- Non-directory information should not be left accessible, unattended or stored in an unsecured environment. Information on a computer system should be treated in the same way as printed material. This applies to data files on hard/jump drives, CDs, etc.

Purging of Records

The University may not purge any education records if there is an outstanding request to inspect or review the records.
What about directory information at the Texas Tech University Health Sciences Center?

Throughout the Texas Tech University System, the default is set to release directory information. However, a student can request that his/her directory information not be released via a written request, prior to the 12th class day of the Fall semester, to the TTUHSC Registrar's Office for printed directory and via the student information system any time throughout the year for the on-line directory.

Basic Rules to Remember

- Student Educational Records are considered confidential and may not be released without written consent of the student.
- As a faculty or staff member, you have the responsibility to protect Educational Records in your possession.
- "Directory Information" is information that is considered public and can be released without written permission unless the student opts to withhold the information.
- If you are ever in doubt, do not release the information and contact the Office of the Registrar at 806.743.2300.
Family Educational Rights and Privacy Act (FERPA)

Special Hints for Faculty

To avoid violations of FERPA rules, DO NOT:

- use any part of the Social Security Number or ID number in a public posting of grades.
- link the name of a student with that student's social security number or ID number in any public manner.
- leave graded tests in a stack for students to pick-up that requires sorting through the papers of all students.
- circulate a printed class list with student names and social security numbers or grades as an attendance roster.
- discuss the progress of any student with anyone other than the student (including parents) without the consent of the student.
- discuss student information in a public setting, including a shared office.
- provide anyone with lists of students enrolled in your classes for any purpose.
- provide anyone with student schedules or assist anyone other than University employees in finding a student on campus.

When in doubt, don’t give it out!

If you have any question on what you can or cannot release, check with your supervisor, the Registrar’s Office, the Director of Student Services, or the General Counsel.
CLASSICAL AND MODERN LANGUAGES AND LITERATURES

POLICY ON SUMMER APPOINTMENTS

Enacted 12/8/2003

UNIVERSITY GUIDELINES

Summer appointments are based upon summer instructional needs. Summer employment is considered a supplemental appointment and is not guaranteed. The request for summer appointment is initiated by the Department Chairperson or his/her designee.

DEPARTMENTAL GUIDELINES

I. This policy applies to both regular tenured/tenure track faculty and graduate students.

II. The determination which courses will be offered in a given Summer Session will be made by the Department Chair aided by the Associate Chair, the CMLL Administrative Director and the Academic program Advisor, and in consultation with faculty. That determination will be on the basis of available teaching personnel, budget, curricular needs, facilitating timely graduation of undergraduates, formula-funding considerations, enrollments, Scheduled Credit Hour (SCH) delivery, and adequate support for Study-Abroad programs. The highest priority will be given to meeting student demand and needs here and abroad in a manner that, to the extent possible, attempts to maximize both formula-funding generation and SCH delivery.¹

III. Highest priority courses are lower-level language courses sufficient to meet student demand, Study-Abroad courses, and graduate courses required as a condition of appointment. All other courses are lower priority. Ordinarily at least half of the summer budget will be reserved for support of graduate students.

IV. Ordinarily lower-level language courses will be assigned to GPTIs, not regular faculty. Specific assignments will be made by the Chair in consultation with Division faculty. If insufficient GPTIs are available, qualified instructors will have priority for teaching lower-level language courses if their cost is below that of available regular faculty. When upper-level courses are scheduled and qualified ABD GPTIs are available to teach them, and it is more cost-effective to have such

¹ In counting years, formula-funding considerations ceteris paribus will take priority; in non-counting-year summers, SCH and curriculum richness considerations ceteris paribus will take priority.
GPTIs teach the courses, they may, at the discretion of the Department Chair, and in consultation with the Division faculty, be given priority over regular faculty for such teaching assignments. Teaching qualifications and expertise, departmental needs, Division policies, and other CMLL priorities may take precedence over seniority in status, date of initial enrollment, or proximity to degree completion.

V. Trimester, long one-semester 5 credit-hour courses, upper-level courses, and second-course assignments will, ceteris paribus, be offered to more senior graduate students. Teaching qualifications and expertise, departmental needs, and other CMLL priorities may take precedence over seniority in status, date of initial enrollment, date of entering current degree program, or proximity to degree completion.

VI. Ph.D. students who are in violation of the 99 hour rule and visiting faculty have lowest priority for summer employment among graduate students and regular faculty.

VII. The following regular-faculty teaching assignments prima facie have highest priority for summer funding:
   a) Directors of Study-abroad programs.
   b) Faculty teaching graduate seminars/courses that meet summer GPTI conditions of employment.
   c) Associate Chair.
   d) Faculty teaching summer courses without extra compensation (See Section XII).

Second highest priority are:
   e) Other study-abroad faculty completing the standard complement for the program.  
   f) Faculty teaching graduate courses for other disciplines.

Third highest priority are:
   g) Faculty teaching upper-level undergraduate courses having high draws.

It is not a normal expectation that tenured or tenure-track faculty will be supported for teaching lower-level language courses unless no qualified GPTIs or instructors are available. Should faculty be assigned to such courses, priority will be given to persons who are not on graduate faculty.

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2 In some years, limited available funds may require substituting GPTIs for these faculty.
These *prima facie* priorities annually are to be evaluated and possibly reassigned by the Department Chair on the basis of fiscal and SCH delivery considerations.

VIII. Implementation of the above policies will attempt to achieve the following desiderata to the extent that fiscal, SCH, and curriculum needs allow:
   a) Each regular faculty member wanting to teach summer school will be able to teach a course per summer.
   b) Faculty get two study-abroad courses when university policies and/or fiscal viability and/or program viability require that its faculty teach two courses.
   c) Each GPTI wishing to teach a course will get to teach a course per summer, with additional teaching or remuneration awarded in accordance with Section V above.
   d) Each Division offers courses commensurate with enrollment demand.

IX. Each year, the chair or his/her designee will circulate a memo to the eligible faculty and GPTI-eligible graduate students to ascertain summer teaching preferences. After review of departmental needs, professorial preferences, GPTI-eligible student requests, and available funds, the Chair (in consultation with the Associate Chair, the CMLL Administrative Director, the Academic Program Advisor, and relevant faculty) will determine summer teaching appointments subject to higher administrative and budgetary approval.

X. In cases where application of Sections II, III, IV, V and VII results in insufficient funds for all qualified GPTIs desiring a summer appointment to receive a single course, assignments *ceteris paribus* will be offered first to qualified international students with Visa restrictions preventing outside employment, then to others on the basis of seniority. Teaching qualifications and expertise, departmental needs, Division policies, and other CMLL priorities may take precedence over seniority in status, date of initial enrolment, date of entering current degree program, or proximity to degree completion.

XI. In cases where application of Sections II, III, IV, and V and the highest-priority clause of Section VII results in insufficient funds for all qualified regular faculty desiring a summer appointment to receive a single course, a system of equitable rotation of part-time appointments within each Division will be attempted. This rotation, subject to the provision of instructional needs as stated in Section II and priorities in Section VII will give priority as follows:
First priority: Persons denied a teaching assignment the prior summer.
Second Priority: Persons who least-recently have taught in summer.

If, within a given Division's priority grouping, not all members can be accommodated, priority will be given to professors by inverse rank-order,\(^3\) and within a rank priority will be given to faculty with lower salaries.

Persons who hold administrative appointments, Study-Abroad Directorships, or other appointments which by CMLL or Divisional policy are appointed by the Department Chair, or are multi-year, or are determined on the basis of Division recommendations are exempt from this rotation policy.

XII. Workload policy allows faculty who teach summer school without additional compensation to count such teaching against their following academic year workload. Where judged appropriate by the Department Chair per Section VII such uncompensated teaching will take priority over compensated faculty summer teaching appointments.

XIII. This policy becomes effective immediately.

\(^3\) Assistant Professor highest priority, Associate Professor second highest priority, and Full Professor lowest priority.
CLASSICAL AND MODERN LANGUAGES AND LITERATURES

TEACHING ASSISTANT SUPPORT POLICY

Enacted 11/17/2003

Allocation of Positions by degree programs.

Each year the Department Chair will inform each Division how many TA/GPTI positions are likely to be available to the Division for the following year. Allocations will be made on the basis of anticipated teaching needs, ensuring enough funded graduate students to generate adequate degree productivity, and providing a balanced curriculum.

The nominal expectation is that the Spanish & Portuguese Division will receive approximately 50% of the available TA/GPTI positions and the other MA programs will receive roughly equal numbers of the remaining positions.

GPTIs pursuing degrees in one program may be assigned to teach courses taught in another Division or a different language. This is especially likely for students enrolled in the Applied Linguistics and Second-Language Teaching MA programs. Such assignments may affect the distribution of positions among the various programs.

The Department Chair shall have ultimate authority in determining how many positions are allocated to each program or Division and these allocations may not become finalized until the last minute.

Support during the Fall and Spring Academic Year:

Initial offer of a TA or GPTI appointment during the academic year will be made on the basis of the relative merits of incoming or unfunded candidates in the degree program and are subject to the approval of the Department Chair. There is no presumption that all students pursuing graduate degrees will be supported initially or eventually.

Ordinarily, once funded and given continuous satisfactory academic and teaching performance, candidates for the M.A. degree may expect two years of support as a TA/GPTI and candidates for the PhD in Spanish may ordinarily expect four academic years of support as a GPTI after the M.A. degree or its equivalent. A fifth year of support may be granted, subject to satisfactory progress in the judgment of the graduate faculty and with the approval of the Department Chair.

Support is granted on the condition that the student is properly enrolled in at least the three-hour courses per semester and completes at least nine credit hours per semester. Only one year of the candidate’s support will normally be given for
the dissertation, after the PhD Qualifying Examination has been completed satisfactorily, and counts against the four or five years of support mentioned above. Such dissertation-year support requires that the candidate be properly enrolled and actively engaged in writing the dissertation.

These expectations may be overridden by termination in accordance with the CMLL “PROCEDURES FOR TEACHING ASSISTANT AND GRADUATE PART-TIME INSTRUCTOR TERMINATION.”

Ceteris paribus, support of qualified graduate students meeting these expectations takes priority over hiring part-time instructors to teach given courses.

Nothing in this policy precludes the Department Chair from extending employment to GPTIs beyond these normal expectations in order to accommodate student demand for courses or to otherwise meet staffing needs. However, ceteris paribus priority will be given to qualified incoming students in meeting such teaching needs.

Those degree candidates who wish to be considered for employment as a TA or GPTI during the next academic year must formally re-apply, in writing, to the Chairperson of the department no later than the preceding first day of April (April 1). Late applications will be considered with diminished presumption of reappointment a risk. Those who apply will be notified of their future status as Teaching Assistants as soon as budgetary and other considerations permit.

Support during the Summer:

Summer support is covered in the CMLL “POLICY ON SUMMER APPOINTMENTS.”

As in the case of senior faculty members, summer school assignments are not guaranteed and will be made based on curricular needs, fiscal considerations, overall performance, and seniority.
CLASSICAL AND MODERN LANGUAGES AND LITERATURES

PROCEDURES FOR TEACHING ASSISTANT AND
GRADUATE PART-TIME INSTRUCTOR TERMINATION

Enacted 12/1/03

Preamble: Teaching Assistants (TAs) and Graduate Part-Time Instructors (GPTIs) are employees at will:

Employment at Texas Tech is governed by the employment at will doctrine. Employment is for an indefinite duration and can be terminated at any time, with or without cause, and with or without notice, by either Texas Tech or the employee. Nothing in this, or any other Texas Tech operating policy and procedure[,] constitutes an employment agreement, either expressed or implied, a contract, a contractual relationship, a guarantee of continued employment, or a property right. [TTU OP 70.31, part 2]

At the same time CMLL is committed to providing reasonable expectations of continued support in accordance with the CMLL "TEACHING ASSISTANT SUPPORT POLICY." CMLL also is committed to provide training and mentoring that will enable TAs and GPTIs to perform their duties in a satisfactory manner.

Nevertheless, on occasion problems with TA/GPTI performance may be sufficiently severe that termination becomes necessary.

1) SOME EXAMPLES OF POSSIBLE GROUNDS FOR TERMINATION:

A) Failure to teach material.
B) Failure to meet class.
C) Failure to keep appropriate records.
D) Failure to carry out TA/GPTI Supervisor's instructions.
E) Arbitrary or capricious grading practices.
F) Persistently low teaching evaluations or other evidence of not teaching to an acceptable standard.
G) Failure to enroll in and complete LING 5322 or other pedagogy courses when required the first time they are offered after employment commences.
H) Refusal to complete courses or workshops made conditions of employment.
I) Failure to participate satisfactorily in training sessions or practica.
J) Sexual harassment.
K) Other inappropriate conduct. For further examples, see O.P. 70.31.
L) Insufficient English proficiency.
M) Unsatisfactory progress towards the degree or performance as a graduate student.

The best means to prevent termination for such causes is to institute effective mentoring, supervising, monitoring, and systematic pedagogical training of TAs and GPTIs. CMLL is committed to aggressively providing such mentoring, supervising, monitoring, and systematic pedagogical training including workshops and requiring enrollment in LING 5322 or other appropriate pedagogy courses that may be required.
2) PROCEDURES:

Whenever a person in supervisory position relative to a TA or GPTI becomes aware of problems with the TA's or GPTI's performance or other serious concerns, that person

A. Shall inform any lower-level supervisors of the problems/issues. Where appropriate, higher-level supervisors or administrators are to be informed.
B. Either by person or delegate, attempt to resolve the problem. Depending on the severity of the issue, remediation of the problem may be appropriate, and if so is to be attempted.
C. Sometimes classroom crisis episodes require more drastic action, up to and including immediate termination. When situations are this severe, the Department Chair is to be notified immediately. In extreme circumstances the Department Chair will assume primary responsibility, assembling as appropriate a crisis team to resolve issues in a manner that protects the rights of both students and the TA/GPTI that are involved.
D. The Department Chair always has the independent authority to act upon any incidents or episodes or circumstances that presumptively might lead to TA/GPTI termination in whatever manner he/she deems appropriate to the circumstances. The Chair is admonished to involve relevant faculty, staff, and especially faculty supervisors as appropriate and feasible, and to attempt to protect both potentially harmed students and remediation of the TA/GPTI where judged feasible.

3) REMEDIATION OF INAPPROPRIATE BEHAVIOR IS TO BE ATTEMPTED WHERE FEASIBLE AND IN ACCORDANCE WITH PROCEDURE 2 ABOVE. BELOW ARE LISTED PROCEDURES TO BE FOLLOWED UNDER IDEAL CIRCUMSTANCES:

A) The appropriate Supervisor will meet individually with the TA/GPTI in question. The TA/GPTI will then receive a written record of the issues discussed; the Graduate Advisor will receive a copy.
B) If problems persist after the first meeting, a second meeting will be held, this time in the presence of the Graduate Advisor or substitute where feasible.
C) If problems persist after the second meeting, termination will be recommended to the graduate faculty of the relevant section, who will make a recommendation to the Chair.

Nothing in this "ideal procedure" precludes the CMLL Department Chair from initiating an immediate termination under the "at will" doctrine or for other supervisors or administrators recommending to the Chair such termination without any attempt at remediation.
CMLL does not have a single graduate student association. The closest we come to it is the Spanish graduate student organization Céfiro, which acts as Big Brother/Big Sister to all CMLL graduate students, puts on an annual national conference, a film series, and publishes a journal by the same name:

Each Fall semester Céfiro hosts a welcome event for incoming graduate students. The purpose is to introduce the organization to the students and allow them the opportunity to ask questions about said organization. The organization explains its goals and the importance of those goals in the life of a graduate student. In particular Céfiro explains departmental possibilities in a personal way and also academically by providing the opportunity and encouraging graduate students in an early stage of their career to present papers in conferences and try to publish in our journal. Members also visit classrooms where graduate students meet and talk about the organization. Céfiro also gives out brochures during our activities.
INSERT FILE Student Orgs CMLL.xls ONE-PAGE FOLD-OUT ON LEGAL PAPER HERE.
APPENDIX F

2003-2004 Graduate Review Documents
Date: April 20, 2004

From: Sam Dragga, Chair of English
      Madame Miner, Professor of English
      Tibor Nagy Jr., Associate Vice Provost for International Affairs

To: John Borrelli, Dean of the Graduate School

Subject: Program Review of the Department of Classical and Modern Language and Literature (CMLL)

A. Overview

A committee consisting of Miner, Dragga, and Nagy (Chair) conducted a program review of CMLL during March 2004. In addition to reviewing the comprehensive written material prepared by the Department, the committee held a series of group and individual meetings with CMLL graduate students, faculty, and administration representing all units of the Department.

B. Findings

Based on this review, the following are the committee’s major findings:

-- Under the direction of a dynamic and visionary Chair, CMLL has undertaken a series of new priorities and made major advances in addressing endemic problems (such as excess demand for Spanish instruction). The most consistently voiced view from both students and faculty was that the Chair is aware of problem areas and maintains an open door, and that the Department is moving in the right direction. Also noteworthy is the department’s aggressive and innovative uses of instructional technologies. We are also pleased to note a $54,000 increase in CMLL’s FY 2005 AOF budget and perceive this as a good start in the effort to recruit and retain qualified instructors.

-- There is an underlying perception among some faculty of gender bias in favor of white males which is reinforced by the Department’s current salary structure and hierarchy. While there are historic reasons why this structure evolved, the Chair recognizes that action is needed to overcome this perception.

-- A philosophical debate in the Spanish Division offers an opportunity for TTU to actively promote diversity and community outreach by implementing a formal program to attract Hispanic-Americans resident in West Texas to Spanish studies and provide a nurturing environment to retain them.
-- An operational deficiency consistently cited by students and faculty is the phone system—without voicemail and the need to share phones between offices, there is a negative impact on productivity and professionalism.

-- The Chair's innovative strategy to make greater use of TTU's Seville Center is commendable and deserves support, as does his plan to incorporate the teaching of esoteric languages with available US Government resources, (which is also a USG national priority).

-- The chair has helped improve faculty research productivity by shifting responsibility for some tasks to staff. Impressive about the faculty is their investment in recruiting, retaining and placing their graduate students. German deserves commendation for a new plan to recruit students from Germany, for example. Classics deserves praise for continuing to place their graduates in high school teaching positions across the state of Texas as well as for placing other students in Ph.D. programs.

-- To enhance productivity further, faculty need travel money to participate in national and international conferences (not just regional). Such research support is especially important for faculty at the assistant and associate professor level.

-- Graduate faculty in each division expressed the need for more faculty in each of their divisions. While it is unlikely that CMLL will receive the number of faculty lines current faculty would like, it makes sense for the department as a whole to discuss the needs of each division so that all divisions will be aware of the needs (and accomplishments) of all.

-- Development leaves for faculty should be encouraged (we heard a few times that in the past faculty were discouraged from applying).

-- A cause of some concern is that some graduate programs are so small that students end up taking courses from only two or three faculty. Graduate students in all programs would benefit if the department were to offer at least one course in common for students from all divisions. This course could be in comparative literature, or perhaps in pedagogy, offered during the summer session.

-- Graduate students need travel money to participate in regional, national, and international meetings. Such conference participation is vital to their education, professional development, and opportunities for placement in teaching positions and Ph.D. programs.

C. Formal recommendations:
1. CMLL should be provided $35,000 of funding to be able to quickly enhance the existing telephone system to allow graduate students and all faculty to at least have individual voicemail, and preferably individual phone instruments, as well as suitable increases in its M&O budget for monthly service charges for the additional lines and instruments.

2. CMLL should be provided $35,000 annually in travel support, including local money that would be available to support international travel.

3. In line with President Whitmore’s stated priority objectives for TTU, the Administration should support CMLL in establishing a formal program to attract Hispanic-Americans from our region into the Spanish program. Special emphasis should be given to mentoring and retaining participants.

4. CMLL administration should implement a strategy to increase the number of women and minorities at the senior levels and in administrative positions to project an image of greater balance and diversity within the Department. Opportunities for faculty to rotate through the various administrative positions of their division and the department, for example, would allow graduate students to benefit from multiple perspectives in their professional development, create opportunities for continuous innovation in the graduate programs, and minimize the perception of racial and gender bias in the appointment of department administrators.

5. The Administration should support CMLL in its efforts to enhance its Spanish program by making greater use of TTU’s Seville Center – including adding a faculty position which would be located in Seville and filled by an equitable rotation plan.

6. In line with the many new CMLL goals and objectives, the Chair should make sure that as the new Strategic Plan is formulated, CMLL faculty have adequate opportunities for input so that their strong support for these new directions is maintained.
[draft]

To: William M. Marcy, Provost, and
John Borrelli, Allan Headley, Frederick Suppe, Mike Allen, Tibor Nagy, Sam Dragga,
Madonne Miner, and Elizabeth Hall

From: Jane L. Winer, Dean, Arts and Sciences

Re: Classical and Modern Languages and Literatures Graduate Program Review: Action Plan

Thank you for your contributions to the graduate program review for the Department of Classical
and Modern Languages and Literatures. It would appear that there is agreement among the group (i.e.,
the program review committee and the various administrators in attendance at the May 26 meeting) that
the graduate program is strong and has a positive impact on the university and on its discipline; that the
department’s graduate program review process and document are models for the university; and that the
chairperson’s leadership, with full support of the dean, has transformed the department. Specific next
steps reflecting the group’s discussion include:

1. The department is handicapped by a perception that power accrues to white men, disadvantaging
   non-whites and women. Action: The department chair and college dean will continue their
efforts to identify prejudicial behavior and to bring negative or rehabilitative consequences to
bear. The chair and dean will continue to work with the central administration in resolving
personnel issues that raise the liability of the university. Efforts to reach out to minority groups,
with particular reference to the Hispanic population of Lubbock and the South Plains, will be
continued and enhanced. The department chair has used the opportunity provided by the recent
merit increase programs to reduce the gender gap in salaries, within rank.

2. The department needs a new telephone system. Action: The Office of the Provost has pledged
   $30,000 toward a new telephone system (a request for this amount has been included in the
   recent college request for resources in the Additional Funding category).

3. The department needs more travel money in support of faculty and graduate students. Action:
The Office of the Provost has indicated its willingness to assist in faculty travel (a request for
$41,000 for faculty research support, primarily travel, has been included in the recent college
request for resources in the Additional Funding category). The Graduate School will provide
opportunities for graduate students to apply for travel funds.

4. The department needs to bring faculty salaries into line with faculty merit. Action: The recent
college request for resources includes two relevant items in the Additional Funding category: (a)
$2,500 for a delayed merit adjustment for two faculty who did not receive this year’s second raise
for reason of promotion; (b) $124,333 for equity adjustments for 32 faculty to close the salary gap
with peer institutions.

5. The department’s interactions with the Seville center need to be enhanced in terms of both
greater use and more innovative teaching. Action: The recent college request for resources
includes in the Faculty Position Requests category a request for two new assistant professor

Classical and Modern Languages and Lit
positions (@$50,000; total $100,000). These additional FTE would allow the department to assign two full-time faculty to the Seville center.

6. The department needs to increase its faculty size to support enhanced curricular offerings and majors and to contribute to university initiatives. **Action**: In addition to the two new positions requested to support the Seville center, the recent college request for resources includes in the Faculty Position Requests category a request for three new assistant professor positions (@$50,000; total $150,000). These additional FTE would be in the following areas: (a) a position enabling Texas Tech and San Antonio College to establish a baccalaureate degree, unique in Texas, in Sign Language interpreting; (b) Southwestern Studies-Chicano Studies; and (c) a position enabling Texas Tech to develop a Southwestern Studies-Heritage Spanish curriculum.

7. In addition to needed enhancements in telephone and travel resources, the department needs an increase in operating funds. **Action**: The recent college request for resources includes a request for $4,500 in DOE (in addition to items noted above) in the Additional Funding section.

Thank you for your support of the Department of Classical and Modern Languages and Literatures and the College of Arts and Sciences.
TO: Dr. Frederick Suppe, Chair
FROM: John Borrelli, Dean
SUBJECT: Post Graduate Program Review – Classical and Modern Languages and Literatures Department

This is a reminder that your department is due for its one-year Post Graduate Review. The purpose of the Post Graduate Review is to gather information on changes resulting from the Graduate Program Review conducted in 2003-2004. In order to expedite the review process, your response to the following issues addressed by the review committee and listed as action items in your follow-up response is requested prior to setting up our follow-up meeting within the next 2-4 weeks.

- Based on the action items presented, one of the issues pertain to the inequities among the faculty and the lack of diversity, and the need for additional faculty in which those new faculty be made up of diverse background including underrepresented minorities. The follow-up report listing your action items mentioned the request for additional support to address these issues so what action has been taken with regards to these issues? Part of this item refers to the need to increase the interaction with the Seville program, which also included the need for new personnel, and new faculty to “support enhanced curricular offerings and majors.” How has your requests for additional funds for new faculty been received?
- The need for a new telephone system was addressed so what is the result of your action requesting additional support to provide a new system?
- For the item regarding the need for travel funds to support faculty you stated that you have requested funds to address this issue. What was the result of your request?
- What results came from your request for additional funds to “bring faculty salaries into line with faculty merit”?
- The committee recommended that there is a need for an increase in the operating budget for the department to address several needs. Since you have requested funds to address this issue, please respond as to the success of this request.

A copy of the committee’s report and the Dean’s response to the Graduate School is attached for your reference and response.

CC: Dr. Clifford B. Feitler
     Dr. Jane L. Winter
APPENDIX G

Cross-Listed Course Syllabi
Comparative Literature 5355/4317
LAIS 5300

Spring 2005
Tu Th 3:00 – 4:30 pm
Office Hours: Tu Th 2:00 – 3:00; 4:30 – 5:00 pm
and by appointment

Dr. Laura Beard
CMLL, FL 249
laura.beard@ttu.edu

Autobiographical Traditions in the Americas

In this course we will explore autobiography and its related genres (autobiographical fiction, fictional autobiography, testimonio, memoir, etc.), focusing particularly on texts authored by women of the Americas. We will read texts from Brazil, Guatemala, the United States and Canada, with a variety of cultures and genres represented in our reading list. Our literary explorations will take us from testimonial texts like those of Guatemalan peace activist Rigoberta Menchú in Me llamo Rigoberta Menchú y así me nací la conciencia (I, Rigoberta Menchú in English) or of First Nations author Lee Maracle in Bobbi Lee, Indian Rebel, to metafictional texts written at the margins of autobiographical fiction and fictional autobiography like Mulher no espelho (Woman Between Mirrors in English) by the Brazilian author Helena Parente Cunha or Black Eagle Child: The Facepaint Narratives by Mesquakie author Ray Young Bear. In our exploration of these texts we will address a variety of issues, including

- How do different cultures’ ideas of what constitutes “a person,” “a self,” “a subject,” “a body,” memory, etc. impact the creation and reception of these texts?
- What social constructs based on race, class, gender, ethnicity and sexuality impact these texts?
- What impact do cultural and historical settings have on the construction and production of these texts?
- How might we compare autobiography cross-culturally?
- How do these texts work towards the construction of a self, an “I” who has the authority to speak and to write?
- To what extent, in the different texts, are a singular voice and a single story used to speak for the plural?
- What are some of the forms that American Indian autobiography tends to take?
- What is the role of oral traditions in written American Indian texts?
- How do genre and gender interact in these texts?
READING LIST

Anzaldúa, Gloria. *Borderlands/LaFrontera* (selections)

Cisneros, Sandra. *The House on Mango Street*

Maracle, Lee. *Bobbi Lee: Indian Rebel*

Menchú, Rigoberta. *I, Rigoberta Menchú*

Moore, Lisa, ed. *Does your mama know?* (selections)

Parente Cunha, Helena. *Woman Between Mirrors*

Santiago, Esmeralda. *When I was Puerto Rican*

Sterling, Shirley. *My Name is Seepeetza*

Trujillo, Carla, ed. *Chicana Lesbians: The Girls Our Mothers Warned Us About* (selections)

Young Bear, Ray. *Black Eagle Child: The Facepaint Narratives*

Other materials on e-reserve at the library

COURSE GOALS

1. To read critically, to explore different forms of autobiographical writings, and to distinguish diverse theories of autobiography and related genres;
2. To recognize ways in which autobiographical writings interact with feminist, queer, and postmodern thought;
3. To enhance our knowledge of historical developments in autobiographical expression;
4. To develop the ability to analyze theoretical arguments and to integrate our knowledge of autobiography theory and literature into our own areas of study and interest;
5. To identify and to apply our readings in autobiography and theory to a literary text or an issue that integrates feminism, discipline-specific knowledge, personal interests and experience;
6. To strengthen our communication skills in both written and oral forms;
7. To engage in a collaborative and cross-disciplinary project;
8. To enjoy learning and sharing—to learn something about ourselves, as well as about the theoretical frameworks and literary expressions that inform our thinking, writing, actions, and being.
COURSE POLICIES

- Regular attendance is expected and regular participation will have a direct effect on your grade. Only official school business will count as an excused absence or absences per Texas House Bill 256.
- Come to class ready to share and learn. Read the assignment and bring it with you to class.
- All assignments must be submitted for you to receive a passing grade.
- Late assignments will be assessed a penalty. If you need an extension for an assignment, please contact me before the assignment is due.
- All written work must be the product of the student alone. "If academic misconduct is determined. . . , a failing grade shall be assigned to either the assignment . . . or the course grade." Refer to the section on Academic Misconduct in your Student Handbook.
- Anyone who plagiarizes will automatically fail the course.
- There will be frequent in-class and at home writing exercises.
- The final paper for C Lt 4317 students will be 6-8 pages and comparative in nature. Graduate students will write papers 15-17 pages in length. Undergraduates should strive for 3-5 secondary sources, and graduate students should strive for 5-7 secondary sources as a minimum.
- All students are welcome to discuss their topics with me in advance.
- Oral presentations will be 8-10 minutes in length, contributing enrichment to the topics of the day (literary, cultural, historical, artistic, tribal). Undergraduates will do one presentation; graduate students will do two.
- The autobiographical writing assignment (2-4 pages) may be an autobiographical reflection from your own life or can be in the genre of fictional autobiography.
- The other autobiographical project will be a creative one and could be a song, video, poem, quilt, poster, drawing, or another form of artistic creation. You will not be judged on your artistic abilities, but rather should see this project as a chance to explore issues in autobiography studies from a different perspective.

LEARNING ENVIRONMENT

- In this discussion/participation seminar, everyone should feel free to contribute ideas, experiences, knowledge, and reactions. Help maintain an environment in which everyone’s opinions and perspectives are respected and valued.
- In this seminar, your voice is valuable and valued. Be willing to assume an active role in your learning/sharing process and respect others who do as well.
- Our readings, activities, and schedule will be flexible in order to accommodate everyone’s needs and interests. You help to shape what we emphasize.
- Help maintain a learning environment by arriving on time, turning off cellular phones and beepers before arriving to class, and avoiding distracting behaviors. Any student whose behavior disturbs our environment may be asked to leave.
- Because my scholarship and pedagogy are informed by feminism, our classroom is one where instruction is facilitated by decentered authority. You are encouraged to participate in your own learning and discovery process, to be
prepared to be challenged as a critical reader and an analytical writer, to be open to new perspectives and to consider new ideas.

**GRADE:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
<th>Grade Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral presentations</td>
<td>10%</td>
<td>89.5 - 100%</td>
<td>A</td>
</tr>
<tr>
<td>Participation in class</td>
<td>25%</td>
<td>79.5 - 89.4%</td>
<td>B</td>
</tr>
<tr>
<td>Writing assignments</td>
<td>20%</td>
<td>69.5 - 79.4%</td>
<td>C</td>
</tr>
<tr>
<td>Autobiographical writing</td>
<td>10%</td>
<td>59.5 - 69.4%</td>
<td>D</td>
</tr>
<tr>
<td>Autobiographical project</td>
<td>10%</td>
<td>59.4% and below</td>
<td>F</td>
</tr>
<tr>
<td>Final paper</td>
<td>25%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Disability Accommodation.** The university is committed to the principle that in no aspect of its programs shall there be differences in the treatment of persons because of race, creed, national origin, age, sex or disability, and that equal opportunity and access to facilities shall be available to all. . . . Any student who, because of a disability, may require special arrangements in order to meet course requirements should contact the instructor as soon as possible to make any necessary accommodations. Students should present appropriate verification from AccessTECH in the Student Counseling Center in West Hall. No requirement exists that accommodations be made prior to completion of this approved university procedure.

Disability status is confidential and should be discussed in private with the instructor once you have completed the appropriate AccessTech verification procedures. Please avoid any announcement in class or other public setting that you wish to discuss disability access. Please ask to speak with me in private so that we can ensure your disability privacy is not compromised.

**Academic misconduct.** “It is the aim of the faculty of Texas Tech University to foster a spirit of complete honesty and a high standard of integrity. The attempt of students to present as their own any work that they have not honestly performed is regarded by the faculty and administration as a serious offense and renders the offenders liable to serious consequences, possibly suspension” (Texas Tech Catalog, 49). Remember, all written work must be your own. You may find definitions of cheating and plagiarism on page 49 of the TT Catalog.

**Absence due to religious observance.** Texas House Bill 256 requires institutions of higher education to excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day. The student shall also be excused for time necessary to travel. An institution may not penalize the student for the absence and allows for the student to take an exam or complete an assignment from which the student is excused. No prior notification of the instructor is required.

**Absence due to officially approved trips.** The Texas Tech Catalog states that the person responsible for a student missing class due to a trip should notify the instructors of the departure and return schedule in advance of the trip. The student may not be penalized and is responsible for the material missed.
TENTATIVE SCHEDULE

1/13  Introduction to class

1/18  *The House on Mango Street*
      Grads: from e-reserve, Introduction to *Getting a Life*

1/20  *The House on Mango Street*
      from e-reserve, Chapter 1 of *Reading Autobiography*

1/25  *The House on Mango Street*
      Rosaldo article “Sandra Cisneros: The Fading of the Warrior Hero” from e-reserve

1/27  *My Name is Seepeetza*
      Wong article “First Person Plural” from e-reserve

2/1   *My Name is Seepeetza*

2/3   *My Name is Seepeetza*
      Beard article “Giving Voice” from e-reserve

2/8   *When I was Puerto Rican*

2/10  Film: TBA

2/15  *When I was Puerto Rican*
      Short autobiographical writing due

2/17  articles on testimonio from e-reserve (Undergrads: Marin article “Speaking Out Together”; Grads: Beverley “The Margin at the Center” and Sommers “No Secrets” as well)
      *I, Rigoberta Menchú*

2/22  *I, Rigoberta Menchú*

2/24  *I, Rigoberta Menchú*

3/1   *I, Rigoberta Menchú*

3/3   *Bobbi Lee: Indian Rebel*

3/8   *Bobbi Lee: Indian Rebel*

3/10  *Bobbi Lee: Indian Rebel*
Week of March 14 – Spring break; no classes

3/22 selections from *does your mama know?*

3/24 selections from *Chicana Lesbians*

3/29 selections from *Borderlands/la Frontera*
Grads: Kaup article “Constituting Hybridity as Hybrid”
final paper topics due

3/31 selections from *Borderlands/la Frontera*

4/5 *Black Eagle Child: The Facepaint Narratives*

4/7 *Black Eagle Child: The Facepaint Narratives*

4/12 *Black Eagle Child: The Facepaint Narratives*

4/14 *Black Eagle Child: The Facepaint Narratives*

4/19 *Woman Between Mirrors*

4/21 *Woman Between Mirrors*

4/26 *Woman Between Mirrors*

4/28 *Woman Between Mirrors*
Beard article “The Mirrored Self” from e-reserve

5/3 Final class—presentation of creative autobiography projects and presentations on final papers

**FINAL PAPER DUE: Friday May 6, 12 noon**
APPENDIX H

School Proposal
It is proposed that the current Department of Classical and Modern Languages and Literatures be converted to the School of Classical and Modern Languages and Literatures located within the College of Arts & Sciences effective the semester after final approvals are received, with a target of Fall 2009.

Executive Summary: Rationale for the Change

Being a School within a College signifies that

1. the unit is unusually large and complex compared to typical departments;
2. the department cannot be effectively governed on the model of a department where the faculty acts as a committee of the whole, but rather is more effectively organized into area-units or divisions that have considerable opportunity for self-governance.
3. The administrative talents required of the Unit head exceed what normally can be expected of the traditional Chair—a senior faculty member who agrees to Chair the department for a few years—but rather requires administrative talents of the sort associated with effective Deans and other career academic administrators.

The sections below marshal evidence to show that CMLL meets the above conditions and thus warrants becoming a School within the College of Arts and Sciences. Indeed it will be shown that CMLL currently is organized on the model of a School and its current Chair functionally acts as a Director of a School. Evidence below includes growth projections for 2013-2014 which forecast a hugely more complex and large unit than the present CMLL.

This proposal and its timing are prompted by the facts that (1) the current CMLL Chair, Dr. Frederick Suppe, turns 69 years old this month (February 2009) and anticipates retiring no later than 2012-2013, but has diabetes-related medical problems that could cause him to retire sooner. (2) When he does retire, a national search will be required to replace him by someone with demonstrated administrative talents that far exceed those of typical Chairs, but rather are commensurate with those of highly effective Deans and Directors of Schools. (3) The candidate pools for Chairs and for Deans & Directors are two distinct pools and only the latter is likely to produce viable candidates. (4) If CMLL is a School and the search is for a new Director, candidates will be drawn from the pool of available Deans & Directors, but if it remains a Department it will not tap this pool effectively.

Finally, below we will show that the costs associated with the conversion from a Department to a School are negligible because the infrastructure for a School already is in place.

No unintended negative consequences are expected.

On April 23, 2007, the CMLL faculty present at a department meeting voted in favor of the proposal 21 yes, 3 no, 0 abstentions. The current February 2009 updating is limited to comparison data, revised growth projections, and other nonsubstantial revisions.
Detailed Considerations Justifying the Change to a College Within Arts & Sciences.

1. Current size and complexity

Measured by number of non-adjunct faculty listed in the 2008-2009 Undergraduate and Graduate Catalog, CMLL is larger than four of the eleven Colleges (including the Law School). Further, measured in number of degree programs it is more complex than any of these four Colleges. The table below provides the specific numbers (with the largest numbers in each category in Bold).

<table>
<thead>
<tr>
<th>Unit</th>
<th>No. of Faculty</th>
<th>No. of degree programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architecture</td>
<td>40</td>
<td>4</td>
</tr>
<tr>
<td>CMLL</td>
<td>41</td>
<td>9</td>
</tr>
<tr>
<td>Honors</td>
<td>14</td>
<td>2</td>
</tr>
<tr>
<td>Law</td>
<td>35</td>
<td>1</td>
</tr>
<tr>
<td>Mass Communications</td>
<td>35</td>
<td>7</td>
</tr>
</tbody>
</table>

In addition CMLL has complete long-semester academic and administrative responsibility for the TTU Study Abroad Center in Quedlinburg, Germany, is responsible for over 80% of the long-semester academic operations at the TTU Seville Center, and runs the following additional Study Abroad summer programs:

<table>
<thead>
<tr>
<th>Language</th>
<th>Location</th>
<th>Courses</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>French</td>
<td>Montpellier</td>
<td>Various</td>
<td>Annually Summer I</td>
</tr>
<tr>
<td>Portuguese</td>
<td>Salvador, Brazil</td>
<td>Various</td>
<td>Alternate years.</td>
</tr>
<tr>
<td>Russian</td>
<td>Various in Russia</td>
<td>Various</td>
<td>Alternate years</td>
</tr>
<tr>
<td>Spanish—Mexico Field Course</td>
<td>San Luis Potosi, Mexico</td>
<td>Third and Fourth years</td>
<td>Annually Summer I</td>
</tr>
<tr>
<td>Spanish—Mini Mexico Field Course</td>
<td>San Luis Potosi, Mexico</td>
<td>2302 in 3 weeks</td>
<td>Annually Summer II</td>
</tr>
<tr>
<td>Spanish—Seville</td>
<td>Seville, Spain</td>
<td>2607, 4th year, Grad</td>
<td>Annually Summer I</td>
</tr>
<tr>
<td>Spanish—Seville</td>
<td>Seville, Spain</td>
<td>1607, 2607</td>
<td>Annually Summer II</td>
</tr>
</tbody>
</table>

With scholarship subsidy from the Italian government, a small number of CMLL students study Italian language and culture in Italy each summer. We are aiming for an annual summer classical archeology filed course program in Greece and/or the Roman world beginning 2010 or 2011, and are working with the International Cultural Center on the establishment of a TTU Arabic & Islamic Studies Center in North Africa. Presently we are the single biggest provider of Study Abroad experiences for Texas Tech students.

The International Teaching Assistant Workshop (ITA) and English as a Second Language (ESL) programs were transferred from the Provost’s Office to CMLL several years ago, and in Classical and Modern Languages and Lit
November 2008 the non-credit for-profit Intensive English Program (IEP) was transferred from Extended Studies to CMLL.

We have majors in Classics (Greek, Latin, or Classics foci), French, German, Russian, and Spanish and minors in 15 languages. We offer Masters degrees in Applied Linguistics, Classics, French, German, and Spanish and the Ph.D. in Spanish. Latin American and Iberian Studies (LAIS) is administratively housed in CMLL. We cooperate in the Comparative Literature, Ethnic Studies, LAIS, Linguistics, and Woman's Studies interdisciplinary degree programs and minors. In a given year we offer scheduled instruction in 16-18 languages. We teach Spanish for hotel and restaurant managers for the Restaurant, Hotel, and Institutional management program of the Department of Nutrition, Hospitality, and Retailing.

CMLL has 155 employees (including vacancies) as of the spring semester 2009:

<table>
<thead>
<tr>
<th>Full time Regular Faculty</th>
<th>44</th>
</tr>
</thead>
<tbody>
<tr>
<td>Horn/Other named Professors</td>
<td>3</td>
</tr>
<tr>
<td>Full Professors</td>
<td>6</td>
</tr>
<tr>
<td>Associate Professors</td>
<td>12</td>
</tr>
<tr>
<td>Assistant professors</td>
<td>14</td>
</tr>
<tr>
<td>Tenure-track/tenured vacancies</td>
<td>5</td>
</tr>
<tr>
<td>Faculty Associate Instructors</td>
<td>4</td>
</tr>
<tr>
<td>Visiting Assistant Professors</td>
<td>2</td>
</tr>
<tr>
<td>All Other Faculty (AOF)</td>
<td>82</td>
</tr>
<tr>
<td>Instructors</td>
<td>12</td>
</tr>
<tr>
<td>GPTIs</td>
<td>47</td>
</tr>
<tr>
<td>TAs</td>
<td>22</td>
</tr>
<tr>
<td>RAs</td>
<td>1</td>
</tr>
<tr>
<td>FLTAs¹</td>
<td>4</td>
</tr>
<tr>
<td>Classified Staff or Equivalent Positions</td>
<td>12</td>
</tr>
<tr>
<td>Part-time Student Employees</td>
<td>11</td>
</tr>
<tr>
<td><strong>TOTAL EMPLOYEES</strong></td>
<td>155</td>
</tr>
</tbody>
</table>

**SUMMARY:** CMLL is bigger than four of the Colleges, is more complex by virtue of numbers of degree programs, languages, majors, minors, study-abroad programs/centers, and countries in which we have operations. In addition we have the International Teaching Assistant (ITA) workshop and the Intensive English Program (IEP).

2. **Comparison with Schools Located Within a College:**

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¹—Fulbright Foreign Language Teaching Assistant. While the salary is not paid by CMLL (paid by IIE/Fulbright), the FLTAs are instructors of record, and bear full instructional accountability to the department for their charged responsibilities.

Classical and Modern Languages and Lit
Presently there are two Schools located within a College: School of Art and School of Music—both within the College of Visual and Performing Arts. Mass Communications was a School within Arts and Sciences until it recently became a separate college. The following Chart (based on the 2008-2009 Undergraduate and Graduate Catalog listings) compares CMLL to the two existing Schools within Colleges and the one former School which is now a College.

<table>
<thead>
<tr>
<th>Unit</th>
<th>No. of Faculty</th>
<th>No. of degree programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Art</td>
<td>29</td>
<td>7</td>
</tr>
<tr>
<td>CMLL</td>
<td>41</td>
<td>9</td>
</tr>
<tr>
<td>College of Mass</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communications</td>
<td>35</td>
<td>7</td>
</tr>
<tr>
<td>School of Music</td>
<td>49</td>
<td>16</td>
</tr>
</tbody>
</table>

This comparison indicates that CMLL exceeds in complexity and size all but one of what historically have been or now are Schools within Colleges.

**SUMMARY:** In size and complexity CMLL is commensurate with other Schools that have been located within Colleges.

3. **Present Organizational Structure of CMLL:**

When the current Chair of CMLL, Dr. Suppe, became Chair in Fall 2002 he quickly concluded that he could not become an effective proactive leader under the existing departmental structure. More precisely he could not provide the needed leadership if he functioned as a typical Department Chair. Dr. Suppe immediately proceeded to do an Administrative and Academic restructuring of CMLL along the lines of a College or a School (See attached Organization Chart).

Organizationally a Department has the Chair at the top and he/she is assisted by an Administrative Business Assistant or two on the operational side, an Associate Chair or two on the academic side, and an Academic Advisor. The Chair is Account Manager on all accounts, makes most fiscal decisions, signs all PAFs, etc. and is supervisor of record for most or all staff.

Colleges ideally are organized very differently. At the top are two persons who co-administer: The Dean and the Business/Administrative Manager of the College. The latter handles most personnel, budgetary, and other matters. This is a senior administrative position demanding skills far above those of even Senior Administrative Assistants and commands a salary commensurate with many senior faculty. The Business Manager supervises various other staff members, and the Dean has a number of Associate Deans as well as Department Chairs to whom much of the day to day management of the College is delegated.

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2 Adjunct faculty are ignored since there is not consistent reporting of them across departments and schools in the Catalog.
Schools properly constituted are organized like Colleges with a Director rather than Dean, and Managing Director at the top. However, Schools are not autonomous, rather being housed within a parent College.\(^3\)

\(^3\) The only exception at TTU is the School of Law which is a College named as a School. We are not proposing becoming a School in this sense.
In Spring 2003, CMLL underwent an administrative and academic restructuring along the lines of a School or College. The Director of the Language Learning Laboratory and Resource Center (LLL&RC), Phade Vader, was promoted to become Managing Director of CMLL. Aided by the Associate Chair, the Administrative Business Assistant, the Senior Academic Advisor and other staff, he directs the day-to-day operation of the department including being Account Manager on all accounts, executing all PAFs, and supervising all staff directly or indirectly except for himself and the Director of the LLL&RC.

Academically, that reorganization resulted in the creation of six Academic Divisions plus the Language lab (officially a branch of the TTU Library System but funded by CMLL) as a seventh Division: The Divisions were:

Applied Linguistics
Classics
French & Italian
German
Language Learning Laboratory & Resource Center (LLL&RC)
Russian and Eastern languages
Spanish & Portuguese

The Intensive English Program (IEP) became a Division in November 2008 and the International Teaching Assistant (ITA) Workshop presently is a separate program not housed in any Division.

Each of these Divisions has their own leadership structure and they function more-or-less like departments in a College—albeit with only the LLL&RC and IEP having separate budgets.

SUMMARY: CMLL currently is organized on the model of a School or a college, involving distributed leadership and decision-making rather than everything being run through a paralyzing committee of the whole (the traditional departmental model) which would break down under our size and complexity.

4. Recent Growth in CMLL.

In 2001, CMLL SCH were slightly below 20,000. In 2005-2006, SCH had risen to 35,500+, and in 2006-2007 (where we had less money to augment AOF) 34,198 and continues at this level. During the period 2002-2007 (the most recent available data), The College of Arts & Science accounted for 56.3% of TTU’s increase in SCH and CMLL was responsible for 49% of the A&S total or 26.3% of the entire TTU total. Undergraduate credit hours were up 49% and MA SCH up 84.9%. Majors and minors have approximately doubled.

AOF budget + summer budget available to support graduate students has roughly doubled from 2002.

Increase in graduate students funded is approximately double since 2002.

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4 August 27, 2008 memo from Dean Jane L. Winer, “Response to SPAR and related”

Classical and Modern Languages and Lit
Despite all this expansion and growth we still are having problems meeting demand in American Sign Language (ASL) and Spanish. Meeting that demand will require even more growth.

SUMMARY: CMLL has become much larger and more complex since the 2003 administrative and academic reorganization. The reorganization on the model of a School has facilitated making CMLL run efficiently and effectively in the face of rapid growth and should enable it to handle anticipated future growth.

5. Five-year prediction of expansion (2013-2014)

We expect substantial growth in CMLL by all measures. Specific projections are as follows:

1. Ph.D. in Second Language Studies (SLS): In 2007 we hired Bill VanPatten, the biggest name in Spanish Second Language Acquisition research and practice, to establish a Second Language Studies Ph.D. program with promised resources to make it be the number one such program in the world within five years. In five years we predict 40-50 funded SLS graduate students (vs. 20 MA students currently funded).

2. American Sign Language (ASL): We are in the process of proposing an American Sign-Language bachelors with an Interpreting option. ASL has experienced 700% enrollment growth since 2002, and with the establishment of this degree program is expected to undergo substantial growth.

3. The transfer of the Intensive English Program (IEP) to CMLL is expected to lead to a restructuring and accrediting of that program. We have sustained first-year half-semester one year growth rates of 34% and 64.9% from Fall I 2007 to Fall I and Fall II respectively of 2008. If we can sustain ~50% annual growth rates that would result in 120 FTE students by 2012. With average class size of 8 and four courses per half term, that would require about 60 for profit sections per semester. We assume that these taught will be a mix of instructors and SLA graduate students—say 17-20 graduate students per year. We assume that 17 of the additional funded graduate students for SLS will be funded by teaching in this program.

4. To sustain stable lower-level Spanish enrollments at 2005-2006 levels and upper-level enrollments at 2006-2007 levels will require the addition of 20 GPTIs who will generate about 4000 additional SCH assuming a campus enrollment of 28,000 students.5

5. This enrollment growth pattern will put additional pressure on the ITA Workshop and require a separate office.

6. The Chancellor has set an enrollment goal of 40,000 by 2020, with 25% of the additional 12,000 being graduate students. Assuming a linear growth, this comes to about 750 undergraduates and 250 additional graduate students per year. If we assume undergraduates take five years to graduate and half have a language requirement, then in

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5 In Fall 2005 we had 970 students in SPAN 1507, but this was made possible by ~$250K in one-time funding which we did not have in 2006-2007. We have to give priority to serving second-year students, majors, and minors which resulted in Fall 2006 spaces in SPAN 1507 dropping to about 500. Thus we had peak first-year enrollments in 2005-2006 followed by peak 2nd-4th year enrollments in 2006-2007 and 2007-2008. The estimates given in the text are what it will take to maintain these 2nd-4th level enrollments while keeping Fall entry to SPAN 1507 at 970 places.
five years there would be at least 5,200 additional SCH in lower-level language enrollments and 1,600 in upper-level enrollments. This would require 15 additional GPTIs just for lower-level.\(^6\)

7. To maintain a satisfactory faculty to graduate student ratio of 1:3 with the addition of the above-mentioned additional funded graduate students, 18 additional tenure and tenure-track faculty will be needed. These faculty will cover increased upper-level enrollments due to growth.

8. If we assume that staff is increased to maintain the present ratio of staff to SCH, then 4 additional staff members will be needed as well as 5 student assistants.

Combining figures from Section 1 with these additional figures, we obtain the following estimates for 2012:

- 46,300 or more SCH
- 257 employees distributed as follows:
  - 61 Full-time faculty
  - 133 TAs & GPTIs and other AOF.
  - 15 Staff
  - 20 Student Assistants
  - 6 Intensive English Program

This growth plausibly might result in the addition of new Divisions. One plausible Divisional structure is the following:

- American Sign Language (BA)
- Classics (BA, MA)
- English as a Foreign Language (ESL, ITA Workshop, IEP)
- French & Italian (BA, MA)
- German (BA, MA)
- Language Learning Laboratory & Resource Center
- Russian and Eastern languages (BA)
- Second Language Studies (former Applied Linguistics Division minus ASL & EFL; MA, PhD)
- Spanish & Portuguese (BA, MA, PhD)

SUMMARY: Based on reasonable assumptions and institutional growth targets, it is clear that five years from now CMLL will be a hugely bigger and more complex unit. One might argue that CMLL currently is functioning well as a Department, hence there is no need to convert it to a School within Arts & Sciences. Any such presumption or hope is dashed once one takes into account these growth projections.

6. Costs of Conversion to a School within Arts & Sciences:

The main changes required at the present time to become a School within Arts & Sciences are:

\(^6\) This, as with all estimates in this document, is conservative in its assumptions. Thus in reality the numbers may prove to be larger than these estimates.
• The Department Chair’s title changes to Director.
• Associate Chair titles become Associate or Deputy Director.
• Letterhead, envelopes, and business cards have to be replaced.
• Web sites, brochures, etc. will need to be revised.

These involve minimal one-time expenses and involve no on-going commitment of extra resources other than what are associated with projected growth (which would be the same whether a Department or a School).

SUMMARY: Costs of converting CMLL from a Department to a School within Arts & Sciences at the present time are negligible.

7. Reasons for Becoming a School within Arts & Sciences, not a College:

Given that CMLL already is bigger and more complex than four of the Colleges and is projected to become much larger and more complex, one might wonder why CMLL wants to become a School within Arts & Sciences rather than a separate College.

Colleges are subject to various performance expectations and evaluated thereby as to their viability. The most important indicators are:

• Quality of their programs as represented in rankings and other measures.
• Formula Funding Balance.
• Externally-funded research in $.
• Capital donations by alumnai and others.

Historically humanities departments, especially ones like CMLL with heavy general education service burdens, are not particularly competitive in any of these accountability measures except the quality of programs.

CMLL performs better on these measures than most foreign and classical languages and literatures departments: Our Formula Funding performance has improved substantially since 2002, the growth in Second Language Studies and the addition of Classical Archeology to the Classics Division open up new avenues of federal and other external funding historically unavailable to the humanities, and we have nearly $3M in endowment. Nevertheless, expected performance in these areas would prove a liability if we were to become a College. This would be especially so if the current post 9-11 surge in foreign language studies were to burst sometime in the future. But as a school housed in Arts & Sciences, our unusually strong performance on these measures by humanities standards helps the overall viability of Arts & Sciences in these accountability measures without being a liability.

Further, as noted in the previous section, the costs associated with the conversion of CMLL to a School at the present time are minimal. They would be much higher were we to become a College. Some of those additional costs are as follows:

• Full-time Development Officer
• Two Associate Deans
• Additional Advisors

Presently these services are provided by Arts & Sciences and would continue to be provided if CMLL becomes a School within Arts & Sciences.

SUMMARY: The most cost-effective means of dealing administratively with the current and projected size and complexity of CMLL is to become a School within Arts & Sciences, not a College.

8. Negative Consequences:

No liabilities from converting CMLL from a Department to a School have been identified. In particular, no unintended negative consequences have been identified.
APPENDIX I

Enrollment Trends Analyses

Full Course Enrollment Data on Which Table 2.20 is Based.
[Insert 4 page legal fold out table here from file "Enrollment Trend Analysis2004-2009.xls"]
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The following table summarizes the trends by subject area, level of offering. A + indicates growth, a ++ very strong growth, s stable, - slight decline, - - declining significantly, nct no clear trend. Blanks indicate comparison in the given category is not relevant or meaningful.

#### Overall Enrollment Trends as Reflected in Above Data

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<td>Spanish</td>
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</table>

#### Full Course Enrollment Data from the 2003 Graduate Review on which the Above Table is Based

---

7 This often is due to few data points, perhaps due to infrequent offerings.
[Insert Legal size 4 page pull out: “2003 ReviewEnrollmentTrends.xls”]
[Insert Legal size 4 page pull out: “2003 ReviewEnrollmentTrends.xls”]
[Insert Legal size 4 page pull out: “2003 ReviewEnrollmentTrends.xls”]
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APPENDIX J

Plans for Producing the
2009 Review Self Study Document
CMLL Graduate Review: To Do Plan

Confirm that the appropriate comparison dates are 2004-2009, not 2002-2007.

Note: All deliverables are to be delivered digitally in MS Word.

I. Program Overview:

Each Division plus ITA Workshop/ESL courses (Dale and Greta) is to supply one short paragraph stating the Division’s/program’s Vision and another short paragraph stating its Goals. Due: digitally to Liz and Fred October 8.

II. Graduate Curricula and Degree Programs.

Scope of programs: FS writes; to include role of Russian, LCTLs in graduate study, ITA Workshop, IEP, ESL. Includes charts comparing our peer institutions as to BA, MA. Ph.D. programs by language.

Check all tables in this part for accuracy wrt numbers of degrees, SCH, etc.: Liz. Deadline: October 8.

Independently calculate number of SCH per fall semester and per academic year 2004-2009.

Course by course enrollment trends 2004 onward with some back comparisons to 2004 trends. Model on Appendix VII-B of the 2004 report. From these we will excerpt data for this section. Liz to do the basic spreadsheet. Deadline: October 8.

FS to do trend analyses based on these spreadsheets and compare to 2004 trends. Also analysis of comparisons to numerical indicators of successful foreign language programs.

Identify any Cross-Listed Courses taught 2004 onward. Include Syllabuses for each.

Technology available to graduate students, TAs, GPTIs: Terry provides bullet list. Due October 8.

Study Abroad/Immersion Opportunities: FS writes.

III. Faculty

Check all tables for accuracy (e.g., they show us having no Horn Professors): Phade. Deadline: October 8.

Need to enquire as to how to correct erroneous tables.
List of all faculty employed during past six years: Theresa. Deadline: October 8.

Publication list: FS completes from Annual Dept. Reports.

List of Editorships (journals and publication series), Editorial Boards, Executive Boards, Officers in national or regional organizations, or similar professional service by year for 2002-2009.

**FS to check to see if, e.g., p. 24 using 2002-2007, rather than 2004-2009 is an error and if I need to re-label all such wrong dates.**

Check faculty workload calculations and supply corrected versions for Fall 2002-2009: Liz. Deadline October 8. [I have no idea how they calculated these but they clearly are wrong for 2002-2007. The correct numbers should be just the averages for full-time faculty.


List of all MA and Ph.D. committees (1) chaired, (2) served on in CMLL, and (3) served on outside CMLL for 2004-2009; listed by degree, name, date degree completed or “in progress,” and sorted by the three categories. All current faculty supply. Deadline October 8. Theresa collects from annual reports for faculty no longer here.

Distribution of faculty and GPTIs/TAs by Division, Fall 2009: Phade supplies. Deadline: October 8

**IV. Graduate Students**

Check numbers of enrolled undergraduates (presumably majors) and graduates for accuracy during the indicated periods and supply corrected data: Liz, Carla, Stephanie. Deadline: October 8.

List of placements for graduate program graduates by year, individual, initial position, employer/university, and location. Assume that placements in Ph.D. or other graduate programs are to be reported. Primary responsibility; Graduate Advisors. Deadline: October 8.


Tally of students receiving any kinds of fellowships or scholarships for each identified fellowship or scholarship by years 2003-2008: Coordinated by Phade assisted by graduate recruiters for each division. Deadline: October 8.

Number of discipline-related refereed papers/book chapters/publications, non-refereed papers/publications, poster presentations, presentations at meetings, and other creative activities and presentations for years 2002-2008 and sorted by MA or Ph.D. students for each category: Coordinated by John Beusterien from A&S e-news archives, augmented by input from faculty and Céfiro. Deadline: October 8.
One-two paragraph descriptions of activities/programs for mentoring and professional preparation of graduate students; be sure to include descriptions of in-service training and mentoring of TAs and GPTIs as teachers: Each Division plus Céfiro and Spanish Coordination Team supplies. Deadline: October 8.

Division accounts of efforts to retain graduate students and achieve timely graduation rates; try to keep to half a page: Each Division. Deadline: October 8.

V. Department

Departmental operating costs as a fraction of employees (ratio of operating budget to faculty and AOF salaries) for academic years 2003-2008: Phade. Deadline: October 8.

Summary of proposals written for years 2002-2007, by year, sorted by Foundation, State, Federal, Other Sources and differentiated between those written by co-PIs in CMLL only and those written by co-PIs from multiple departments: Each faculty member. Deadline: October 8.

Confirm faculty research awards for years 02-03 thru 07/08 on p. 60 and supply corrected data. (It looks to me like my THECB awards, Greta’s NSF, my participation in the Murdough Center Engineering Ethics, and some of Janet’s Hispania funds may not be accurately included: Phade. Deadline: October 8.

Internal Funding Sources for 02/03 – 07/08 (p. 61): Phade. Deadline: October 8.

Scholarships and endowments; table listing each and balances at most recent reporting date: Phade. Deadline: October 8.


HEAF Expenditures broken out by labs, classroom, other (identify), and total for 2002-2008: Phade. Deadline: October 8.

External Accreditation of Programs: FS writes about accreditation plans for IEP.

Vi. Conclusions: 1-2 page summary of observed deficiencies and identified needs: FS writes.

Appendices
Graduate Course offerings: Either a list or a link. Responsibility to be decided. Deadline: October 26.

Recruiting materials: A mix of links to web sites and copies of recruitment brochures (including those for Spanish distributed to Hispanic universities: Coordinated by Liz with input from Division recruiters and from files maintained by Joyce or others. Deadline; October 26.
Graduate Student handbook: The materials supplied at Graduate Student Orientation for Fall 2009: Joyce or Phade. Deadline: October 26.

Graduate Student Organizations: Liz identifies all language/area organizations in CMLL (excluding the rogue Sigma Delta Pi not presently in CMLL) and obtains short descriptions of them and their activities (without regard to whether primarily undergraduate or graduate since undergraduate one are organized by GPTIs in the LCTLs). Deadline: October 26.

Graduate Faculty appointment forms for all tenure track faculty. Pending clarification from the Graduate School some current graduate faculty need to undergo reappointment. They will have to fill out reappointment forms (http://www.depts.ttu.edu/gradschool/docs/facstaff/ApplicationConfirmation.pdf). Any non-graduate faculty wishing to seek provisional graduate faculty status need to fill out the appropriate form (http://www.depts.ttu.edu/gradschool/docs/facstaff/ApplicationProvisional.pdf). Tenure-track and others not requiring reappointment will need to have their previous graduate faculty applications (including CVs) copied and included: Theresa coordinates reappointment forms and the reappointment process, Joyce coordinates copying applications of those not undergoing reappointment. Deadline: October 31.
PROGRAM REVIEW OUTLINE
Classical and Modern Languages and Literature

I. Program Overview – A one to two-page summary of department's vision and goals.
   DEPARTMENT WRITES

II. Graduate Curricula and Degree Programs
    A. Scope of programs within the department
       DEPARTMENT WRITES
    B. Number and types of degrees awarded
       a. Degrees Awarded – Academic Year (chart)
       b. Total Degrees Awarded – Academic Year (chart)
       c. Comparison of Degrees Awarded – Fall Data (Peer info table)
       d. Program Degrees Awarded (table)
    C. Undergraduate and Graduate semester credit hours
       e. Semester Credit Hours – Academic Year (chart)
       f. SCH compared to Budget - Academic Year (chart)
    D. Number of majors in the department
       g. Enrollment by Level – Fall Data (chart)
       h. Total Enrollment by Year – Fall Data (chart)
       i. Comparison of Enrollment – Fall Data (Peer info table)
       j. Program Enrollment (table)
    E. Course offerings and their enrollments over the past six years (enrollment trends by course)
       k. Course Enrollments by Academic Year (table)
    F. Courses cross listed (UG and Grad – need syllabus for both ug and grad individual Courses - REQUIRED)

III. Faculty
    A. Number, rank and demographics of the faculty (tenured and tenure track), GPTI's and TA's
       - Teaching Resources (chart)
       I. Tenured and Tenure-Track by Rank - Fall Data (chart)
       m. Comparison of Full-time Faculty (Peer info table)
    B. List of faculty members (graduate and non-graduate) (table)
       DEPARTMENT COMPLETES
    C. Summary of the number of refereed publications and creative activities (table)
       DEPARTMENT WRITES
    D. Responsibilities and leadership in professional societies
       - Professional Leadership (table) DEPARTMENT WRITES
       - Committee service (table) DEPARTMENT WRITES
    E. Assess average faculty productivity for Fall semesters only (use discipline appropriate criteria to determine)
       - Faculty Workload (table)
       - College SCH/FTE – Fall Data (chart)
       - Department SCH/FTE – Fall Data (chart)
IV. Graduate Students

A. Demographics of applicants and enrolled students
   a. Graduate Student Summary by Category – AY (chart)
   b. Graduate Student Summary by Year – AY (chart)
   c. Graduate Applicants by Region – Fall/Summer Data (chart)
   d. Graduate Applicants - Fall Data (table)
   e. Admitted Graduate Students - Fall Data (table)
   f. Enrolled New Graduate Students - Fall Data (table)
   g. Demographics of Enrolled Graduate Students - Fall Data (table)
   h. Demographics of Enrolled Undergraduate Students - Fall Data (table)

B. Test scores (GRE, GMAT or TOEFL) of enrolled students
   i. Average GRE Scores for Enrolled Graduate Students – Fall Data (chart)

C. GPA of new students
   j. New Graduate Students GPA by Level – Fall Data (chart)

D. Time to Degree in Years (chart)

E. Provide a breakdown of how many enrolled graduate students are RA’s. TA’s or GPTI’s

F. Initial position and place of employment of graduates over the past 6 years (table)

G. Type of financial support available for graduate students.

H. Number of students who have received national and university fellowships, scholarships and other awards
   - fellowships awarded (table) DEPARTMENT ADDS TO
   I. Percentage (%) of full time students receiving financial support – percentage of FTS (≥ 18 SCH)
      with support / the number of FTS -- new CB 6
   J. Average financial support provided – the average financial support provided per full-time graduate student (including tuition rebate) including research assistantships, teaching assistantships, fellowships, tuition, benefits, etc. that is out-of-pocket. -- new CB 7

DEPARTMENT WRITES

K. Graduate Student Publications and Creative Activities (table) – rolling three year average of the
   number of discipline-related refereed papers/publication, juried creative/performance accomplishments, book chapters, books, and external presentations per year per student.

DEPARTMENT COMPLETES - new CB enhanced 18

L. Programs for mentoring and professional preparation of graduate students.

DEPARTMENT WRITES

M. Department efforts to retain students and graduation rates

DEPARTMENT WRITES

N. Percentage of Full Time students –average of the FTS (≥ 9 SCH) / number student enrolled –
   Fall data - new CB 11

O. Student–Core Faculty Ratio (average of full time student equivalent
   (FTSE)/rolling) Fall Data – new CB 8
V. Department
A. Department operating expenses
   - Department Operating Cost - Academic Year (chart)
   - Department Operating Cost as a Fraction of Employees - (table)
     DEPARTMENT COMPLETES
B. Summary of Proposals (Submitted)
   k. Summary of Number of Proposals Written and Accepted (table)
     DEPARTMENT COMPLETES
C. External Research expenditures
   l. Summary of Faculty Awards (table)
   m. Research Expenditures (chart)
   n. Peer Institution Info (if available) (table)
D. Internal funding
   o. Source of Internal Funds (TTU) - (table)
     DEPARTMENT COMPLETES
E. Scholarships and endowments
     DEPARTMENT WRITES
F. Departmental resources for research and teaching (i.e. classroom space, lab facilities) -
   (table)
     DEPARTMENT COMPLETES
G. HEAF expenditures (table)
     DEPARTMENT COMPLETES
H. External Program Accreditation – Name of body and date of last program accreditation review
   including description of body and accreditation specifics. – new CB 17
     DEPARTMENT COMPLETES

VI. Conclusions – a one- to two-page summary of the observed deficiencies and needs identified
by your review. Highlight areas of greatest need and areas of significant contributions.
     DEPARTMENT WRITES

VII. Appendices – should include, but not be limited to, the following:
Table of Contents
A. Strategic plan
   - Attachment from Strategic Planning website
B. Course Offerings (table)
   DEPARTMENT COMPLETES
C. Recruiting Materials
   DEPARTMENT WRITES/SUPPLIES COPIES
D. Graduate Student Handbook
   DEPARTMENT WRITES/SUPPLIES COPIES
E. Graduate Student Association(s) - Description and information
   DEPARTMENT WRITES
F. Graduate Faculty Information (current Confirmation/Reconfirmation forms for all tenured and
   tenure-track faculty)
   DEPARTMENT ATTACHES COPIES
APPENDIX K

Spanish 2009 Graduate Survey Instrument and Tabular Results
Survey of Graduate Students' Experience –
Spanish-Portuguese Division – Fall 2009

As part of the self-study of the Spanish-Portuguese program, we believe that input from our graduate students would be extremely valuable. Below you will find a survey that covers various aspects of your experience at Texas Tech studying and teaching in the Spanish-Portuguese Division of the Department of CMLL. We request that you share with us your individual feelings and thoughts by completing it as follows: (1) Respond to each of the statements as indicated below, and (2) If you feel that it would be helpful, provide specific comments. This survey must be anonymous. Consequently, we ask that you do not provide your name. Once you have completed the survey, print a hard copy, place it in a sealed envelope, and put the envelope in the mailbox of Dr. Laura Beard. The deadline for the evaluation is Friday, September 25th, 2009, 5pm. Your participation in this evaluation process will be greatly appreciated!

Using the following scale, please type an X to the right of the number that bests represents your feelings or experience here in our department. If you would like to provide comments, please type them below that item. If you need additional space, continue on a separate page:

1 = Strongly Disagree  2 = Disagree  3 = Agree  4 = Strongly Agree

1. (Only if applicable) The instruction and guidance provided by the department concerning immigration and visa issues have been clear and helpful.

   1   2   3   4

Comments:

2. The instruction and guidance provided by the department concerning my employment (including benefits, e.g. insurance) have been clear and helpful.

   1   2   3   4

Comments:

3. Pre-fall departmental orientation is effective in helping me understand policies, procedures and expectations.

   1   2   3   4

Comments:

4. The one evening academic orientation held the first week of classes provides a good introduction to the Spanish graduate program and graduate faculty.

   1   2   3   4

Comments:
5. The registration process for courses and the degree plan as outlined by the Spanish Division is unambiguous; it offers students a clear outline of how they need to progress in the program in order to complete their Masters and/or Ph.D in a timely manner.  

Comments:

6. The professional lectures (i.e., guest speakers addressing various topics) sponsored by the Spanish-Portuguese Division have been interesting and informative.  

Comments:

7. Guidance for preparing to enter the job market (e.g. preparing portfolios, writing application letters, preparing for interviews, etc.) would be helpful.  

Comments:

Instructional Topics

1. (Only if applicable) The ITA workshop during the summer prior to my first year at Tech was helpful in becoming better acquainted with second language instruction in the United States and improving my ability to communicate with students in English.  

Comments:

2. The pre-fall Spanish-Portuguese orientation workshop is effective in helping me understand how and what I will be expected to teach.  

Comments:

3. In general, for the classes that I have been assigned to teach, the explanation of course policies and procedures has been clear and complete.  

Comments:

4. The periodic instructional meetings/workshops held during the semester have been informative and helpful towards the teaching of my courses.  

Comments:
5. The textbooks and other instructional material (including the BlackBoard online activities) make a positive contribution to the students' learning of the language and developing the four language skills (listening, speaking, reading, and writing). 1 2 3 4
Comments:

6. The support that I receive from the coordination team is helpful and I have found them to be readily available when I have questions or special needs. 1 2 3 4
Comments:

7. The observations of the courses that I teach help me to improve my teaching ability. 1 2 3 4
Comments:

Graduate Webpage

1. The application process to enter the Spanish graduate program is clearly outlined on the webpage. 1 2 3 4
Comments:

2. The webpage provides sufficient information to understand the Spanish program. 1 2 3 4
Comments:

3. The webpage needs to include links to useful, practical information for incoming graduates such as housing options, cost of living etc. 1 2 3 4
Comments:
4. The website needs to include news and information related to the division or other professional interests.

Comments:
### Results of the Survey Data

<table>
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<th>Strongly disagree = 1.0-1.75</th>
<th>Strongly agree = 3.25-4.0</th>
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<td>Disagree = 1.75 - 2.5</td>
<td>Agree = 2.5 - 3.25</td>
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<th>Questions</th>
<th>Average</th>
<th>Result</th>
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<tr>
<td><strong>I. Academic related topics</strong></td>
<td></td>
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</tr>
<tr>
<td>1. (Only if applicable) The instruction and guidance provided by the department concerning immigration and visa issues have been clear and helpful.</td>
<td>2.32</td>
<td>Disagree</td>
</tr>
<tr>
<td>2. The instruction and guidance provided by the department concerning my employment (including benefits, e.g. insurance) have been clear and helpful.</td>
<td>1.9</td>
<td>Disagree</td>
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<tr>
<td>3. Pre-fall departmental orientation is effective in helping me understand policies, procedures and expectations.</td>
<td>3.12</td>
<td>Agree</td>
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<td>4. The one evening academic orientation held the first week of classes provides a good introduction to the Spanish graduate program and graduate faculty.</td>
<td>3.26</td>
<td>Strongly agree</td>
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<tr>
<td>5. The registration process for courses and the degree plan as outlined by the Spanish Division is unambiguous; it offers students a clear outline of how they need to progress in the program in order to complete their Masters and/or Ph.D. in a timely manner.</td>
<td>2.47</td>
<td>Disagree</td>
</tr>
<tr>
<td>6. The professional lectures (i.e., guest speakers addressing various topics) sponsored by the Spanish-Portuguese Division have been interesting and informative.</td>
<td>2.93</td>
<td>Agree</td>
</tr>
<tr>
<td>7. Guidance for preparing to enter the job market (e.g. preparing portfolios, writing application letters, preparing for interviews, etc.) would be helpful.</td>
<td>3.81</td>
<td>Strongly agree</td>
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<tr>
<td><strong>II. Instructional topics</strong></td>
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</tr>
<tr>
<td>1. (Only if applicable) The ITA workshop during the summer prior to my first year at Tech was helpful in becoming better acquainted with second language instruction in the United States and improving my ability to communicate with students in English.</td>
<td>1.5</td>
<td>Strongly disagree</td>
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<tr>
<td>2. The pre-fall Spanish-Portuguese orientation workshop is effective in helping me understand how and what I will be expected to teach.</td>
<td>2.31</td>
<td>Disagree</td>
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<td>3. In general, for the classes that I have been assigned to teach, the explanation of course policies and procedures has been clear and complete.</td>
<td>2.75</td>
<td>Agree</td>
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<td>4. The periodic instructional meetings/workshops held during the semester have been informative and helpful towards the teaching of my courses.</td>
<td>2.13</td>
<td>Disagree</td>
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</table>
5. The textbooks and other instructional material (including the BlackBoard online activities) make a positive contribution to the students' learning of the language and developing the four language skills (listening, speaking, reading, and writing).  

<table>
<thead>
<tr>
<th>Score</th>
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<tr>
<td>2.2</td>
<td>Disagree</td>
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</table>

6. The support that I receive from the coordination team is helpful and I have found them to be readily available when I have questions or special needs.  

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<tr>
<th>Score</th>
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<tr>
<td>2.53</td>
<td>Agree</td>
</tr>
</tbody>
</table>

7. The observations of the courses that I teach help me to improve my teaching ability.  

<table>
<thead>
<tr>
<th>Score</th>
<th>Agreement</th>
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<tbody>
<tr>
<td>2.2</td>
<td>Disagree</td>
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</table>

### III. Graduate webpage

1. The application process to enter the Spanish graduate program is clearly outlined on the webpage.  

<table>
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<tr>
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<tbody>
<tr>
<td>3</td>
<td>Agree</td>
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</table>

2. The webpage provides sufficient information to understand the Spanish program.  

<table>
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<tr>
<th>Score</th>
<th>Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.68</td>
<td>Agree</td>
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</table>

3. The webpage needs to include links to useful, practical information for incoming graduates such as housing options, cost of living etc.  

<table>
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<tr>
<td>3.43</td>
<td>Strongly Agree</td>
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</table>

4. The website needs to include news and information related to the division or other professional interests  

<table>
<thead>
<tr>
<th>Score</th>
<th>Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.47</td>
<td>Strongly Agree</td>
</tr>
</tbody>
</table>
Graduate Program Review
Qualitative Results from the Spanish Graduate Students Survey

The following is a summary highlighting the most frequent Spanish graduate students’ comments in their answers to the survey questions, as they were reviewed by the ad hoc committee.

I. Academic related topics

1. (Only if applicable) The instruction and guidance provided by the department concerning immigration and visa issues have been clear and helpful. There were no comments on this issue (it only applies to international students), although the numeric results (2.32) point to an almost split opinion.

2. The instruction and guidance provided by the department concerning my employment (including benefits, e.g. insurance) have been clear and helpful. Very strong negative comments. Major concerns include:
   • Unclear health insurance information
   • Poor health insurance benefits and coverage when compared with other institutions. Especially critical of the fact that coverage doesn’t start after three months from the moment they start working.
   • Administration’s lack of professionalism and lack of sensitivity on questions like payroll delays.

3. Pre-fall departmental orientation is effective in helping me understand policies, procedures and expectations. Students’ comments suggest the need for a more focused and less redundant orientation.

4. The one evening academic orientation held the first week of classes provides a good introduction to the Spanish graduate program and graduate faculty. Very positive response

5. The registration process for courses and the degree plan as outlined by the Spanish Division is unambiguous; it offers students a clear outline of how they need to progress in the program in order to complete their Masters and/or Ph.D. in a timely manner. General positive response. Concerns address the lack of clarity regarding credit hours, especially transferring credits (inconsistent information on the web page).

6. The professional lectures (i.e., guest speakers addressing various topics) sponsored by the Spanish-Portuguese Division have been interesting and informative. Positive response. They would like to see more lectures by CMLL Spanish and Portuguese faculty.

7. Guidance for preparing to enter the job market (e.g. preparing portfolios, writing application letters, preparing for interviews, etc.) would be helpful. Highlighted as an urgent need.
II. Instructional topics

1. (Only if applicable) The ITA workshop during the summer prior to my first year at Tech was helpful in becoming better acquainted with second language instruction in the United States and improving my ability to communicate with students in English. Very strong negative response. ITA workshop seems to be not useful and even aggravating. Comments suggest the need for the ITA workshop to be tailored to the specific needs of Spanish graduate students.

2. The pre-fall Spanish-Portuguese orientation workshop is effective in helping me understand how and what I will be expected to teach.
Suggestions include:
- Better time management
- More practice, less theory; fewer policies, more teaching instruction
- Need to focus on the incoming TAs and GPTIs

3. In general, for the classes that I have been assigned to teach, the explanation of course policies and procedures has been clear and complete. The policies and procedures are very detailed, but there are too many policies. Main problem: their implementation is inconsistent and not smooth.

4. The periodic instructional meetings/workshops held during the semester have been informative and helpful towards the teaching of my courses. Very negative feedback on Mcnutt’s performance (unprepared and unprofessional). Too much bureaucracy and not enough emphasis on learning how to teach. Positive aspect of the workshop: input from professors and veteran instructors.

5. The textbooks and other instructional material (including the BlackBoard online activities) make a positive contribution to the students’ learning of the language and developing the four language skills (listening, speaking, reading, and writing). There seems to be major technological problems with online instruction. Pointed out as a very strong concern: a marked inconsistency between the textbook, the online instruction, the in-class teaching and the testing materials. This seems to be an area of deep frustration that reflects also the frustration experienced by the undergraduate students in the two first years of the Spanish program.

6. The support that I receive from the coordination team is helpful and I have found them to be readily available when I have questions or special needs. Mixed responses. Team seems to be helpful, but again there are strong complaints about Mcnutt’s lack of professionalism and seemingly arbitrary behavior.

7. The observations of the courses that I teach help me to improve my teaching ability. Some complaints about non qualified observers (instructors with less seniority and experience than the one being observed), personal bias, and lack of professional feedback after observation.
III. Graduate web page

The comments in this area were sparse, and they can be summarized as a feeling of some improvement, but a need to increase quality of format and content. As one answer states, the web page gives our program “an image of mediocrity.”
APPENDIX L

Graduate Faculty Information

DEPARTMENT ATTACHES COPIES of entire Confirmation/Reappointment forms submitted for Graduate Faculty Reviews for every faculty member employed during the six years covered in this review (even tenure-track and non-tenured).
GRADUATE FACULTY APPLICATION FORM
TEXAS TECH UNIVERSITY
Confirmation/Reappointment

Instructions: Please complete this cover sheet and type complete and specific information in each category as outlined on the attached page. Do not enclose resume.

Name: Laura Jean Beard Department/Unit: CMLL

Rank/Title: __Associate Professor__ Date Submitted: __11/13/09___ Appointment Date: __Sept. 1995__

TTU Email: __laura.beard@ttu.edu__ Phone: ___806-742-3145 ext 265___ Mailstop: __2071__

Mailing Address: __CMLL, TTU____ City/State: __Lubbock, TX____ Zip: 79409__

1. Tenured or tenure-earning appointment
   X _ Continuing record of scholarly accomplishment for the past 6 years.
   ___ Reappointment of lapsed membership.
2. ___ Ex-officio (rank of collegiate dean or higher)
3. ___ Faculty with significant administrative assignments (e.g., department chair, institute director, associate dean)
4. ___ Adjunct (employed outside the department/area or outside the University)
5. ___ Visiting (in a non-tenure-earning position within the University)
6. ___ Retired faculty
   
   OP 64.10 permits departments and colleges to place restrictions on the duties of Adjunct or Visiting Graduate Faculty or retired Graduate Faculty (e.g., such as “cannot direct a dissertation,” etc.). Please list briefly any restrictions, or indicate “none.”

Restrictions:

Peer Evaluation Vote: Appointed or elected subcommittee, or all members of the Graduate Faculty, according to department/area policy.

#____ Approve #____ Disapprove #____ Abstain

Peer Evaluation Representative:

_____ Approve _____ Disapprove

Comment:

Signature

Chair, Department/Area: (Please attach memo explaining any unusual circumstances.)

_____ Approve _____ Disapprove

Comment:

Signature

College Dean:

_____ Approve _____ Disapprove

Comment:

Signature

Graduate Council Action: To be completed by the Office of the Graduate Dean. Updated 11/5/01
I. Academic Background (begin with last degree; include post-doctoral work)
   Include: Degree  PhD
   Field  Hispanic Studies
   Institution  The Johns Hopkins University
   Year Awarded  1994

   Postdoctoral work:
   Newberry Library Summer Seminar on “American Indian Autobiography as Tribal and Personal History: Who Gets to Tell the Story?”, Summer 2002

   National Endowment for the Humanities Summer Institute on “Environmental Ethics and Issues: Alaska as a Case Study,” Summer 2001


II. Professional Experience, Academic and Nonacademic (begin with present position)
   Title  Associate Professor of Spanish, Portuguese, Comparative Literature, Women’s Studies & Latin American & Iberian Studies
   Institution/Agency  Texas Tech University
   Year(s) 2000 -- present

   Fulbright Research Chair in Native Studies
   University of Alberta
   2008-2009

   Fulbright Senior Scholar in Mexico
   Universidad de las Americas, Puebla, Mexico
   1999-2000

   Assistant Professor of Spanish, Portuguese, Comparative Literature, Women’s Studies & Latin American & Iberian Studies
   Texas Tech University
   1995 - 2000

   Visiting Assistant Professor of Spanish
   University of Victoria, Victoria, BC, Canada
   1994-1995

   Visiting Instructor of Spanish
   University of Victoria, Victoria, BC, Canada
   1993-1994

III. Direction of Graduate Students (completed theses and dissertations directed in last six years)
   Include: Student’s Name Judie Collazo
   Degree PHD
   Institution  TTU
   Year Completed  2007

   Frederick Weiser
   PHD
   TTU
   Passed comprehensive exams; currently writing dissertation, defense expected March 2010
IV. Other Service on Graduate Committees in Last Six Years (excluding III)

Ph.D. Students in Spanish: (3) Rene Salazar, CMLL, TTU, ABD; Ruben Rodriguez, TTU; Keith Anthis TTU (exam cmte only),
Ph.D. Students in English: (4) Lonie McMichael, Tech Comm & Rhetoric, TTU, ABD; Allison Boye, English, TTU, PhD 2005; Delores Dubois, English, TTU, PhD, 2007; Linda McMann, English, TTU (student withdrew from candidacy)
Ph.D. Student in Theatre: (1) Radhica Ganapathy, Theatre, TTU, defended October 2009
M.A. Students in Spanish: (4) Magdalena Pando, Valerie Wehmeyer, Erin Phillips, Olimpia Gonzalez, TTU
M.A. Student in Translation Studies, Modern Languages & Cultural Studies, University of Alberta: (1) Geraldine Barandiaran-Muñoz, University of Alberta
M.S. in Human Development and Family Sciences: (1) Erika Brooks, TTU
M.Ed. in Bilingual Education: (1) Jose Lopez, TTU

V. Graduate Courses Taught in Last Six Years (list course numbers only once plus the years each was taught.)
Include:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Institution</th>
<th>Year</th>
</tr>
</thead>
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<tr>
<td>PORT 5307</td>
<td>Brazilian Women Writers in Translation</td>
<td>TTU</td>
<td>Fall 2009</td>
</tr>
<tr>
<td>C LT 5310</td>
<td>Comparative Literature and Cultural Studies</td>
<td>TTU</td>
<td>Summer 2009</td>
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<tr>
<td>SPAN 5355</td>
<td>Latin American Women Writers</td>
<td>TTU</td>
<td>Spring 2004</td>
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<td>Autobiographical Traditions in the Americas</td>
<td>TTU</td>
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<td>Latina Women Writers in the Diaspora</td>
<td>TTU</td>
<td>Fall 2005</td>
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<tr>
<td>WS 5310</td>
<td>Feminist Thought and Theories</td>
<td>TTU</td>
<td>Fall 2007</td>
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<td>SPAN 5376</td>
<td>20th Century Spanish American Prose</td>
<td>TTU</td>
<td>Spring 2007</td>
</tr>
<tr>
<td>SPAN 5355</td>
<td>Women’s Autobiographical Writings in Latin America</td>
<td>TTU</td>
<td>Spring 2008</td>
</tr>
</tbody>
</table>
Book at University Press

Acts of Narrative Resistance: Women's Autobiographical Writings in the Americas
Charlottesville & London: University of Virginia Press, 2009 xiii & 199
American Literatures Initiatives Series
http://www.upress.virginia.edu/books/beard.html

Edited Journal Issues

Landscapes of Desire: Conversations on Brokeback Mountain, Intertex 10.2 (Fall 2006); special issue on co-edited with David Larmour.

Published Book Chapters


Published Articles in Refereed Journals


“Contar la vida de una familia también es contar la historia de un país’: El libro de los recuerdos de Ana María Shua” in Hispanófila 148 (Fall 2006): 45-57.


Forthcoming Book Chapters

“Beyond Folktales and Noble Indian Stuff: Teaching Ray Young Bear’s Autobiographical Narratives” in “Broadening the Native Canon: Re-mapping the Literary Landscape” ed. Debra Barker & Connie Jacobs.

Forthcoming Article


Book Reviews

Weaver, Jace, Craig S. Womack, and Robert Warrior's American Indian Literary Nationalism in Intertexts 10.2 (Fall 2006).

Bibliography Entries


VII. Current Participation in Professional Associations


Association for the Study of American Indian Literatures, attended meetings and presented papers 2008, 2006, 2005

International Autobiography Association, attended conference and presented paper 2008

Native American & Indigenous Studies Association, attended conference and presented paper 2007 (had paper accepted for 2008 but had to cancel attendance due to illness)

Feministas Unidas, attended meetings 2005, 2008;

Association of Canadian Studies in the United States, attended meetings & presented papers 2006,
American Association of University Women
Brazilian Studies Association
Latin American Studies Association
American Comparative Literature Association
Phi Beta Kappa
Sigma Delta Pi

Editorial Work:

- Intertexts, Associate Editor, Editor, September 2000 – 2009, Advisory Board, 1997-summer 2000
- Revista canadiense de estudios hispánicos, 2009
- American Indian Culture and Research Journal, 2009
Referee for proposals: Outside reader for faculty grant proposals, College of Arts & Humanities, Weber State University, 2007-2008

VIII. Professional Papers and Abstracts for Last Six Years

Closing lecture as invited keynote speaker at the I Encontro Nacional Cultura e Tradução at the Universidade Federal da Paraíba, Brazil, September 9-11, 2009.

"How Autobiographical Texts Contribute to Truth and Reconciliation"—two hour-long workshops, as an invited presenter at the “Truth and Reconciliation: Healing the Legacy of Residential Schools” Conference at the King’s University College, Edmonton, Alberta, Canada, January 21-22, 2009.


Panelist, Discussion panel on film screening of “Niiigaanibatowaa: Frontrunners,” University of Alberta, Edmonton, Alberta, November 18, 2008.


"Framing the Narrative: Narrative, Photographs, and Memory in Ana María Shua’s El Libro de los Recuerdos” for the International Conference on Narrative Literature, Austin, TX, May 2008.


"An instrument with which he could reckon his own place in the world”: N. Scott Momaday’s The Names” Native American Literature Symposium, Mystic Lake, MN, March 27-30, 2008.

"Creativity in the Classroom: Using Creative Assignments to Foster Deeper Student Learning and Engagement,” an hour long workshop as part of The Fourth Annual Advancing Teaching and Learning Conference at Texas Tech University, February 21-22, 2008.

"Reading Indian Residential School Narratives as Testimonial Literature" at the International Conference on Narrative, Washington, DC. March 15-18, 2007.


"First Nations Narratives of the Residential School Experience" at the Native American Literature Symposium, Soaring Eagle Casino Hotel, Michigan, April 2006.


"'You Was Where You Lived': Place and Identity in Native Cultures" at the Texas Tech University conference on Natural History and the Art and Literature of Place, Lubbock, TX, February 2006.


"Giving Voice to Mothers: Ana María Shua's ‘Como una buena madre’" at the Céfiro Annual Conference, Texas Tech University, April 2004.


"Double-Voiced Texts of Testimonial Literature: Me llamo Rigoberta Menchú y así me nació la conciencia and Bobbi Lee, Indian Rebel" at the Annual Southern Comparative Literature Association Conference, Austin, TX, September 18-20, 2003.

IX. Grant and Contract Activity for Last Six Years
List grants, contracts or other types of sponsored research activity in the last six years. Note title of the proposal, date, and the sponsoring agency; dollar amount is optional. Include proposals that (a) were evaluated by an appropriate peer group, (b) made a contribution to graduate education, (c) indicate which ones were funded.

**Funded external grants:** Fulbright Research Chair in Native Studies, University of Alberta, 2008-2009
Other Research Grants Solicited

- Nominated by Texas Tech University for a National Endowment of the Humanities Summer Stipend for Summers 2006 and 2007, $5,000, to support work on book project "Killing the Indian in the Child: Narratives of the Indian Residential School Experience"
- Fulbright Distinguished Chair in American Studies at the University of Alberta, Canada, 2004-2005, nominated for the award by the U.S. Fulbright Commission
- Franklin Research Grant, American Philosophical Society, $6,000, to support work on "Killing the Indian in the Child: Narratives of the Indian Residential School Experience"

University Sources

- Faculty Development Leave, a competitively-granted research sabbatical, Fall 2008
- Arts & Humanities Initiative Research Grant, TTU, $10,000, for work on residential school narratives book project, January 2006-August 2007
- Big 12 Faculty Fellowship, $2,500, to visit University of Kansas and Haskell Indian Nations University for work on residential school narratives book project and to visit Indigenous Nations Studies Program at KU, Fall 2006
- Faculty Development Leave, a competitively-granted research sabbatical, Spring 2006
- Research conference funding, TTU, $1,920, for conference on narrative literatures and theories, to be held April 2008 (not awarded)
- Research Enrichment Funds, TTU, $27,892, for work on residential school narratives book project, requested Fall 2007 (not awarded)

Extra-departmental Travel Grants Awarded

- $1,000 from the Office of the Vice President for Research to present a paper at I ENCULT, João Pessoa, Paraíba, Brazil, September 2009
- $600 from the Special Assistant to the President for Institutional Diversity to present a paper at the Native American Literature Symposium, Mystic Lake, MN March 27-30, 2008
- $750 from the Office of Research Services to participate in Association of Canadian Studies in the United States conference in St. Louis, MO, November 2005

X. Indicate other professional activities that contribute to graduate education (software development, new course development, adjudication, service on government panels, symposia or conferences organized, consulting for state and federal organizations, honors and awards received, etc.

HONORS AND AWARDS

- Spencer A. Wells Award for Creativity in Teaching, 2008
- President’s Academic Achievement Award recipient for excellence in research, teaching and service, 2008
- Departmental and College nominee for President’s Academic Achievement Award (for excellence in research, teaching and service), 2007
• Member of the Texas Tech Teaching Academy (2001-present)
• Fulbright Senior Specialist in American (US) Literature candidate, 2003-2008
• Charter Member of Lambda of Texas, Phi Beta Kappa chapter at Texas Tech University

New Courses developed:

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Term</th>
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<tbody>
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<td>Brazilian Women Writers in Translation, Fall 2009</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Spring 2008</td>
<td></td>
</tr>
</tbody>
</table>

Other activities contributing to graduate education:

• Faculty Mentor for TEACH (Teaching Effectiveness And Career enHancement) Program for PhD students, 2009-2010

• TEACH Program Poster Competition Reviewer, Spring 2008, Spring 2007

• TEACH workshop on effective classroom strategies, Fall 2004


• TEACH workshop for new TEACH mentors, September 2007

• Discussion leader for Faculty Women’s Reading Circle discussion of Wise Women: Reflections of Teachers at Mid-Life, sponsored by Teaching, Learning & Technology Center

• Workshop for GPTI’s in Economics Department on “Opening a Dialogue: GLBTQQ Issues in the Classroom,” 2006

• Mentor for Assistant Professor through A & S Mentoring Program, 2002 – 2003, 2008, 2009-2010

• Discussion leader, English Department Book of the Month, Sherman Alexie’s The Absolutely True Diary of a Part-Time Indian, July 2008

• Graduate Dean’s Representative at Dissertation Defense, Candidate: Aaron Randolph
  
  Dissertation Director: William Wenthe, Degree: PhD in Creative Writing, Spring 2009

• Acting Spanish convener, fall 2008

• Elected Director of the Spanish & Portuguese Division, November 2008

• Spanish Graduate Faculty, 1995 – present

• Spanish Graduate Curriculum Committee, 1998 – present

• Spanish Graduate Advisor (acting), spring 2005 – summer 2005
• Chair, U.S. Latino Literature MA Exam reading list committee
• Chair, Latin American Literature 1950 – present MA Exam reading list committee
• Chair, Scholarship Committee, 2004
• Creativity in Teaching Workshop for Spanish GPTIs, Spring 2008
• Spanish Search Committees, 2003-2004, 2004-2005
• Comprehensive Tenure Review Committee, 2000, 2003
• Member of Faculty of Tenure & Promotion Committee, 2008
• Chair, Selection Committee for the Sevilla program faculty for Spring 2005, 2006
• Chair, Selection Committee for Mexico Field Course Co-Director for Summer 2007
• Women's Studies Curriculum Committee, 2002- present
• Women’s Studies Director Nomination Committee, 2001-2004
• Comparative Literature Faculty, 1996 - present
• Latin American & Iberian Studies Faculty, 1995 - present
• Reader in The Sincerest Form of Flattery – book reading co-sponsored by the English Department and Women’s Studies, March 25, 2008
• Guest speaker in ENGL 4373/5337 Studies in Linguistics course on Native American Languages, Spring 2007
• Guest lecture on Rigoberta Menchú, testimonio, and the problematics of autobiographical truth, to the Spanish graduate class on “Indigenous America” in the Department of Modern Languages & Cultural Studies at the University of Alberta, March 19, 2009.
October 10, 2005

Dr. John Beusterien
Classical and Modern Languages and Literatures
Mailstop 2071

Dear Dr. Beusterien:

I am pleased to inform you that the Graduate Council has elected you to membership on the Graduate Faculty. Such membership recognizes strong scholarly credentials and outstanding potential for both graduate instruction and the supervision of student research. In the Council's judgment, you have demonstrated the qualifications to be a member of the Graduate Faculty, and I share in that judgment.

I am confident that you will make a strong contribution to the success of our graduate programs and I look forward to association with you in this work.

Whenever there is any way in which we can assist you from this office, please feel free to call upon us.

Sincerely,

Wendell Aycock
Associate Dean

WA:cls

xc: Fred Suppe
GRADUATE FACULTY APPLICATION FORM
TEXAS TECH UNIVERSITY
New Applicants Only

Instructions: Please complete this cover sheet and attach resume or c.v. and supporting documentation.

Name: ____Stefanie Borst____ Department/Unit: CMLL ______________________

Rank/Title: _Assistant Professor of German_ Date Submitted: _4/16/04_ Appointment Date: Sept. 2004_

TTU Email: _stefanie.borst@ttu.edu_ Phone: ____742-4372____ SSN: ____337-66-4750____________

Mailing Address: ___CMLL__ City/State: __Lubbock, TX__ Zip: __79409__Mailstop: __42071____

1. Tenured or tenure-earning appointment
   _X__New appointment (terminal degree awarded less than 5 years ago, or previously employed where publication and scholarly activities were not expected)
2. ___Ex-officio (rank of collegiate dean or higher)
3. ___Faculty with significant administrative assignments (e.g., department chair, institute director, associate dean)
4. ___Adjunct (employed outside the department/area or outside the University)
5. ___Visiting (in a non-tenure-earning position within the University)
   _OP 64.10 permits departments and colleges to place restrictions on the duties of Adjunct or Visiting Graduate Faculty (e.g., such as "cannot direct a dissertation," etc.). Please list briefly any restrictions, or indicate "none."_

Restrictions:

Peer Evaluation Vote: Appointed or elected subcommittee, or all members of the Graduate Faculty, according to department/area policy.

   # 22 Approve  # 2 Disapprove  # 0 Abstain

Peer Evaluation Representative:

   _✓_ Approve  ___ Disapprove
   Comment: ____________________________
   Signature: ____________________________

Chair, Department/Area: (Please attach memo if circumstances warrant.)

   _✓_ Approve  ___ Disapprove
   Comment: ____________________________
   Signature: ____________________________

College Dean:

   ___ Approve  ____ Disapprove
   Comment: ____________________________

Signature: ____________________________

Graduate Council Action: (To be completed by the Office of the Graduate Dean.) Updated 11/5/01
Name: Peter G. Christiansen  Department/Unit: Classics
Rank/Title: Professor of Classics  Date Submitted: 10/1/09  Appointment Date: 1969
TTU Email: peter.christiansen@ttu.edu  Phone: 742-9145  Campus Mail Stop: 2071
Mailing Address: P.O. Box 42021  City/State: Lubbock, TX  Zip: 79409

1. ______ Tenured or tenure-earning appointment - Continuing record of scholarly accomplishment for the past 6 years
2. ______ Reappointment of lapsed membership
3. ______ Ex-officio (rank of collegiate dean or higher)
4. ______ Faculty with significant administrative assignments (e.g., department chair, institute director, associate dean)
5. ______ Adjunct (employed outside the department/area or outside the University)
6. ______ Visiting (in a non-tenure-earning position within the University)
7. ______ Retired Faculty

OP 64.10 permits departments and colleges to place restrictions on the duties of Adjunct or Visiting Graduate Faculty or retired Graduate Faculty (e.g., such as "cannot direct a dissertation," etc.). Please list briefly any restrictions, or indicate "none".

Restrictions:

Peer Evaluation Vote: Appointed or elected subcommittee, or all members of the Graduate Faculty, according to department/area policy.

# ______ Approve  # ______ Disapprove  # ______ Abstain

Peer Evaluation Representative:

_____ Approve  _____ Disapprove

Comment:  
Signature  
Printed Name:  

Chair, Department/Area: (Please attach memo explaining any unusual circumstances.)

_____ Approve  _____ Disapprove

Comment:  
Signature  
Printed Name:  

College Dean (of department submitting this application):

_____ Approve  _____ Disapprove

Comment:  
Signature  
Printed Name:  

Graduate Council Action: (To be completed by the Office of the Graduate Dean)  
Updated 10/19/06
I. Academic Background

Degree: Ph.D.
Field: Classics
Institution: University of Wisconsin (Madison)
Year Awarded: 1963

Degree: M.A.
Field: History
Institution: University of Wisconsin (Madison)
Year Awarded: 1957

Degree: B.A.
Fields: History and Latin
Institution: Carroll College
Year Awarded: 1956

II. Professional Experience

Title: Chair of Philosophy
Institution: Texas Tech University
Years: 2002-2009

Title: Chair of CMLL
Institution: Texas Tech University
Years: 1990-2002

Title: Director of Honors
Institution: Texas Tech University
Years: 1969-1981

Title: Professor of Classics
Institution: Texas Tech University
Years: 1963-2009

III. Direction of Graduate Student


IV. Other service on Graduate Committees

Ph.D. (English) Dissertation Committee: 1 (Graduated May, 2006).

M.A. (Classics) M.A. Thesis Committee: 1 (Graduated May, 2006).

V. Graduate Courses Taught

Institution: Texas Tech University
Courses: GRK 5330 (2008 and 2009)
GRK 5340 (2004)
LAT 5360 (2005)

VI. Published Research and Creative Activities


VII. Professional Paper


VIII. Current Participation in Professional Associations

Memberships:

American Classical League
American Philological Association
Archaeological Institute of America
Association of Ancient Historians
Classical Association of the Middle West and South
International Society for the Classical Tradition


IX. Grant Activity

None.

X. Other Professional Activities at Texas Tech University

New Course: GRK 5330 – History
Year: 2008
New Course: GRK 5340
Year: 2004 - Homer
New Course: LAT 5360
Year: 2005 - Tacitus
November 4, 2005

Dr. George Cole
CMLL-Spanish
Mailstop 2071

Dear Dr. Cole:

I am pleased to inform you that the Graduate Council has elected you to membership on the Graduate Faculty. Such membership recognizes strong scholarly credentials and outstanding potential for both graduate instruction and the supervision of student research. In the Council's judgment, you have demonstrated the qualifications to be a member of the Graduate Faculty, and I share in that judgment.

I am confident that you will make a strong contribution to the success of our graduate programs and I look forward to association with you in this work.

Whenever there is any way in which we can assist you from this office, please feel free to call upon us.

Sincerely,

Wendell Aycock
Associate Dean

WA:cls

xc: Fred Suppe
Instructions: Please complete this cover sheet and attach resume and supporting documentation.

Name: Erin Collopy            Department/Unit: CML

Rank/Title: Assistant Professor            Date Submitted: 3/26/98

Basis of Nomination: TTU Email Address: ________________________________

1. Tenured or tenure-earning appointment
   X New appointment (terminal degree awarded less than 5 years ago, or previously employed where publication and
      scholarly activities were not expected)
2. ___ Ex-officio (rank of collegiate dean or higher)
3. ___ Faculty with significant administrative assignments (e.g., department chair, institute director, associate dean)
4. ___ Adjunct or Visiting status (employed outside the University or in a non-tenure-earning position with the University)
   OP 50.20 permits departments and college to place restrictions on the duties of retired Graduate Faculty or Adjunct
   or Visiting Graduate Faculty (e.g., such as “cannot direct a dissertation,” etc.). Please list briefly any restrictions, or
   indicate “none.”

Restrictions:

Peer Evaluation Vote: Appointed or elected subcommittee, or all members of the Graduate Faculty, according
to department/area policy.

   3 Approve    0 Disapprove    0 Abstain    (record vote)

Peer Evaluation Representative:

   ___ Approve    ___ Disapprove    (check one)
   Comment:

________________________________________
Signature

Chair, Department/Area:

   X Approve    ___ Disapprove    (check one)
   Comment: 1998, Ph.D.
   ______________________
   Signature
   Dr. Christiansen

College Dean:

   ___ Approve    ___ Disapprove    (check one)
   Comment:

________________________________________
Signature

Graduate Council Action: To be completed by the Office of the Graduate Dean.
# Texas Tech

**Affirmative Action Personnel Record Form**

Proper completion of this form is a requirement of the TTU and TTUHSC Affirmative Action Programs. This form is to be completed for faculty, staff, and student positions.

## I. Employee Information

1. Name of Employee: Erin Collopy  
   Race: W  
   Sex: F  
   Disabled Person: Vietnam or Special Disabled Veteran
2. Position Title: Assistant Professor  
   Position Vacancy:  
   Salary: 32,000
3. Department:  
   Date Employed:  
4. Employment Status: Part-Time  
   Full-Time: X  
   Temporary: 4.5 mos. or less

## II. Recruitment and Appointment Information

5. ( ) Initial Appointment  
   ( ) Reappointment  
   ( ) New Position  
   (X) Replacement for Laura Churchill
   If Replacement, Race: W  
   Sex: F  
   Salary:  
   of previous employee?
6. List recruitment advertising, contracts and correspondence:  
   Newspaper: Local  
   State  
   National  
   Personnel Office: TTU  
   TTUHSC  
   Other  
   Professional Journals: MLA and AATSEEL
   Personal Contacts:
7. Number applied for position: Men: 9  
   Women: 19  
   Blacks: 0  
   Hispanics: 0  
   Asian or Pacific Islanders: 0  
   American Indians:  
   Disabled Persons:  
   Vietnam Era or Special Disabled Veterans: 
8. Number interviewed: Men: 0  
   Women: 4  
   Blacks: 0  
   Hispanics: 0  
   Asian or Pacific Islanders: 0  
   American Indians: 0  
   Disabled Persons:  
   Vietnam Era: 0  
   or Special Disabled Veterans:
9. Give reasons for final selection (if applicable, cover reasons for nonselection of applicants from the protected groups mentioned on lines 7 & 8):
10. Give reasons why selected applicant rejected a legitimate job offer (if applicable):

## III. Change in Employment Status or Separation

11. Type of action
   ( ) Promotion; were other employees considered? Yes  
   ( ) Merit Increase  
   ( ) Job Reclassification  
   ( ) Transfer within Tech  
   ( ) Change % FTE  
   ( ) Leave without pay  
   ( ) Demotion  
   ( ) Separation from Tech
12. If action was an “Unfavorable” separation (ie: dismissal) or demotion, give specific reasons for action:

13. Effective date of change of status or separation:

**Signatures** hereby certify that the employment action(s) described above adhered to the institution's Equal Employment Opportunity and Affirmative Action policies and programs and that all employment records will be retained for three years.

**Signature of Department Head**

3/26/98

**Signature of Administrative Official**

Date

Rev. 2/96
## Personnel Action Form

**Status Information**

- **Official:** CMLL
- **Effective Date:** 9/1/98

**RENEWAL APPOINTMENT DATA**

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<th>Job Class Code / Title</th>
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<td>100.00</td>
<td>9/1/97</td>
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<td>29,034</td>
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**W APPOINTMENT DATA**

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<th>Account Number / Name</th>
<th>ORI</th>
<th>Job Class Code / Title</th>
<th>Position Number</th>
<th>Percent Effort</th>
<th>Begin Date</th>
<th>Total Amount for Period Specified</th>
<th>Monthly or Hourly Rate</th>
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</thead>
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<td>033030/Assistant Professor</td>
<td>100.00</td>
<td>9/1/98</td>
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**Budget/ Payroll Use**

- **Department Signature:** 3/26/98
- **Date:** 3/26/98
- **Personnel/ Division Human Resources:** Date
Department of Slavic Languages and Literature
January 3, 1998

Dr. Peder Christiansen, Chair
Dept. of Classical & Modern Languages and Literatures
Texas Tech University
Lubbock, TX 79409

Dear Dr. Christiansen:

As the chairman of Erin Collopy's Ph.D. supervisory committee and her dissertation reading committee, I am pleased to inform you that Ms. Collopy successfully defended her dissertation on December 3, 1997. She is now putting finishing touches on her dissertation, and I am confident that she will submit it to the Graduate School soon. As soon as she submits it, she will have completed all requirements for the Ph.D. degree in Slavic Linguistics at this university.

Sincerely yours,

Herbert Coats
Associate Professor
FACULTY RECRUITMENT PROCEDURE CHECKLIST

Vacancy (Position Title) Assistant Professor of Russian

Position Vacancy # 1998TLF025

Department/Unit Classical and Modern Languages
Initiation Date Fall 98

A. Authorization and Preparation

1. (x) Authorization from the Dean to fill a faculty vacancy.
2. (x) Designation of an individual to serve as "Search Committee Chairperson" Lewis Tracy (name).
3. (x) Search Committee Chairperson contacts the Provost's Office to review necessary procedures and requirements.
4. (x) Obtain position vacancy number from Provost's Office.
5. (x) Establish file for this vacancy action. Information and applications in file are to be available only to those involved in the search process.

B. Recruitment

1. (x) Prepare position description for the specific position:
   a. (x) Requirements all directly job related.
   b. (x) No requirements omitted which will be used later in the selection process.
   c. (x) Minimum requirements-education, experience, skill and others-clearly and measurably expressed.
   d. (x) Additional desirable requirements, if any, clearly identified and justifiable.
   e. (x) Consistent with equivalent positions in the University.
2. (x) Advertising the vacancy to broaden the applicant resource pool:
   a. (x) Chronicle of Higher Education (by itself not considered adequate; not required for all positions).
   b. (x) Professional letters and journals for the specific discipline (also not considered adequate by themselves).
   c. ( ) Letters to institutions known to have significant numbers of minority faculty and students.
   d. ( ) Letters to other sources-industries, institutes, agencies which have significant numbers of women, minorities or other protected groups.
   e. (x) Notification of job vacancy sent to:
      (1) Director of Affirmative Action (Attachment B)
      (2) Personnel Office, who sends to the Governor's EEO Office
      (3) Texas Tech University Career Placement Service

C. Screening

1. (x) As each letter of application, resume, or vita is received, a letter of acknowledgment and a copy of the Applicant Data card (Attachment C) is mailed to each applicant.
2. (x) Full and equal consideration given to each applicant who possessed minimum qualifications listed in the position description.
3. (x) Weights, if used, must be justifiable and uniformly applied.
4. (x) Desirable requirements not leading to over-qualification.
5. (x) No "hidden factors" used.

D. The Faculty Searches Affirmative Action In-Progress Review form should be completed after the first screening (Attachment D).

E. Interview

1. (x) All questions are job-related, limited to the position description, and neutral in character.
2. (x) Same set of questions were asked of each applicant.
3. (x) Applicants were informed that they will be notified of the result of the selection process.
4. (x) Require that applicants whose native language is English are identified through country of origin, academic training in English or other credible means.
5. (x) Ensure that applicant whose native language is not English is proficient in use of the English language by achieving a satisfactory score on the Test of Spoken English by the Educational Testing Service or agrees to language training requirements set by the Texas Legislature.

F. Selection

1. (x) Selectee satisfies minimum requirements of position description.
2. (x) Selectee possesses balanced profile regarding desirable requirements (if in the position description).
3. (x) Factors not in the position description were not considered or used in the selection.
4. (x) Over-qualification exceeding minimum and desirable requirements not given undue weight.
5. (x) In a situation involving applicants with generally equal qualifications, full consideration was given to the equal employment opportunity objectives.
6. (x) If a minority or female was in the top group of candidates considered, a legitimate offer must first be made to the minority or female when an underutilization exists.
7. (x) Salary and rank offerings were the same for all applicants and generally consistent with salary/rank of similar positions. If discrepancies exist, be prepared to defend your actions on the basis of desirable requirements listed in position description, experience, references/recommendations, previous salary of applicant, etc.

G. Record Keeping

1. (x) Retain following records in department for three years:
   a. (x) Copy of position description
   b. (x) Explanation of screening process-factors, weights, etc.
   c. (x) Records of interviews of all applicants interviewed
   d. (x) Application forms and qualifications for all applicants
e. (x) Final report and reasons for the specific selection
f. ( ) Reasons for rejections by applicants of position offer

2. (x) Records of applicants to be used for subsequent vacancies.

H. Copies of the following are to accompany the Personnel Action Form:

1. (x) Affirmative Action Personnel Record Form (Attachment G).
2. ( ) Reasons for rejection by applicants (Attachment F).
3. (x) This completed Faculty Recruitment Procedure Checklist.

Explain deviations or exceptions to the above in the space below or on added sheets.
MEMORANDUM

Date: December 15, 1997

TO: Vice Provost for Academic Affairs

FROM: Department of Classical and Modern Languages

SUBJECT: Affirmative Action Information

On December 11, 1997, this department selected Erin Collopy (name) to fill the position of Assistant Professor of Russian (rank).

Total number of applicants for this position: 28

This position was offered to and rejected by the following applicants:

<table>
<thead>
<tr>
<th>NAME</th>
<th>REASON FOR REJECTION BY APPLICANTS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>

Reasons the position was not offered to known minority/protected group candidates, if any.

<table>
<thead>
<tr>
<th>Reason</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

Attachment F
OP 32.16, Vol. I
3/28/96
Faculty Searches
Affirmative Action In-Progress Review

Date Dec. 1, 1997

Department Classical and Modern Languages and Literatures

Position Vacancy/Title Assistant Professor of Russian

Expected to be filled for: Autumn Semester 1998. Position Vacancy # 1998TLF025

Search Committee Chairperson Lewis Tracy

Search Committee Members: Males 2 Females 0

Blacks 0 Hispanics 0 Others

1. Advertisement for this position was placed in:
   Chronicle of Higher Education x Black Issues ______ El Noticiero Nacional (TACHE Newsletter) ______ Other (Specify) ______ AATSEEL ______

2. Institutions or professional groups contacted by letter were: (list by group or type if applicable, rather than individually) Nearly all major Ph. D. granting Slavic departments were contacted by mail.

3. Directories consulted for locating minority candidates:
   Coordinating Board Minority Faculty Registry ______ (See Attachment E for instructions)

Check with the Provost’s Office to see if any specific directories are currently available ______

4. How many applications were received for the position? 28

5. How many candidates appear to be? female 19 minority 0

6. How many of the candidates meeting initial qualifications established for the position appear to be? female 4 minority 0

7. How many of those who appeared to be female/minority candidates were continued for consideration after the first screening? female 2 minority 0

8. Describe any special search efforts made to attract female and minority candidates.

Please return this completed form to your dean and a copy to the Affirmative Action Office immediately after the first screening of candidates and before interviews are arranged.

If this checklist does not fit your search process, please discuss the process with the dean, the Office of Affirmative Action or the Office of the Provost before continuing.

Lewis Tracy
Search Committee Chair
REQUEST FOR REGISTRY CANDIDATES FORM

TYPE ALL INFORMATION

Institution: Texas Tech University
Department: Classical and Modern Languages and Literatures
Address: Box 42071
City: Lubbock
State: Texas
Zip Code: 74909

Contact Person: Lewis Tracy
Phone: (806) 742-3286

Position Available: Assistant Professor of Russian
Position is a: Tenure Track

Faculty: X
Administrator: 
Professional Non-Faculty: 

Minimum Degree Required: Ph. D.
Discipline(s) of Degree: 132
(Please Use Codes from Discipline Area List)

Years of Experience Required: None

Minorities, Women, and persons with disabilities are encouraged to apply.
THECB 5/94
November 4, 2005

Dr. Idoia Elola
CMLL-Spanish
Mailstop 2071

Dear Dr. Elola:

I am pleased to inform you that the Graduate Council has elected you to membership on the Graduate Faculty. Such membership recognizes strong scholarly credentials and outstanding potential for both graduate instruction and the supervision of student research. In the Council's judgment, you have demonstrated the qualifications to be a member of the Graduate Faculty, and I share in that judgment.

I am confident that you will make a strong contribution to the success of our graduate programs and I look forward to association with you in this work.

Whenever there is any way in which we can assist you from this office, please feel free to call upon us.

Sincerely,

Wendell Aycock
Associate Dean

WA:cls

xc: Fred Suppe
TExAS tech univErSiTy
Graduate Faculty Application Form

Instructions: Please complete this cover sheet and type complete and specific information in each category as outlined on the attached page. Do not enclose resume.

Name: Ingrid Fry  Department/Unit: CMLl
Rank/Title: Associate Professor  Date Submitted: 13 January 2004  Appointment Date: August 1995
TTU Email: Ingrid.Fry@ttu.edu  Phone: 742-0564  SSN: 212-94-4068
Mailing Address: TTU Department of CMLl  City/State: Lubbock  Zip: 79409-2071  Mailstop: 42071

1. Tenured or tenure-earning appointment
   X Continuing record of scholarly accomplishment for the past 6 years.
   ___ Reappointment of lapsed membership.
2. ____ Ex-officio (rank of collegiate dean or higher)
3. ____ Faculty with significant administrative assignments (e.g., department chair, institute director, associate dean)
4. ____ Adjunct (employed outside the department/area or outside the University)
5. ____ Visiting (in a non-tenure-earning position within the University)
6. ____ Retired faculty
   OP 64.10 permits departments and colleges to place restrictions on the duties of Adjunct or Visiting Graduate Faculty or retired Graduate Faculty (e.g., such as "cannot direct a dissertation," etc.). Please list briefly any restrictions, or indicate "none."

Restrictions:

Peer Evaluation Vote: Appointed or elected subcommittee, or all members of the Graduate Faculty, according to department/area policy.

# 22 Approve  # 4 Disapprove  # 1 Abstain

Peer Evaluation Representative:

✓ Approve  ___ Disapprove
Comment: [Signature]

Chair, Department/Area: (Please attach memo explaining any unusual circumstances.)

Approve  ___ Disapprove
Comment: see attached
[Signature]

College Dean:

___ Approve  ___ Disapprove
Comment: [Signature]

Graduate Council Action: To be completed by the Office of the Graduate Dean.
Please type complete and specific information in each category as outlined below. Do not enclose resume. Limit responses to the last six years. If being reconsidered after three years probation, respond for the probationary period only.

I. Academic Background (begin with last degree; include post-doctoral work)
   Include:
   Degree: Ph.D.
   Field: German Literature
   Institution: Washington University
   Year Awarded: 1994

II. Professional Experience, Academic and Nonacademic (begin with present position)
   Include:
   Title: Associate Professor,
   Institution/Agency: Texas Tech University
   Year(s): 1995-present (tenured and promoted from assistant professor in 2002)

III. Direction of Graduate Students (completed theses and dissertations directed in last six years)
   Include:
   Student’s Name: Diana Holdenried
   Degree: Master's Degree in German
   Institution: Texas Tech University
   Year Completed: 2002

IV. Other Service on Graduate Committees in Last Six Years (excluding III)
   Include:
   No. Students: 15
   Department: CMLL, Music, History
   Institution: CMLL

V. Graduate Courses Taught in Last Six Years (list course numbers only once plus the years each was taught.)
   Include:
   Institution: Texas Tech University
   Course Numbers: Germ 6000, Germ 7000, Germ 5304, Germ 5317, Germ 5318, Germ 5319.
   Year(s):
   Germ 6000 (2001, 2002),
   Germ 7000 (2001),
   Germ 5304 (1999),
   Germ 5318 (1999, 2001),

VI. Published Research and Creative Activity in Last Six Years (do not include in-house reports)
   List: articles, books, and creative activities pertinent to your discipline. List abstracts and papers presented at professional meetings in VIII below. For publications, show complete authorship and provide exact titles, dates, and inclusive page numbers. Fully describe performances, showings, compositions, etc., for items in the Fine Arts and related areas.

   Refereed Articles:

   “Authorizing the Proto-feminist Bettine von Arnim: Gender Dichotomies and Feminine Authority in Goethe’s ‘Beautiful Amazon’ and La Roche’s Sternheim.” Forthcoming in the Lessing Jahrbuch (June 2003): 125-144.

   “Virtual Site-seeing: Student Bildungsreisen on the Web.” Die Unterrichtspraxis / Teaching German, a publication of the American Association of Teachers of German. (Spring 2002) Co-authored with Dr. Charles Grair: 141-146.


   Article reprinted in: Nineteenth Century Literature Criticism 123 (May 2003).
VII. Current Participation in Professional Associations
Include: Association: Modern Language Association
Association: American Association of Teachers of German
Years Meetings Attended: 1998.
Association: Goethe Society
Association: Women in German
Association: South Central Modern Language Association
Association: Margaret Fuller Society
Association: North American Society for the Study of Romanticism America
Association: American Comparative Literature Association
Association: Lessing Society

VIII. Professional Papers and Abstracts for Last Six Years

Professional Presentations:


“A Multisensory Look at the Holocaust.” Presented to area students and teachers for the Division of Public Education in the International Cultural Center of Texas Tech University, October 2001.

“Goethe’s ‘Beautiful Amazon’ and La Roche’s Fräulein von Sternheim: Gender Dichotomies and Feminine Authority in two Late 18th Century Novels.” Comparative Literature Symposium. Texas Tech University, January 2000.

“A Multisensory Look at the Holocaust.” Presented to area students and teachers for the Division of Public Education in the International Cultural Center of Texas Tech University, October 2000.

“Remembering the Holocaust.” Presented to area students and teachers for the Division of Public Education in the International Cultural Center of Texas Tech University, October 1999.


“Imagining the Unimaginable: Why Should One Teach a Course on the Literature of the Holocaust in a German Program?” Second Bi-Annual Holocaust Studies Conference at Middle Tennessee State University. April 1998.

IX. Grant and Contract Activity for Last Six Years
List grants, contracts or other types of sponsored research activity in the last six years. Note title of the proposal, date, and the sponsoring agency; dollar amount is optional. Include proposals that (a) were evaluated by an appropriate peer group, (b) made a contribution to graduate education, (c) indicate which ones were funded.

Community Project Grant, Texas Council for the Humanities, applied September 2003, approved January 2004 for the amount of $3,500. This grant sponsored activities related to the Comparative Literature Symposium on “Memory and History: Cultural Representations on Displacement and Genocide.”

Grant from the National Endowment for the Humanities ($3,700). Summer Institute for College and University Teachers. (“Memorv. Historv. and Dictatorship: The Legacy of World War II in France, Germany, and Italy”)
X. Indicate other professional activities that contribute to graduate education (software development, new course development, adjudication, service on government panels, symposia or conferences organized, consulting for state and federal organizations, honors and awards received, etc.)

Symposium Directed
Co-Director of 37th Annual Comparative Literature Symposium, Texas Tech University, organized for Spring 2004.

New Graduate Courses Developed
New course development (Fall 2003): CLT 5310, Distance learning (and regular on campus) graduate course on the representation of displacement and genocide. Designed to coordinate with the 37th Annual Comparative Literature Symposium, Spring 2004.

New Course Development (2001): Germ 7000, Remembering the Nazi Past in German Literature.

Honors
Member of Phi Beta Delta, Honor Society for International Scholars, since 2001.

Workshops and Colloquia Attended

Business German Sessions, ACTFL Conference, Dallas, TX, 20-22 October, 1999.


Updated 11/5/01
Date: January 21, 2004
Re: Ingrid Fry Graduate Faculty Reappointment.
From: Frederick Suppe, CMLL Chair

Out of 27 votes, 4 disapproved and 1 abstained regarding the reappointment of Associate Professor Ingrid Fry to the Graduate Faculty.

The relevant CMLL Standards for regular Graduate Faculty membership are as follows:

1. Possession of the terminal degree (Ph.D.).

2. Ongoing instruction, advising of graduate students, and/or mentoring of graduate students’ research and creativity, including such activities as course development, chairing and/or serving on thesis and dissertation committees, and participation in the recruitment, selection and re-evaluation of graduate students, TA’s and GFTI’s. Satisfaction of this requirement is to be assessed relative to opportunities available to faculty in the language or subject area.

3. Evidence of current interest and involvement in scholarly research and publication as substantiated by the publication of books, monographs, or chapters therein, and editing collections of essays with reputable presses; and scholarly articles in refereed professional journals. Additional evidence includes presentations at professional conferences, especially refereed or invited papers. Other venues, such as professionally-vetted proceedings, audiotapes, videos, electronic publications, exhibitions, theatrical productions, creative writing, etc., may also constitute evidence of qualifiable scholarly research and/or creative activity, together with awards, prizes, substantive reviews and citation indices for the period under review, evincing current scholarly impact; active participation in scholarly organizations, and successful applications for competitive grants.”

Based on the reapplication document, only #3 could be construed as problematic because of just three publications during the period. To make that the sole basis for a negative vote would require ignoring seven scholarly presentations, two externally funded grants, and the fact she is co-directing the annual Comparative Literature Symposium this year. Further, Dr. Fry underwent successful tenure and promotion review and was promoted in 2002. It is disingenuous to think that the same work that merited promotion to Associate Professor would not qualify for continuation on the graduate faculty 18 months later.
GRADUATE FACULTY APPLICATION FORM
TEXAS TECH UNIVERSITY
Confirmation/Reappointment

Instructions: Please complete this cover sheet and type complete and specific information in each category as outlined on the attached page. Do not enclose resume.

Name: Abdelhafid GAFAITI ___________ Department/Unit: CMLL ________________

I. Rank/Title: Qualia Professor of French ________________ Date Submitted: January 10, 2004 ________________ Appointment Date: September 1, 1995 ________________

TTU Email: hafid.gafaiti@ttu.edu ___________ Phone: 742-1561 ___________
SSN: __187-74-2091 ________________

Mailing Address: _CMLL Department, Texas Tech University ___________ City/State: Lubbock __________________
_Zip: __ TX 79409-2071 __ Mailstop: _2071 ________________

1. Tenured or tenure-earning appointment
   _X__ Continuing record of scholarly accomplishment for the past 6 years.
   ___ Reappointment of lapsed membership.
2. ___ Ex-officio (rank of collegiate dean or higher)
3. ___ Faculty with significant administrative assignments (e.g., department chair, institute director, associate dean)
4. ____ Adjunct (employed outside the department/area or outside the University)
5. ____ Visiting (in a non-tenure-earning position within the University)
6. ___ Retired faculty

   OP 64.10 permits departments and colleges to place restrictions on the duties of Adjunct or Visiting Graduate Faculty or retired Graduate Faculty (e.g., such as "cannot direct a dissertation," etc.). Please list briefly any restrictions, or indicate "none."

Restrictions:

Peer Evaluation Vote: Appointed or elected subcommittee, or all members of the Graduate Faculty, according to department/area policy.

# 26 Approve # 1 Disapprove # 0 Abstain

Peer Evaluation Representative:

☑ Approve ___ Disapprove

Comment: ____________________________

Signature: ____________________________

Chair, Department/Area: (Please attach memo explaining any unusual circumstances.)
I. Academic Background

Degree: Doctorate
Field: French, Francophone and Comparative Literature
Institution: Université Paris XIII, France (with Honors)
Year Awarded: 1994

II. Professional Experience

A. Texas Tech

Title: Jeanne Charnier-Qualia Professor of French and Francophone Studies
Institution: Texas Tech University
Years: 1995 to the Present

B. Other Institutions

Title: Visiting Professor

University of Utah (Middle-East Center and Department of French)
2003 (Spring Semester)

Université Paris IV-Sorbonne (Department of French and Program in Comparative Literature)
2002 (Fall Semester)

The University of California at Santa Cruz (The Literature Board)
The University of California at Davis (Department of French and Italian)
1998 (Spring Quarter)
III. Direction of Graduate Students

A. Dissertations Completed

Katharine Harrington  
PhD.  
Brown University  
2003

Dr. Karine Rabain  
PhD.  
The University of California at Davis  
2003

Dr. Jose Francisco Moreno-Herrera  
PhD.  
Texas Tech University  
2003

Dr. Ali Yedes  
PhD.  
The University of California at Davis  
1999

B. ABDs

Barbara Boyer  
The University of Southern California

Carole Edwards  
Purdue University

Fred Weiser  
Texas Tech

Sophie West  
Texas Tech

C. MA Theses Completed

Lénaïc Huet  
Texas Tech University
Barbara Boyer
Texas Tech University
1998

Karine Rabain
Texas Tech University
1997

Carole Edwards
Texas Tech University
1997

IV. Other Service on Graduate Committees

1. Organization and Chairing of MA Comprehensive Examinations:

No Students: 16
Department: CMLL
Institution: Texas Tech

2. Member of MA Committee

No Students: 1
Department: Mechanical Engineering
Institution: Texas Tech

2. Independent Studies:

No Students: 3
Department: CMLL
Institution: Texas Tech

IV. Graduate Courses Taught

A. Texas Tech University

FREN 5321: From Fiction to Film: Twentieth French Society and Culture (1997)

D. Other Institutions

2003 (Spring Semester)
  University of Utah (Middle-East Center and Department of French)
    - Women and Islam
    [One Week Graduate Seminar]

2002 (Fall Semester)
  Université Paris IV-Sorbonne (Department of French and Program in Comparative Literature)
    - Francophone Studies in the United States
    [One Week Graduate Seminar]

1998 (Spring Quarter)
  The University of California at Santa Cruz (The Literature Board)
    - Francophone Literature and Culture: From Negritude to Creolity [Graduate Course]

(Spring Quarter)
  The University of California at Davis (Department of French and Italian)
    - Immigrant Culture and France: [Graduate Course]

VI. Published Research and Creative Activity

1. Books


    Reviewed namely in:
      - Ibla 65.1 (2002): 151
      - FEI Actualité 252 (1999): 21-22

2. Monographs


3. Articles and Book Chapters


**VII. Current Participation in Professional Associations**

Alliance Française (Founding Member, Lubbock Chapter)  
2003

Phi Delta Phi (Honorary Member)  
1995 to the Present

The Texas Association of Middle-East Scholars  
2001, 2000

American Comparative Literature Association  
1999

Association for Canadian Studies in the United States  
1999

Centre International d'Etudes Francophones  
1998

African Literatures Association  
1998, 1997

Modern Languages Association  
1997

- Member of the Editorial Board of *Expressions Maghrébines* (Paris; Algiers; Casablanca)  
2001 to the Present:

- Director of the bilingual book series *Etudes Transnationales, Francophones et Comparées/Transnational, Francophone and Comparative Studies* (Paris; Montreal; Budapest; Torino: L'Harmattan)  
2000 to the Present

- Member of the Editorial Board of *Le Maghreb Littéraire* (Toronto; Los Angeles).  
1998 to the Present

- Member of the Advisory Board of *Intertexts* (Texas Tech University)
1996 to the Present

VIII. Professional Papers

SELECTED PAPERS PRESENTED

1. Invited Lectures


"Immigrants in Contemporary France." French Department, University of Utah. April 3, 2003.


2. Selected Conference Papers


“Censorship and the Press in the Arab World.” The Texas Association of Middle Eastern Scholars Annual Conference. The University of Texas at Austin. 24-25 March, 2000.


IX. Grant and Contract Activity

Texas Tech University Development Leave 2000

X. Other Professional Activities

1. New Courses Developed

FREN 5315: Quebec Literature (1998)
FREN 5328: Immigrant Culture in France (1998)
FREN 5321: From Fiction to Film: Twentieth French Society and Culture (1997)
FREN 5327: French Civilization (1997)

2. Conferences Organized


- Co-director of the 35th Annual Texas Tech University Comparative Literature Symposium on Transnational Cultures, Diasporas, and Immigrant Identities in France and the Francophone World. 21-23 March 2002.


3. Honors and Awards

2003 Outstanding Researcher of the Year (College of Arts and Sciences) [Texas Tech University]

2002 Outstanding Researcher of the Year (College of Arts and Sciences) [Texas Tech University]

2002 Professing Excellence in Teaching Award [Texas Tech University]

1997 Outstanding Professor and Researcher [U. S. I. A.]
GRADUATE FACULTY APPLICATION
TEXAS TECH UNIVERSITY
Confirmation / Reappointment

Instructions: attached page. Do not enclose resume.

Please complete this cover sheet and type complete and specific information.

Name: Greta Gorsuch

Rank/Title: Associate Professor

TTU Email: grete.gorsuch@ttu.edu

Mailing Address: Classical and Modern Languages and Literatures

1. X Tenured or tenure-earning appointment - Continuing record of scholarly accomplishment for the past 6 years
2. ______ Reappointment of lapsed membership
3. ______ Ex-officio (rank of collegiate dean or higher)
4. ______ Faculty with significant administrative assignments (e.g., department chair, institute director, associate dean)
5. ______ Adjunct (employed outside the department/area or outside the University)
6. ______ Visiting (in a non-tenure-earning position within the University)
7. ______ Retired Faculty

OP 64.10 permits departments and colleges to place restrictions on the duties of Adjunct or Visiting Graduate Faculty or retired Graduate Faculty (e.g., such as "cannot direct a dissertation," etc.). Please list briefly any restrictions, or indicate "none".

Restrictions:

Peer Evaluation Vote: Appointed or elected subcommittee, or all members of the Graduate Faculty, according to department/area policy.

# ______ Approve

Peer Evaluation Representative:

_____ Approve

Comment:

Chair, Department/Area: (Please attach memo explaining any unusual circumstances.)

_____ Approve

Comment:

College Dean (of department submitting this application):

_____ Approve

Comment:

Graduate Council Action: (To be completed by the Office of the Graduate Dean)
Please type complete and specific information in each category as outlined below. Do not enclose resume. Where indicated, limit responses to the last six years. If being reconsidered after three years probation, please use the "provisional" application.

I. Academic Background (begin with last degree; include post-doctoral work)
   Include:  
   Degree  
   Certificate of Completion  
   Field  
   Bilingual/ESL Summer Institute  
   Institution  
   University of New Mexico  
   Year Awarded  
   #  
   2003

II. Professional Experience
   Include:  
   Title  
   Ed.D.  
   Curriculum, Instruction, and Technology in Education  
   Institution  
   Temple University  
   Year(s)  
   #  
   1999

III. Direction of Graduate Study
   Include:  
   Student's Degree  
   M.A.T.  
   Teaching English to Speakers of Other Languages  
   Institution  
   School for International Training  
   Year Completed  
   #  
   1990

IV. Other Service on Graduate Record
   Include:  
   Economics  
   No. Students  
   University of Iowa  
   Department  
   #  
   1983

V. Graduate Courses Taught in the last six years (list course numbers only once plus the years each was taught.)
   Include:  
   Institution  
   Course Numbers  
   Years(s)

VI. Published Research and Creative Activity in the last six years (do not include in-house reports)
   List: articles, books, and creative activities pertinent to your discipline. List abstracts and papers presented at professional meetings in VIII below. For publications, show complete authorship and provide exact titles, dates, and inclusive page numbers. Fully describe performances, showings, compositions, etc., for items in the Fine Arts and related areas.

VII. Current Participation in Professional Associations
   Include:  
   Association  
   Years Meetings Attended  
   Offices, Participation, Etc.

VIII. Professional Papers and Abstracts for the last six years

IX. Grant and Contract Activity for the last six years
   List grants, contracts or other types of sponsored research activity in the last six years. Note title of the proposal, date, and the sponsoring agency; dollar amount is optional. Include proposals that (a) were evaluated by an appropriate peer group, (b) made a contribution to graduate education, (c) indicate which ones were funded.

X. Indicate other professional activities during the last six years that contribute to graduate education (software development, new course development, adjudication, service on government panels, symposia or conferences organized, consulting for state and federal organizations, honors and awards received, etc.)
Department/Unit: Applied Linguistics/CMLL

Date Submitted: 1-Oct-09            Appointment Date: August, 1999

Phone: 2-3145, ext. 246            Campus Mail Stop: 2107

City/State: Lubbock, TX            Zip: 79409

Disapprove  # Abstain

Disapprove

Signature

Printed Name:

Disapprove

Signature

Printed Name:

Disapprove

Signature

Printed Name:

Disapprove

Signature

Printed Name:

Updated 10/19/06
Editorial Positions
Referee for Journals, Proposals, etc.
Service on Award Panels, Juries, etc.
Graduate Confirmation/Reappointment Application of Greta Gorsuch
September 28, 2009

1. Academic Background

Certificate of Completion
Bilingual/ESL Summer Institute
University of New Mexico
2003

Ed.D.
Curriculum, Instruction, and Technology in Education
Temple University
1999

M.A.T.
Teaching English to Speakers of Other Languages
School for International Training
1990

B.A.
Economics
University of Iowa
1983

2. Professional Experience

Associate Professor of Applied Linguistics
Texas Tech University
2005-present

Fulbright Visiting Lecturer
Vinh University, Vietnam
2005

Director, International Teaching Assistant Training Program
Texas Tech University
2000-2004

Assistant Professor of Applied Linguistics
Texas Tech University
1999-2005

Associate Professor
Mejiro University, Japan
1999
Instructor
Mejiro University, Japan
1994-1995

Instructor
Kanto Junior College, Japan
1991-1994

Instructor/Language Lab Supervisor
Temple University Japan, Japan
1989-1991

Instructor
LLES Language School, Japan
1986-1989

Instructor
English Center Co. Ltd, Japan
1986-1986

Rural Income Development Volunteer
United State Peace Corps, Philippines
1983-1984

3. Direction of Graduate Students

4. Other Service on Graduate Committees

In CMLL:
Ph.D. in Spanish and Applied Linguistics, Silvia Peart, Committee Member, 2008, Completed
M.A. in Applied Linguistics, Laura Maddux, In progress

At TTU:
Ph.D. in Economics, Aun Hassan, Dean’s Representative, 2004, Completed
Ph.D. in Technical Writing, Natasha Matveeva, Committee Member, 2006, Completed
M.A. in Applied Linguistics, Josh Dollar, Committee Chair, 2006, Terminated
Ph.D. in Psychology, Arne Weigold, Dean’s Representative, 2008, Completed
Ph.D. in Technology in Education, Monsicha Kittikunanant, 2008, Completed

Outside TTU:
Ph.D. in Education, Loh Er Fu, External Judge, 2006, University of Malaya, Completed
M.A. in English Language Teaching, Hatime Gifgi, Committee Member, 2009,
Yeditepe University, Completed
5. Graduate Courses Taught 2005 – 2009 (all at Texas Tech University)

ESL 5310 English for Classroom Management (3 times)
LING 5310 Second Language Testing (2 times)
LING 5382:001 Intermediate Assessment (once)
LING 5328 Teaching English in International Contexts (4 times)
LING 7000 Individual Research (4 times)
Second Language Curriculum (2 times)
Second Language Reading (once)
LING 5322 Methods for Teaching Modern Foreign Languages (once)


PEER REFEREED PUBLICATIONS


**CONTRIBUTIONS TO REFEREED BOOKS**


**WEB-BASED MATERIALS**


**PROCEEDINGS**

TEXTBOOKS, WORKBOOKS, AND TEACHER'S MANUALS


PUBLICATIONS IN EDITOR REVIEWED JOURNALS


7. Current Participation in Professional Associations

Teaching English to Speakers of Other Languages
Member, TESOL Quarterly Editorial Board, 2004-2007

American Council for Foreign Language Teaching

8. Professional Papers and Abstracts

INVITED PRESENTATIONS AND PLENARY ADDRESSES (2005-2009)

2008 “The role of fluency in L2 reading comprehension.” Texas Tech University Applied Linguistics Week, November 5.

2008 “Using formative evaluations for teaching improvement for international teaching assistants.” Texas Tech University International Teaching Assistant Workshop Exempted Students, July 23.

2007 “Using formative evaluations for teaching improvement for international teaching assistants.” Texas Tech University International Teaching Assistant Workshop Exempted Students, July 25.

2006 “Writing CVs to promote professional narrative and identity.” Texas Tech University International Teaching Assistant Workshop Exempted Students, August 7.

2006 “Using formative evaluations for teaching improvement for international teaching assistants.” Texas Tech University International Teaching Assistant Workshop Exempted Students, July 27.
"Classroom testing." Ho Chi Minh City Open University, Ho Chi Minh City, Vietnam, March 23.

"Repeated reading for fluency and comprehension." Ho Chi Minh City Open University, Ho Chi Minh City, Vietnam, March 17.

"Reading comprehension test construction." Ho Chi Minh City Open University, Ho Chi Minh City, Vietnam, March 9.


"Repeated reading for improving word identification skills." Hanoi University of Foreign Studies, Hanoi, Vietnam, May 12.


"Student assessment and testing." Department of Foreign Languages, Vinh University, Nghe An Province, Vietnam, April 29.

"Language education methodology and communicative task construction." Department of Foreign Languages, Vinh University, Nghe An Province, Vietnam, April 9.

**REFEREEED CONFERENCE PRESENTATIONS/DISCUSSIONS**


"Investigating second language learner self-efficacy and future expectancy of second language use for high stakes program evaluation." With Dale Griffie. 9th Annual Assessment Conference, Texas A & M University. College Station, TX, February 24.

"Design of web-based professional ethics modules to alleviate acculturation barriers for international graduate students in engineering." With Byron Newberry. Annual Conference of the American Society for Engineering Education. Pittsburgh, PA, June 23.


2009 Co-presenter at the Texas A & M Assessment Conference with Dale Griffee, travel stipend awarded by Texas Tech University Vice-Provost. Award amount: $1000.

2008 Principal investigator on Research Enhancement grant, Texas Tech University, on theories used to develop international teaching assistant professional development materials. Award amount: $27,800.

2006 Co-principal investigator on National Science Foundation grant on Engineering Ethics for International Students with Byron Newberry, Tommy Darwin, Kathy Austin, & Bill Lawson. Award amount: $300,000.
2005   Fulbright Visiting Lecturer in TESOL, Vinh University, Nghe An Province, Socialist Republic of Vietnam (February-June). Award amount $14,000.


Additional Reader, *TESOL Quarterly*
Manuscript Reviewer, *System*
Additional Reader, *Language Learning*
Additional Reader, *Language Teaching Research*
Additional Reader, *Applied Linguistics*
Additional Reader, *Language Learning and Technology*

2007   American Association of Applied Linguistics conference abstract reader

2007   Final Panel Member, Third Global English International Language Congress, Korea University, Seoul, Korea, May 26

2006   Item Review Committee Facilitator, Harcourt Educational Measurement, NYSESLAT (New York State English as a Second Language Assessment Battery)

2004-2006  Member, Board for Evaluation of Interpreters, Texas Department of Rehabilitative and Assistive Services, Division for Deaf and Hard of Hearing Services

2002-present K-12 ESL Test Item Writer, Harcourt Educational Measurement

Texas Tech University English as a Second Language Program and Assessment Development

Texas Tech University Applied Linguistics Student Conference

New Graduate Courses Developed:

*Teaching English in International Contexts*
*ESL 5305 Academic Listening Skills*
*ESL 5310 English for Classroom Management*
*ESL 5315 Academic Writing*
*Intermediate Second Language Assessment*
GRADUATE FACULTY APPLICATION FORM
TEXAS TECH UNIVERSITY

Confirmation/Reappointment

Instructions: Please complete this cover sheet and type complete and specific information in each category as outlined on the attached page. Do not enclose resume.

Name: Genaro J. Pérez
Department/Unit: CMLL

Rank/Title: Professor
Date Submitted: 29-Sep-09
Appointment Date: 1995

TTU Email: genaro.perez@ttu.edu
Phone: 806-742-3145-281
Campus Mail Stop: MS 2071

Mailing Address: 5225 85th Street
City/State: Lubbock, TX
Zip: 79424

1. X Tenured or tenure-earning appointment - Continuing record of scholarly accomplishment for the past 6 years
2. ___ Reappointment of lapsed membership
3. ___ Ex-officio (rank of collegiate dean or higher)
4. ___ Faculty with significant administrative assignments (e.g., department chair, institute director, associate dean)
5. ___ Adjunct (employed outside the department/area or outside the University)
6. ___ Visiting (in a non-tenure-earning position within the University)
7. ___ Retired Faculty

OP 64.10 permits departments and colleges to place restrictions on the duties of Adjunct or Visiting Graduate Faculty or retired Graduate Faculty (e.g., such as "cannot direct a dissertation," etc.). Please list briefly any restrictions, or indicate "none".

Restrictions:

Peer Evaluation Vote: Appointed or elected subcommittee, or all members of the Graduate Faculty, according to department/area policy.

# _____ Approve
# _____ Disapprove
# _____ Abstain

Peer Evaluation Representative:

_____ Approve
_____ Disapprove

Comment:
Signature
Printed Name:

Chair, Department/Area: (Please attach memo explaining any unusual circumstances.)

_____ Approve
_____ Disapprove

Comment:
Signature
Printed Name:

College Dean (of department submitting this application):

_____ Approve
_____ Disapprove

Comment:
Signature
Printed Name:

Graduate Council Action: (To be completed by the Office of the Graduate Dean)

Page 1
Please type complete and specific information in each category as outlined below. Do not enclose resume. Where indicated, limit responses to the last six years. If being reconsidered after three years probation, please the "provisional" application.)

I. Academic Background (begin with last degree; include post-doctoral work)
   Include: Degree Ph.D., M.A., B.A., B.S.
   Field Spanish and Portuguese, Spanish, English
   Institution Tulane, L.S.U. (Baton Rouge)
   Year Awarded 1976, 1973, 1967

II. Professional Experience, Academic and Nonacademic (begin with present position)
   Include: Title
   Institution/Agency
   Year(s)

III. Direction of Graduate Students (completed theses and dissertations directed in the last six years)
   Include: Student's Name Ginette Rollins
   Degree Ph.D.
   Institution TTU
   Year Completed 2004


IV. Other Service on Graduate Committees in the last six years (excluding III)
   Include: No. Students 20
   Department CMLL
   Institution TTU

Graduate Courses Taught in the last six years (list course numbers only once plus the years each was taught.)
Include: Institution
   Course Numbers
   Year(s)
Spanish 5381 (2005); Spanish 5376-01 (2004); Spanish 5355 (2008); Spanish 5355 (2008)

VI. Published Research and Creative Activity in the last six years (do not include in-house reports)
List: articles, books, and creative activities pertinent to your discipline. List abstracts and papers presented at professional meetings in VIII below. For publications, show complete authorship and provide exact titles, dates, and inclusive page numbers. Fully describe performances, showings, compositions, etc., for items in the Fine Arts and related areas.

VII. Current Participation in Professional Associations
   Editorial Positions Monographic Review
   Years Meetings Attended 1977 to present
   Referee for Journals, Proposals, etc.
   Offices, Participation, Etc.
   Service on Award Panels, Juries, etc.

Appointed to the State of Texas Textbook Review Panel for Proclamation 2010. He served on the review panel for Literature, Grade 12, which met in Austin during the week of July 6-10, 2009. A state review panel occupies one of the most influential advisory position in Texas education.

VIII.

Professional Papers and Abstracts for the last six years


44. "Determinantes de género y feminismo durante el franquismo: Los enanos (1962) y Rey de gatos (1972) de Concha Alós", Role de género y cambio social en la literatura española del siglo XX, Coordinado y editado por Pilar Nieva de la Paz. Ámsterdam: R


"Rastreando a Dante y Beatriz en La obediencia nocturna de Juan Vicente Melo."

102. Presented a paper at the meeting of the Mid-America Conference on Hispanic Literatures, Boulder, Colorado, October 2-4, 2003, entitled, "El loco como protagonista: La aventura del tocador de señoras de Eduardo Mendoza.

103. Presented a paper at the Noveno Congreso de Literatura Mexicana Contemporánea, University of Texas, El Paso, March 4-6, 2004, entitled "La muchacha en el balcón o la presencia del coronel retirado: buceando en el pasado para encontrar la identidad."

104. Presented a paper at the 37th annual conference of the Southwest Council of Latin American Studies, Trinity University, San Antonio, Texas, March 18-20, 2004, entitled "El tañido de una flauta de Sergio Pitl: Vida y promesa de un autor fracasado."


108. Presented a paper at 62nd annual meeting of the South Central Modern Language Association, Houston, October 27-29, 2005, entitled "Tras las huellas del pasado perdido en La rueca de Onfalia de Juan Vicente Melo."


110. Presented a paper at the XI Congreso de Literatura Mexicana Contemporánea, University of Texas, El Paso, March 2-4, 2006, entitled

111. Presented a paper entitled "Exilio interior de los niños de Duelo en el Paraiso de Juan Goytisolo" at Spain at the Crossroad of 1939: Exile and Cultural Identity an International Conference hosted by University of North Texas, Denton, April 7-8, 2006.


113. Presented a paper entitled "Serpientes en el Paraiso de Alicia Giménez-Bartlett: La inspectora Delicado"


117. Presented a paper, “Ganar la escaramuza, perder la guerra en la batalla de los sexos: Rosa Montero y el conflicto de parejas” at the 64th annual meeting of the South Central Modern Language Association, Memphis, November 1-3, 2007.

118. Presented a paper entitled “La mujer como mantis religiosa en La vida conyugal de Sergio Pitol” at the XIII Congreso de Literatura Mexicana Contemporánea, The University of Texas at El Paso, March 6-8, 2008.


120. Presented a paper entitled “Sobre gallos y ancianos: Los achaques de la edad en El coronel no tiene quien le escriba de Gabriel García Márquez” at the 65th annual meeting of the South Central Modern Association meeting in San Antonio, Texas, November 6-8, 2008.

IX.

Grant and Contract Activity for the last six years

List grants, contracts or other types of sponsored research activity in the last six years. Note title of the proposal, date, and the sponsoring agency; dollar amount is optional. Include proposals that (a) were evaluated by an appropriate peer group, (b) made a contribution to graduate education, (c) indicate which ones were funded.

X.

Indicate other professional activities during the last six years that contribute to graduate education (software development, new course development, adjudication, service on government panels, symposium or conferences organized, consulting for state and federal organizations, honors and awards received, etc.)

Updated 10/19/06
GRADUATE FACULTY APPLICATION
TEXAS TECH UNIVERSITY
2009-2010

Cover Sheet

Name: Janet Pérez
Department: Classical & Modern Languages & Literatures

Rank: Horn Professor of Romance Languages and Qualia Chair of Spanish
Date: October 2009
TTU Email: janet.perez@ttu.edu
Phone: 742-3145, Ext. 247
Campus Mail Stop: 2071
Mailing Address: 8706 Joliet Avenue
City/State: Lubbock, TX
Zip: 79423-2717

GRADUATE FACULTY APPLICATION
TEXAS TECH UNIVERSITY
2009-2010

Name: Janet Pérez
Department: Classical & Modern Languages

I. Academic Background
B.A. in Foreign Languages and Literatures (minor, philosophy), University of Kansas City (now University of Missouri @ Kansas City)
M.A. in Romance Languages, Duke University.
Certificate, studies in Norwegian Language and Literature, University of Oslo.
Ph.D. in Romance Languages, Duke University
II. Professional Experience

Qualia Chair of Spanish, Texas Tech University, 2001--
Paul Whitfield Horn Professor of Romance Languages, Texas Tech University, 1986--
Associate Dean of the Graduate School, Texas Tech University, 1985-2000
Professor, Romance Languages/Spanish, Texas Tech University, 1978--
Distinguished Visiting Professor, Texas Tech University, 1977-78
Professor of Romance Languages, University of North Carolina at Chapel Hill, 1975-78
Associate Professor, Romance Languages, University of North Carolina at Chapel Hill, 1967-75
Ford Foundation Instructor in Caracas, Venezuela, summer 1966
Associate Director, Queens College Program in Barcelona, 1965-66
Assistant Professor, Queens College, City University of New York, 1964-66
Auxiliary Instructor, Duke University, 1962-64
Teaching Assistant, Duke University, 1960-62
Instructor in Spanish, Trinity College, Washington, DC, 1957-58
Lab Assistant, Duke University, 1955-57

III. Direction of Graduate Students Last 6 Years*

*N.B. During the period 2001-2009, I have had a half-time reduction as Editor of Hispania, the official journal of the American Association of Teachers of Spanish and Portuguese [and as this journal comes out four times a year, averaging 1,000 pages/year, this is NOT a half-time job]. Also, for 24 years now, I’ve been Co-Editor of Monographic Review [some of whose monographic themes have closely interfaced with my graduate classes].

a) M.A. Theses (1)


b) Doctoral Dissertations (16)**


Chantal Zuazu-Roussel, A Typological Study of Nineteenth-Century Spanish Writers of Travel Literature, Ph.D. Dissertation, Texas Tech University; Graduation May 2005.


**all but two of the students listed as currently writing in 2003-04 have graduated; the other two are still writing: one has had serious medical problems and her house burned down; the other is writing, close to finishing [probably graduating in May or August 2010].

IV. Other Service on Graduate Committees in Last 6 Years (excluding III):***

a) M.A. Exams, TTU:

Chaired: 2004, 2; 2005, 3; 2006, 3; 2007, 2; 2008, 1; 2009; 2

Committee Member: 2004, 2; 2005, 3; 2006, 2; 2007, 2; 2008, 2; 2009, 3.
a) \textit{M.A. Thesis, TTU}: Direction, ongoing 2005, 2006; December 2006 grad.

b) Dissertation Direction [ongoing]:

2004, 14; 2005, 11; 2006, 13; 2007, 13; 2008, 11 (+4 not currently enrolled); 2009, 3 students graduated in August, 1 has declared intent to graduate in December, and 2 are planning on May 2010. 8 were registered in fall 09.

c) Doctoral [Comprehensive] Exam Committees, TTU:

2004, 3, chaired; 2005, 3, committee member; 2006, 5 committees; 2007, 2; 2008, 2; 2009, 1 spring; 2 scheduled for fall.

Membership on Standing Dissertation Committees, TTU:

2004, 10; 2005, 8; 2006, 7; 2007, 7; 2008, 2 committees w/grads. +8 (10); 2009, 8.

c) Independent Studies Directed, TTU:****

2004, 3 +4 [spring, fall]; 2005, 5+4 [spring/summer+fall]; 2006, 2+5; 2007, 7+7; 2008, 1+2; 2009, 2+3 [and several uncounted in summer].

***N.B.: Numbers are from Chairperson’s Annual Assessments except 08-09, 09-10. Totals given only on completions for MA and Ph.D, not for committees, because I usually don’t count the inactive ones, either mine or those I serve on. Also, I count by the year for ongoing committees, but individually for Independent Studies.

****n.b.: Actually, I’ve directed quite a few more Independent Studies [7000s] as I typically direct several each summer [both sessions] but I am not in the Teaching Budget as I’m technically budgeted as full-time Editor in the summer [since 2001]. However, many summers there have been no courses in Spanish offered at the graduate level, and the TAs need to be enrolled in order to teach. In my “record” summer session, I taught 9 different 7000s [w/o reimbursement].

V. Graduate Courses Taught in Last Six Years: \textit{All at Texas Tech}, except one short course taught in the summer of 2007 in Getafe, Spain at Universidad Carlos III, which is listed under published research/creative activity [outline notes were published].

SPAN 6000, 2005, 2006. TTU

SPAN 7000, 03-04, 04-05, 05-06, 06-07, 07-08, 08-09: \textit{All semesters plus summers. Multiple enrollments. TTU}

SPAN 8000, 03-04, 04-05, 05-06, 07-07, 07-08, 08-09: \textit{All semesters plus summers. Multiple}
VI. Published Research and Creativity in Last Six Years:

A) Books [edited]:


*Homenaje a Francisco Ayala en su centenario*, special monographic number of *Hispania* with preliminary bibliography, 16 articles and a closing section of homages[December 2006] devoted to Francisco Ayala. This [without the other“stuff” that goes with being a journal, i.e., removing everything but articles] was published in Spain as a book: *A Francisco Ayala en su centenario* [Granada: Fundación Francisco Ayala, 2007].

B) Journals:

I have now edited 9 years x 4 numbers/year of *Hispania*, 36 numbers with an average of 250 pages [1000 pp. avg per year]; during the last six years this totaled 24 numbers during 2004-2009 for some 6,000 pages.

During the last six years, I have edited the corresponding numbers of *Monographic Review/Revisita monográfica*, each an annual with its own unique monographic theme, essentially equal to the book collection of essays.

C) Articles and Chapters in Books: [48]


244) "Discursividad Minimalista, Estructura Temática, Metateatro y Cine en el Teatro de Barbara Colio," Revista mexicana de literatura contemporánea. 2008. 75-87.


249) "Spanish Literature: Twentieth Century." (A Revision of the primary entry in Encyclopaedia Britannica, adding women writers, minority vernaculars, and younger [post-Franco] authors). This is the first revision of Encyclopaedia Britannica since the 1960s; it will be published almost immediately online, and then in print. Under contract; accepted 12/03. 33 ms. pages. Published online 2004; awaiting print release.

249a) "Leopoldo Alas 'Clarín.'" Encyclopaedia Britannica, revised edition; under contract, accepted 12/03. Published online 2004; awaiting print release

249b) "Gonzalo Torrente Ballester." Encyclopaedia Britannica, revised edition; under contract; accepted 12/03. Published online 2004; awaiting print release.


252) "Análisis de la formación y evolución de los papeles de género en las novelas y narraciones de Carmen Martín Gaite," Foro Hispánico / Portada Hispanica, Madrid: Consejo Superior de Investigaciones Científicas (Amsterdam: Rodopi,), 2009. 133-152.


255) "El exilio español del 1939: Las escritoras" [full-length versión of my investiture address to the Academia Norteamericana de la Lengua Española [ANLE], to be published by ANLE [New York], 2009.


VII. Current Participation in Professional Associations for Last Six Years

A) Offices, Meetings Attended, Other Participation

participated in additional events, usually involving writers sent from Spain by Ministry of Culture, as in 2009].

Modern Language Association of America. Life Member. I have not attended meetings in last 6 years because of conflict w/Dec. 31 deadline for May *Hispania*. Participation includes (1) proposal evaluations for MLA publications; (2) Contribution to MLA “How to Teach. . .” volume on Spanish Civil War edited by Noel Valis [pub. 2007; hard back & soft cover]; contribution to MLA “How to Teach. . .” volume on Carmen Martín Gaite, edited by Joan Lipman Brown, in press. 3) Grant application reviewer.

South Central Modern Language Association [SCMLA]. I was named an Honorary Life Member in 2008. My service to SCMLA includes many years on the editorial board of their quarterly, *South Central Review* [continuing 2004-2009]; several years on SCMLA Executive Council; past Vice President and past President. Attended meetings 2004-2007 at which I organized sessions, chaired several of my “own” plus others, and each time presented papers.

Mid-America Conference on Hispanic Languages & Literatures [MACHLL]. Attended conference and presented paper.

[25th] Louisiana Conference on Hispanic Languages & Literatures [“La CHISPA”]. This conference has met intermittently in recent years. Invited in 2006; attended and presented paper.

Southwest Conference on Latin American Studies [SCOLAS]. This conference [being revived this year] has been dormant since 05. Attended meetings in 2004, presented paper. [I am past vice president and past co-president of SCOLAS].

Congreso de Literatura Mexicana Contemporánea [University of Texas at El Paso; annual Conference which has been in existence for 12 years and publishes its own journal twice a year]. I have attended/presented in 2004, 2007, 2008, and 2009 [all of those papers were published].


**B) Editorial Positions**

Editor, *Hispania*, 2001-2009
Editorial Board/Contributing Editor, *South Central Review*, 2001-2009
VIII. Professional Papers and Public Lectures [28]


173) “Aspectos de la poesía femenina de Baja California,” at the Seventh annual conference on Contemporary Mexican Literature, University of Texas at El Paso, March 2004.


178) “Mercedes Abad o el arte de contar: humor, erotismo y estilo en las ficciones de Mercedes Abad,” at the annual meetings of the South Central Modern Language Association, Houston, TX, October 28-30, 2005.


180) “El exilio poético femenino de la Guerra Civil española,” at the International Conference on Spanish Exile of 1939, University of North Texas (Denton), April 6-8, 2006.

181) “Fantasía y realidad en Dafne y ensueños y Doménica de Gonzalo Torrente Ballester,” at the International Meeting of the American Association of Teachers of Spanish & Portuguese, Salamanca, Spain, June 27-July 2, 2006.


187) “La Hispania conmemorativa del centenario de Francisco Ayala.” Invited roundtable discussion at Francisco Ayala Symposium organized by the Instituto Cervantes and Cátedra Príncipe de Asturias (of CUNY Graduate Center), New York, September 2007.


189) “Funciones del Interlocutor en la Novelística de Miguel Delibes.” International Conference at University of Valladolid, Celebrating 60th Anniversary of La sombra del ciprés es alargada, Valladolid, Spain, October 2007.


192) Proposal on special session on Spanish Women Writers of the Twenty-First Century accepted for AATSP for annual meeting in San José, Costa Rica, July 2008; includes my paper on “Belén Gopegui y el compromiso: Clave de su narrativa.”


IX: Grant and Contract Activity for the last six years

My Editorship of Hispania (2001-2009) involves a contract between the American Association of Teachers of Spanish & Portuguese [proprietors and publishers of Hispania] and TTU’s VP for Research/Office of Grants & Contracts, at $25,000/year as recompense for my time, which in the last six years totals $150,000. It has also during that period involved office expense totaling $18,000, for a six-year grant total of 168,000.

X. Other Professional Activities during last six years that Contribute to Graduate Education

A) Graduate Courses Developed 2004-2009

La novela de la “Democracia” [given twice as a seminar, including present year].
La novela española en el tercer milenio [seminar, taught once so far].
Seminar on Gender and Spanish Women Writers of 20th and 21st Centuries [taught twice].

B) Consulting for State, Federal and International Organizations

Grant proposal for The Marsden Fund [New Zealand and Australia]. These are Similar to NEH grants for writing research studies. 2006, 2007, 2008.

C) Honors and Awards Received

Classical & Modern Languages & Literature Nominee for Piper Professor, 2004
Life Member, Fulbright Association, 2006
Honorary Life Member, South Central Modern Language Association, 2008
Elected to full membership in the North American Academy of the Spanish Language [ANLE], 2009.
Elected Corresponding Member of the Royal Spanish Academy [Spain], 2009.
GRADUATE FACULTY APPLICATION FORM
TEXAS TECH UNIVERSITY
Confirmation/Reappointment

Instructions: Please complete this cover sheet and type complete and specific information in each category as outlined on the attached page. Do not enclose resume.

Name: Anthony Qualin
Department/Unit: Classical and Modern Languages and Literatures

Rank/Title: Associate Professor
Date Submitted: Nov. 2, 2009
Appointment Date: Aug. 1994

TTU Email: anthony.qualin@ttu.edu
Phone: 806-742-3145 ext. 244
Campus Mall Stop: 207

Mailing Address: 3520 30th St.
City/State: Lubbock, TX
Zip: 79410

1. X Tenured or tenure-earning appointment - Continuing record of scholarly accomplishment for the past 6 years
2. Resappointment of lapsed membership
3. Ex-officio (rank of collegiate dean or higher)
4. Faculty with significant administrative assignments (e.g., department chair, institute director, associate dean)
5. Adjunct (employed outside the department/area or outside the University)
6. Visiting (in a non-tenure-earning position within the University)
7. Retired Faculty

OP 64.10 permits departments and colleges to place restrictions on the duties of Adjunct or Visiting Graduate Faculty or retired Graduate Faculty (e.g., such as "cannot direct a dissertation," etc.). Please list briefly any restrictions, or indicate "none".

Restrictions:

Peer Evaluation Vote: Appointed or elected subcommittee, or all members of the Graduate Faculty, according to department/area policy.

# Approve # Disapprove # Abstain

Peer Evaluation Representative:

_____ Approve

_____ Disapprove

Comment:

Signature

Printed Name:

Chair, Department/Area: (Please attach memo explaining any unusual circumstances.)

_____ Approve

_____ Disapprove

Comment:

Signature

Printed Name:

College Dean (of department submitting this application):

_____ Approve

_____ Disapprove

Comment:

Signature

Printed Name:

Graduate Council Action: (To be completed by the Office of the Graduate Dean) Updated 10/19/
Please type complete and specific information in each category as outlined below. Do not enclose resume. Where indicated, limit responses to the last six years. If being reconsidered after three years probation, please use the "provisional" application.

I. Academic Background (begin with last degree; include post-doctoral work)
   Include: Ph.D.
   Russian Literature
   University of Washington
   1996

II. Professional Experience, Academic and Nonacademic (begin with present position)
   Include: Associate Professor
   Texas Tech University
   2005-present
   Include: Assistant Professor
   Texas Tech University
   1998-2005
   Include: Visiting Assistant Professor
   Texas Tech University
   1994-1998

III. Direction of Graduate Students (completed theses and dissertations directed in the last six years)
   Include: Student’s Name
   Degree
   Institution
   Year Completed

IV. Other Service on Graduate Committees in the last six years (excluding III)
   Include: 4
   CMLL, Political Science, and Hotel and Restaurant Management
   Texas Tech University

V. Graduate Courses Taught in the last six years (list course numbers only once plus the years each was taught.)
   Include: Texas Tech University
   Years in parentheses after relevant courses

VI. Published Research and Creative Activity in the last six years (do not include in-house reports)
   List: articles, books, and creative activities pertinent to your discipline. List abstracts and papers presented at professional meetings in VIII below. For publications, show complete authorship and provide exact titles, dates, and inclusive page numbers. Fully describe performances, showings, compositions, etc., for items in the Fine Arts and related areas.

VII. Current Participation in Professional Associations
   Include: AATSEEL, AAASS, CARTA
   AATSEEL (2003, 2006, 2007), AAASS (2003), CARTA (Referee for Journals, Proposals, etc.: n/a
   Presenter and Panel Chair (Service on Award Panels, Juries, etc.: n/a

VIII. Professional Papers and Abstracts for the last six years
2007: “Neither Vodka nor Verka: Alcohol and Women in the Verse of Vladimir Vysotsky” AAASS.
2006: “Viewing Vladimir Vysotsky’s Concert Programs as Poetic Cycles” AATSEEL.
2005: “Humor in post-Soviet rock music” CARTA.
2004: “Aliens and Alienation in Chingiz Aitmatov’s The Day Lasts more than a Hundred Years.” Texas Tech Annual Comparative Literature Symposium.
2003: “Sash-Bash vs. the Refrigerator People: the Redemptive Power of Art in Nina Sadur’s ‘Chudesnye znaki spasen'ia’.” AATSEEL.
2003: “Vladimir Vysotsky in the Verse of his Contemporaries.” AAASS.

IX. Grant and Contract Activity for the last six years
List grants, contracts or other types of sponsored research activity in the last six years. Note title of the proposal, date, and the sponsoring agency; dollar amount is optional. Include proposals that (a) were evaluated by an appropriate peer group, (b) made a contribution to graduate education, (c) indicate which ones were funded.

X. Indicate other professional activities during the last six years that contribute to graduate education
(such as development, new course development, adjudication, service on government panels, symposia or conferences organized, consulting for state and federal organizations, honors and awards received, etc.)

Updated 10/19/
GR  UATE FACULTY APPLICATION  -RM  
TEXAS TECH UNIVERSITY  
Conf/rmation/Reappointment

Instructions: Please complete this cover sheet and type complete and specific information in each category as outlined on the attached page. Do not enclose resume.

Name: Charles A. Grair  
Department/Unit: Classical and Modern Languages and Literatures  
Rank/Title: Associate Professor  
Date Submitted: 13 January 2004  
Appointment Date: August 1996  
TTU Email: Charles.Grair@ttu.edu  
Phone: 742-0564  
SSN: 392-68-7204  
Mailing Address: CMLL Box 2071, TTU  
City/State: Lubbock, TX  
Zip: 79409  
Mailstop: 2071

1. Tenured or tenure-earning appointment  
   X  Continuing record of scholarly accomplishment for the past 6 years.  
   ___ Reappointment of lapsed membership.

2. ___ Ex-officio (rank of collegiate dean or higher)

3. ___ Faculty with significant administrative assignments (e.g., department chair, institute director, associate dean)

4. ___ Adjunct (employed outside the department/area or outside the University)

5. ___ Visiting (in a non-tenure-earning position within the University)

6. ___ Retired faculty

   OP 64.10 permits departments and colleges to place restrictions on the duties of Adjunct or Visiting Graduate Faculty or retired Graduate Faculty (e.g., such as "cannot direct a dissertation," etc.). Please list briefly any restrictions, or indicate "none."

Restrictions:

Peer Evaluation Vote: Appointed or elected subcommittee, or all members of the Graduate Faculty, according to department/area policy.

# 2 Approve  # 1 Disapprove  # 2 Abstain

Peer Evaluation Representative:

☑ Approve  ___ Disapprove  
Comment:  

Signature

Chair, Department/Area: (Please attach memo explaining any unusual circumstances.)

☑ Approve  ___ Disapprove  
Comment:  

Signature

College Dean:

___ Approve  ___ Disapprove  
Comment:  

Signature

Graduate Council Action: To be completed by the Office of the Graduate Dean.  
Updated 11/5/01
Please type complete and specific information in each category as outlined below. Do not enclose resume. Limit responses to the last six years. If being reconsidered after three years probation, respond for the probationary period only.

I. Academic Background (begin with last degree; include post-doctoral work)
   Degree: Ph.D.
   Field: German Language and Literature
   Institution: Washington University in St. Louis
   Year Awarded: 1994

II. Professional Experience, Academic and Nonacademic (begin with present position)
   Title: Associate Professor (Assistant Professor 1996-2002)
   Institution/Agency: Texas Tech University
   Year(s): 1996-present

III. Direction of Graduate Students (completed theses and dissertations directed in last six years)
   Student’s Name: Anja Rehm
   Degree: M.A.
   Institution: Texas Tech University
   Year Completed: 1999

   Student’s Name: Simone Hanesch
   Degree: M.A.
   Institution: Texas Tech University
   Year Completed: 1999

   Student’s Name: Stefanie Krug
   Degree: M.A.
   Institution: Texas Tech University
   Year Completed: 2000

IV. Other Service on Graduate Committees in Last Six Years (excluding III)
   No. Students: 11 M.A. students
   Department: CMLL
   Institution: Texas Tech University

V. Graduate Courses Taught in Last Six Years (list course numbers only once plus the years each was taught.)
   Institution: Texas Tech University
   Course Numbers: 5315 German Literature from 800-1700
   Year(s): Spring 1999

   Institution: Texas Tech University
   Course Numbers: 5321 German Expressionism
   Year(s): Fall 1999

   Institution: Texas Tech University
   Course Numbers: 5321 German Drama
   Year(s): Spring 1999

   Institution: Texas Tech University
   Course Numbers: 5321 Turn of the Century Vienna
   Year(s): Fall 2001

   Institution: Texas Tech University
   Course Numbers: 5323 German Lyric Poetry
VI. Published Research and Creative Activity in Last Six Years (do not include in-house reports)
List: articles, books, and creative activities pertinent to your discipline. List abstracts and papers presented at professional meetings in VIII below. For publications, show complete authorship and provide exact titles, dates, and inclusive page numbers. Fully describe performances, showings, compositions, etc., for items in the Fine Arts and related areas.

Refereed Articles


"Experiential Learning in Business German Workshops."
Global Business Languages (2002): 105-123.

"Seducing Helena: The Court Fantasy in Faust II, Act III."

"An Interdisciplinary Approach to a Business German Curriculum: The Texas Tech University Model."

"Virtual Site-Seeing: Student Bildungswesen on the Web." Co-authored with Ingrid E. Fry.
Unterrichtspraxis/Teaching German (Fall 2001): 141-146.

Book Chapter


VII. Current Participation in Professional Associations
Include: Association
Years Meetings Attended
Offices, Participation, Etc.

Editorial Positions
Referee for Journals, Proposals, etc.
Service on Award Panels, Juries, etc.

MLA member, National Convention attended 1998, 2000, 2002
South Central Modern Language Association member (1998-2000)
Lessing Society member
American Association of Teachers of German member
Society for Eighteenth Century Studies (member 1998-1999)

VIII. Professional Papers and Abstracts for Last Six Years

"Virtue Rewarded. Or Why Good Girls Get To Enjoy Sex on a Tropical Island in J. G. Schnabel's Insel Felsenburg (1731)."
Texas Tech University Comparative Literature Symposium, February 2000.

"Büchner, Lenz and the Loss of Narrative."
IX. Grant and Contract Activity for Last Six Years

List grants, contracts or other types of sponsored research activity in the last six years. Note title of the proposal, date, and the sponsoring agency; dollar amount is optional. Include proposals that (a) were evaluated by an appropriate peer group, (b) made a contribution to graduate education, (c) indicate which ones were funded.

Community Project Grant, Texas Council for the Humanities, applied September 2003, approved January 2004 for the amount of $3,500. This grant sponsored activities related to the Comparative Literature Symposium on “Memory and History: Cultural Representations on Displacement and Genocide.”


X. Indicate other professional activities that contribute to graduate education (software development, new course development, adjudication, service on government panels, symposia or conferences organized, consulting for state and federal organizations, honors and awards received, etc.)

Symposium Directed
Co-Director of Comparative Literature Symposium, Texas Tech University, organized for Spring 2004.

Workshops and Colloquia Attended

Business German Sessions, ACTFL Conference, Dallas, TX, 20-22 October, 1999.


Lehrertfortbildungsseminar in Geschäftsdutsch, I1K Institut, Düsseldorf, Germany, 5-16 July 1999. Intensive training in Business German instruction techniques and materials.

New Graduate Courses Developed
German 5324 German Literature and the Enlightenment
German 5325 German Drama
German 5326 German Modernism

Honors
Member of Phi Beta Delta, Honor Society for International Scholars, since 2000.

Updated 11/5/01
GRADUATE FACULTY APPLICATION FORM
TEXAS TECH UNIVERSITY

Confirmation / Reappointment

Instructions: Please complete this cover sheet and type complete and specific information in each category as outlined on the attached page. Do not enclose resume.

Name: James E. Holland
Department/Unit: Classical & Modern Languages & Literatures

Rank/Title: Associate Professor
Date Submitted: Oct. 6, 2009
Appointment Date: 1993

TTU Email: jim.holland@ttu.edu
Phone: 742-3145 Ext. 273
Campus Mail Stop: 2071

Mailing Address: 5723 36th St
City/State: Lubbock, TX
Zip: 79407

1. X Tenured or tenure-earning appointment - Continuing record of scholarly accomplishment for the past 6 years
2. ______ Reappointment of lapsed membership
3 ______ Ex-officio (rank of collegiate dean or higher)
4 ______ Faculty with significant administrative assignments (e.g., department chair, institute director, associate dean)
5 ______ Adjunct (employed outside the department/area or outside the University)
6 ______ Visiting (in a non-tenure-earning position within the University)
7 ______ Retired Faculty

OP 64.10 permits departments and colleges to place restrictions on the duties of Adjunct or Visiting Graduate Faculty or retired Graduate Faculty (e.g., such as "cannot direct a dissertation," etc.). Please list briefly any restrictions, or indicate "none".

Restrictions: none

Peer Evaluation Vote: Appointed or elected subcommittee, or all members of the Graduate Faculty, according to department/area policy.

# ______ Approve # ______ Disapprove # ______ Abstain

Peer Evaluation Representative:

_____ Approve _____ Disapprove

Comment: ________________________________
Signature ________________________________
Printed Name: __________________________

Chair, Department/Area: (Please attach memo explaining any unusual circumstances.)

_____ Approve _____ Disapprove

Comment: ________________________________
Signature ________________________________
Printed Name: __________________________

College Dean (of department submitting this application):

_____ Approve _____ Disapprove

Comment: ________________________________
Signature ________________________________
Printed Name: __________________________

State Council Action: (To be completed by the Office of the Graduate Dean)

Updated 10/19/08
Please type complete and specific information in each category as outlined below. Do not enclose resume. Where indicated, limit responses to the last six years. If being reconsidered after three years probation, please use the "provisional" application.

I. Academic Background (begin with last degree; include post-doctoral work)
   Ph.D. Classical Studies - University of Missouri Columbia 1976
   M.A. Classics University of Washington-Seattle 1966
   B.A. Greek William Jewell College 1963

II. Professional Experience, Academic and Nonacademic (begin with present position)
   Associate Professor of Classics & Linguistics - Texas Tech University 1995-2009
   Assistant Professor - Texas Tech University 1976-1995
   Instructor Texas Tech University 1967-1976

III. Direction of Graduate Students (completed theses and dissertations directed in the last six years)
   none

IV. Other Service on Graduate Committees in the last six years (excluding III)
   Graduate Advisor in Applied Linguistics 2003-2007 in a period of remarkable growth
   in which M.A. degrees granted increased from 3 to ca. 10 per year.
   Advised ca. 50 graduate students in 2003-2007.
   M.A. exam committees - 7 students

V. Graduate Courses Taught in the last six years (list course numbers only once plus the years each was taught.)
   Latin 5341 (2003), Latin 5342 (2003) Texas Tech University
   Greek 5340 (2004) Texas Tech University

VI. Published Research and Creative Activity in the last six years (do not include in-house reports)
   List: articles, books, and creative activities pertinent to your discipline. List abstracts and papers presented at professional meetings in VIII below. For publications, show complete authorship and provide exact titles, dates, and inclusive page numbers. Fully describe performances, showings, compositions, etc., for items in the Fine Arts and related areas.
   Since the preparation of a concordance takes some years, please note that Anthologiae Latinae Concordantia was published in Dec. 2002 with Christiansen and Dominik and that Dominik and I have a contract for Petronii Concordantia with the same press (Georg Olms), which is near completion.

VII. Current Participation in Professional Associations
   American Classical League
   Archaeological Institute of America

VIII. Professional Papers and Abstracts for the last six years

IX. Grant and Contract Activity for the last six years
   List grants, contracts or other types of sponsored research activity in the last six years. Note title of the proposal, date, and the sponsoring agency; dollar amount is optional. Include proposals that (a) were evaluated by an appropriate peer group, (b) made a contribution to graduate education, (c) indicate which ones were funded.

X. Indicate other professional activities during the last six years that contribute to graduate education
   (software development, new course development, adjudication, service on government panels, symposia or conferences organized, consulting for state and federal organizations, honors and awards received, etc.)

Updated 10/19/06
September 6, 2002

Dr. Antonio C. Ladeira
Classical and Modern Languages and Literatures
Mailstop 2071

Dear Dr. Ladeira:

I am pleased to inform you that the Graduate Council has elected you to membership on the Graduate Faculty. Such membership recognizes strong scholarly credentials and outstanding potential for both graduate instruction and the supervision of student research. In the Council's judgment, you have demonstrated the qualifications to be a member of the Graduate Faculty, and I share in that judgment.

I am confident that you will make a strong contribution to the success of our graduate programs and I look forward to association with you in this work.

Whenever there is any way in which we can assist you from this office, please feel free to call upon us.

Sincerely,

Ronald M. Anderson
Dean

RMA:cls

xc: Dr. Peder Christiansen
GRADUATE FACULTY APPLICATION FORM
TEXAS TECH UNIVERSITY
New Applicants Only

Instructions: Please complete this cover sheet and attach resume or c.v. and supporting documentation.

Name: Antonio C. Ladeira
Department/Unit: CMLL

Rank/Title: Assistant Professor
Date Submitted: 5/23/02 Appointment Date: 9/1/02

TTU Email: ____________________________ SSN: 605 627454

Mailing Address
119 Hemingway #N City/State: East Haven, CT Zip: 06512 Mailstop ______

1. Tenured or tenure-earning appointment
   New appointment (terminal degree awarded less than 5 years ago, or previously employed where publication and scholarly activities were not expected)
2. Ex-officio (rank of collegiate dean or higher)
3. Faculty with significant administrative assignments (e.g., department chair, institute director, associate dean)
4. Adjunct or Visiting status (employed outside the University or in a non-tenure-earning position with the University) OP 64.10 permits departments and college to place restrictions on the duties of retired Graduate Faculty or Adjunct or Visiting Graduate Faculty (e.g., such as “cannot direct a dissertation,” etc.). Please list briefly any restrictions, or indicate “none.”

Restrictions:

Peer Evaluation Vote: Appointed or elected subcommittee, or all members of the Graduate Faculty, according to department/area policy.

# 10 Approve # 2 Disapprove # Abstain

Peer Evaluation Representative:

________Approve ______ Disapprove (check one)

Comment: ________

Chair, Department/Area: (Please attach memo if circumstances warrant.)

X Approve ______ Disapprove (check one)

Comment: _______

College Dean:

________Approve ______ Disapprove (check one)

Comment: ________

Graduate Council Action: To be completed by the Office of the Graduate Dean.
GRADUATE FACULTY APPLICATION FORM  
TEXAS TECH UNIVERSITY  
Confirmation/Reappointment

Instructions: Please complete this cover sheet and type complete and specific information in each category as outlined on the attached page. Do not enclose resume.

Name: David Henry James Larmour  
Department/Unit: Classics / CMLL

Rank/Title: Professor  
Date Submitted: 7 Jan 2003  
Appointment Date: Aug 1987

TTU Email: david.larmour@ttu.edu  
Phone: 742-0561  
SSN: 322-72-3030

Mailing Address: Classics/ CMLL  
City/State: Lubbock, TX Zip: 79409  
Mailstop: 2071

1. Tenured or tenure-earning appointment
   X Continuing record of scholarly accomplishment for the past 6 years.
   Reappointment of lapsed membership.
2. ___ Ex-officio (rank of collegiate dean or higher)
3. ___ Faculty with significant administrative assignments (e.g., department chair, institute director, associate dean)
4. ___ Adjunct (employed outside the department/area or outside the University)
5. ___ Visiting (in a non-tenure-earning position within the University)
6. ___ Retired faculty
   OP 64.10 permits departments and colleges to place restrictions on the duties of Adjunct or Visiting Graduate Faculty or retired Graduate Faculty (e.g., such as “cannot direct a dissertation,” etc.). Please list briefly any restrictions, or indicate “none.”

Restrictions:

Peer Evaluation Vote: Appointed or elected subcommittee, or all members of the Graduate Faculty, according to department/area policy.

# Approve ___ # Disapprove ___ # Abstain ___

Peer Evaluation Representative:

✓Approve ___ Disapprove ___

Comment:

Signature:

Chair, Department/Area: (Please attach memo explaining any unusual circumstances.)

✓Approve ___ Disapprove ___

Comment:

Signature:

College Dean:

___ Approve ___ Disapprove ___
Graduate Council Action: To be completed by the Office of the Graduate Dean.
Updated 11/5/01
Please type complete and specific information in each category as outlined below. Do not enclose resume. Limit responses to the last six years. If being reconsidered after three years probation, respond for the probationary period only.

I. Academic Background (begin with last degree; include post-doctoral work)
   Include:

   University of Illinois, Urbana-Champaign

   Ph.D. in Classical Philology, Minor in Comparative Literature, June 1987
   Thesis: The Interrelationship of Drama and Athletics in Classical Greece
   Director, David Sansone

   M.A. in Classics, 1984

   The Queen's University of Belfast, UK,
   Honours School of Classics

   B.A. Classics (Greek, Latin, and Ancient History), 1982

II. Professional Experience

   Texas Tech University, Lubbock, TX
   Professor of Classics, 1998-
   Associate Professor of Classics, 1992-98
   Assistant Professor of Classics, 1987-92

III. Direction of Graduate Students (completed theses and dissertations directed in last six years)

   Classics MA:
   Jason Banta
   Shannon Holdridge
   Kevin Montgomery

IV. Other Service on Graduate Committees in Last Six Years (excluding III)
   Include:

   2 English PhD (Carole Carroll; Jacob Blevins)
   2 Spanish PhD (Julie Donnelly, Monica Navarro)
   1 History PhD (Molly Dauster)
   1 History MA (Patrick Maille)
   1 Classics MA (Donald Lavigne)

V. Graduate Courses Taught in Last Six Years (list course numbers only once plus the years each was taught.)

   Clas 5301 2003
VI. Published Research and Creative Activity in Last Six Years (do not include in-house reports)

List: articles, books, and creative activities pertinent to your discipline. List abstracts and papers presented at professional meetings in VIII below. For publications, show complete authorship and provide exact titles, dates, and inclusive page numbers. Fully describe performances, showings, compositions, etc., for items in the Fine Arts and related areas.

(A) Books and Edited Volumes
2. Stage and Stadium: Drama and Athletics in Ancient Greece, Nikephoros Beihefte 4 (Hildesheim: Weidmann, 1999)

(B) Articles
5. Sex with Moonmen and Vinewomen: The Reader as Explorer in Lucian’s Vera Historia, Intertexts 1.2 (1997) 131-46

VII. Current Participation in Professional Associations

Include: Association Years Meetings Attended

APA 2003, 1998
SCLA 2003, 2001
Societas, Italy 2003, 2001
Classical Assoc., UK 2001

Referee for Journals, Proposals, etc.
VIII. Professional Papers and Abstracts for Last Six Years

1. “Voicing the Subject of Empire: Recreations and Lucian of Samosata,” Roundtable on the Novels of Yuri Andrychovich, AAASS, Toronto, 2003
2. “Gendering the Landscape of Lyric: The Fragmentary Subject of Corinna of Tanagra,” Southern Comparative Literature Association, 2003
5. “Absent Women in Nabokov’s Early Novels,” American Assoc. for the Advancement of Slavic Studies, Pittsburg, 2002
8. “Semper ego auditor sum? Juvenal and the Arena of Shouting Subjects,” Special Panel on Recognition, Subjectivity and Gender in Roman Poetry, Classical Assoc. of the Middle West and South, Austin, 2002
17. “Hesiod’s Eris and Greek Athletics”, Baylor Univ, 2000
25. "Difficile est alterum non scribere? The Discourse of Lucianic Satire," CAMWS (Southern Section), Baylor Univ., 1998  
26."History and the athletic body after Foucault," International Foucault Conference, Univ. of Aberdeen, Scotland, 1998  

IX. Grant and Contract Activity for Last Six Years  
List grants, contracts or other types of sponsored research activity in the last six years.  
Note title of the proposal, date, and the sponsoring agency; dollar amount is optional.  
Include proposals that (a) were evaluated by an appropriate peer group, (b) made a contribution to graduate education, (c) indicate which ones were funded.  

Faculty Development Leave (spr 2001)  

X. Indicate other professional activities that contribute to graduate education (software development, new course development, adjudication, service on government panels, symposia or conferences organized, consulting for state and federal organizations, honors and awards received, etc.)  

Honours and Awards:  
Honorary Visiting Fellowship, University College, London, 2001  
Member, Institute of Classical Studies (Centre for Advanced Study), Univ. of London (1992-)  
Teaching Academy Award, 1999  
President’s Excellence in Teaching Award, 1998  
Founding Member, Teaching Academy, TTU 1997  

Conferences/Symposia:  
Greek Historiography Symposium (2003)  

New courses:  
Clas 5305 (Aims and Methods of Classical Scholarship)  
Clas 5101 and 5102 (Classics Pedagogy)  

Updated 11/9/01
November 4, 2005

Dr. Donald Lavigne
CMLL-Classics
Mailstop 2071

Dear Dr. Lavigne:

I am pleased to inform you that the Graduate Council has elected you to membership on the Graduate Faculty. Such membership recognizes strong scholarly credentials and outstanding potential for both graduate instruction and the supervision of student research. In the Council's judgment, you have demonstrated the qualifications to be a member of the Graduate Faculty, and I share in that judgment.

I am confident that you will make a strong contribution to the success of our graduate programs and I look forward to association with you in this work.

Whenever there is any way in which we can assist you from this office, please feel free to call upon us.

Sincerely,

Wendell Aycock
Associate Dean

xc: Fred Suppe
GRADUATE FACULTY APPLICATION FORM
TEXAS TECH UNIVERSITY
Confirmation/Reappointment

Name: Meredith McClain
Department/Unit: CMLI/German

Rank/Title: Assoc. Professor Date Submitted: 13 Jan. 2004 Appointment Date: Fall 1976
TTU Email: meredith.mcclain@ttu.edu Phone: 806-742-3237

Mailing Address: German/ CMLI City/State: Lubbock, TX Zip: 79409 Mailstop: 2071
SSN 453-82-9425

1. Tenured or tenure-earning appointment
   X Continuing record of scholarly accomplishment for the past 6 years.
   ___ Reappointment of lapsed membership.

2. ___ Ex-officio (rank of collegiate dean or higher)

3. ___ Faculty with significant administrative assignments (e.g., department chair, institute director, associate dean)

4. ___ Adjunct (employed outside the department/area or outside the University)

5. ___ Visiting (in a non-tenure-earning position within the University)

6. ___ Retired faculty

OP 64.10 permits departments and colleges to place restrictions on the duties of Adjunct or Visiting Graduate Faculty or retired Graduate Faculty (e.g., such as "cannot direct a dissertation," etc.). Please list briefly any restrictions, or indicate "none."

Restrictions:

Peer Evaluation Vote: Appointed or elected subcommittee, or all members of the Graduate Faculty, according to department/area policy.

# 21 Approve # 5 Disapprove # 1 Abstain

Peer Evaluation Representative:

☐ Approve ___ Disapprove

Comment:

Signature

Chair, Department/Area: (Please attach memo explaining any unusual circumstances.)

☐ Approve ___ Disapprove

Comment: See attached

Signature

College Dean:

☐ Approve ___ Disapprove

Comment:

Signature

Graduate Council Action: To be completed by the Office of the Graduate Dean.
I. Academic Background (begin with last degree; include post-doctoral work)

Ph.D. in German Literature, University of Texas, Austin, Texas, 1976
M.A. in German, University of Texas, Austin, Texas, 1970
B.Mus. in Performance (flute), Oberlin Conservatory, Oberlin, Ohio, 1964

II. Professional Experience

ASSOCIATE PROFESSOR OF GERMAN
Department of Classical & Modern Languages & Literatures
Texas Tech University, 1976–present
Associate Professor, 1983–present
Assistant Professor, 1976–1982
Lecturer in German and Flute, California State College, Bakersfield, 1970–1972

DIRECTOR
THE SOUTHWEST CENTER FOR GERMAN STUDIES
Texas Tech University, 1981–present
Founded to foster German-American relations at Texas Tech University, develop educational programs abroad for Texas Tech students of German, and nurture scholarship in German-American culture

III. Direction of Graduate Students

IV. Other Service on Graduate Committees in Last Six Years (excluding III)

German Masters Exam Committee Member
Shane Hammontrree (May 1999)
Jason Fabianke (May 1999)
Maesa Eitouni (May 2000)
Stefanie (Aug 2000)
Irina Graeber (Dec. 2001)
Diana Hordie (May 2002)
Rodney Montes (May 2002)
Kristen Gackle (May 2002)
Rebecca Babb (May 2003)
Ahmet Okal (2003)

Graduate Program Development

  — Guide graduate student study for professional applications, helping place German M.A. graduates in secondary teaching positions and Ph.D. programs. Connect graduate students to study/teaching opportunities, research programs, and seminars in Germany during summer sessions.
  — Guide graduate studies; coordinate minors and teacher certification
— Helped place the following graduate students in summer programs in Germany, 2001:
  Diana Holdenerd (German Writers Conference in Berlin)
  Kristen Gackle (Goethe Institute in Berlin)
  Rodney Montes (Summer School for English, Literature, Theater, & Music in Wust, Germany)
  Rebecca Babb (Summer School for English, Literature, Theater, & Music in Wust, Germany)

- Graduate Student Recruitment
  — Recruited graduate students from Germany by establishing and maintaining cooperation with the
    Pädagogische Hochschule in Weingarten and a partnership with Technische Fachhochschule in
    Wilhelmshaven, Germany. Currently, students from Germany represent approximately one-third of
    the graduate students in the Texas Tech University German Study Program.
  — Currently developing graduate student recruitment opportunities through the Checkpoint Charlie
    Foundation in Berlin and the German American Institute in Staatland.

German Study Abroad

- Founder
  Texas Tech University Summer Program in German
  Wust, Germany, 1993–present
  Two graduate students have accompanied faculty as assistants paid solely from program funds

- Curriculum Director and Founding Faculty Member
  Summer School in Germany for English, Literature, Theater, and Music
  Wust, Germany, 1991–1995
  Helped place eight Texas Tech graduate students in teaching positions, 1993–present

V. GRADUATE COURSES TAUGHT

Graduate Program Teaching
- GERM 7000: Images of the American West in German Literature, 1840–1912
  — Special course offering, Spring, 2000
  — Six sessions with Visiting Professor Reinhold Wolff, Professor of Literature, Bielefeld, Germany
  — Assigned student research topics that resulted in individual exhibit panels now touring Germany

- GERM 7000 Individual Study
  — Spring, 2001: The Art of Translation.
  — Summer, 2000: Die Frauen um Karl May.
  — Summer 2003: Heinrich Heine
VI. PUBLISHED RESEARCH

Co-edited book in Press:

Published articles:

— Solicited by the Karl-May-Gesellschaft for their English Literature Online:
   – Also on my TTU web page: <http://www.languages.ttu.edu/german/alluring_myth.htm>

"German Texans: Leaving Their Mark on the Lone Star State," HERITAGE. A publication of the Texas Historical foundation (Summer 2002), 8-12. An invited feature article.


Exhibit:
German Immigrants in Texas and their Connection to the Llano Estacado, an eleven-panel traveling exhibit funded by the German Government and by matching funds from Texas Tech. Opened in Sept. 2000 on the occasion of the Karl May International Symposium in the Southwest Collection. The exhibit has now toured Texas for 2 1/2 years and is currently in Germany, beginning a 5-year tour of the Federal Republic.
– View at: <http://www.languages.ttu.edu/scans>
– or link from my TTU webpage <http://www.languages.ttu.edu/german/mcclain.htm>

Invited Encyclopedia Entry:

Translation:
WILL PROFESSIONAL PRESENTATION PAPERS

— Recent papers at the annual conventions in 1999 and 2002
— Second-Team Board member
— German-Texan Heritage Society, 1996-present
— Opening the doors, Kan May Conference and Tour, Texas Tech University, 1998
— Opening the doors, Kan May Conference and Tour, Texas Tech University, 2000
— Kan May-Gerdesheim, 1999-present
— National Public Broadcast Program, "Waltz in the Wind" in the segment "The March of the West." Selected as one of three Public Relations in Dixon's artist research during the MLA 1999 season
Conference Papers


IX. GRANTS AND CONTRACTS

- $3,042, German Government. 1999. In-kind matching fund from Texas Tech University. Support for panel exhibit German Immigrants in Texas and their Connection to the Llano Estacado.

X. OTHER GRADUATE EDUCATION CONTRIBUTIONS

Conference Administrator

- Coordinator & Host
  International Karl May Symposium, Texas Tech University, 2000
  Attendance: 60 from Germany, 3 from Switzerland, 1 from Japan, 7 from U.S.
  - Generated $52,000 Symposium budget through The Southwest Center for German Studies, with in-kind funding support from Southwest Collection & Special Collections Library, International Cultural Center, National Ranching Heritage Center, National Cowboy Symposium & Celebration.
  - Officiated at dedication of the Karl May Archive in the Texas Tech University Southwest collection and Special Collections Library.
  - Organized and opened The Spirit of the Llano Estacado: A Photographic Interpretation, a photographic competition judged by Wyman Meinzer at the Texas Tech University International Cultural Center. Top selections currently in Hohenstein–Ernsthain, Germany, and scheduled for numerous other German venues through 2002.
  - Received national and international news coverage through over 60 German newspaper articles reporting on the Symposium and opening of the Karl May Archive in the Southwest Collection. A front page article in The Wall Street Journal (Berlin correspondent, Cecilia Rohwedder) is scheduled for publication April 2001.

- Coordinator & Host
  Karl May Society Conference & Southwest Tour
  Texas Tech University, 1998
Outreach: The Southwest Center for German Studies

- Researcher, Writer, Coordinator, & Invited Speaker
  - The Contributions of German Immigrants to American Agriculture, panel exhibit from Washington D.C., shown at the Texas Tech University International Cultural Center, September 1999.

- Center Articles

- Center Recognition
  - "Karl–May–Forschung in Lubbock, Texas," SachsenSpiegel, MDR (Mitteldeutscher Rundfunk)
  - Two 6-minute German Television Documentaries (Fall, 1999)

- Honors
  - Recipient, German Government "Verdienstkreuz" for promotion of German-American Understanding and Friendship.
  - Recipient, The Lucius Clay Medal, announced March 2001, presentation of medal in Düsseldorf, Germany, October 6, 2001. Named in honor of General Lucius Clay, Commander of the Allied Forces in Berlin after World War II, this medal is bestowed annually on one nominee for outstanding contributions to German–American Friendship and International Understanding.
Out of 27 votes, 5 disapproved and 1 abstained regarding the reappointment of Associate Professor Meredith McClain to the Graduate Faculty.

Prof. McClain has been on a provisional appointment to the graduate Faculty. I recommended she apply for reappointment as a regular member rather than a provisional member. I did so in part because her current provisional status is somewhat anomalous.

Some years ago a power-play in CMLL resulted in a harsh set of standards for Graduate Faculty membership that were designed by one faction to disenfranchise other faculty. The result was a set of requirements at odds with the spirit of OP 64.10, "Criteria for Graduate Faculty Membership." The result was that some faculty were voted off Graduate Faculty and others were relegated to provisional membership. On February 23, 2003, CMLL adopted a revised set of standards that are consistent with both the letter and the spirit of OP 64.10.

The relevant portions of those new CMLL Standards for regular Graduate Faculty membership are as follows:

1. Possession of the terminal degree (Ph.D.).

2. Ongoing instruction, advising of graduate students, and/or mentoring of graduate students' research and creativity, including such activities as course development, chairing and/or serving on thesis and dissertation committees, and participation in the recruitment, selection and re-evaluation of graduate students, TA's and GPTI's. Satisfaction of this requirement is to be assessed relative to opportunities available to faculty in the language or subject area.

3. Evidence of current interest and involvement in scholarly research and publication as substantiated by the publication of books, monographs, or chapters therein, and editing collections of essays with reputable presses; and scholarly articles in refereed professional journals. Additional evidence includes presentations at professional conferences, especially refereed or invited papers. Other venues, such as professionally-vetted proceedings, audiotapes, videos, electronic publications, exhibitions, theatrical productions, creative writing, etc., may also constitute evidence of qualifiable scholarly research and/or creative activity, together with awards, prizes, substantive reviews and citation indices for the period under review, evincing current scholarly impact; active participation in scholarly organizations, and successful applications for competitive grants."

Dr McClain’s research is on the German presence in Texas, and her scholarly output tends to be in regional heritage society, popular, congress proceedings, and an encyclopedia rather than the usual German academic journals. In addition she is editing a
volume of conference proceedings that will appear this Spring, translated the Exhibit
Book for the Vatican medieval Frescoes exhibit at the TTU Museum, and has an exhibit
on Karl May (the focus of her research) that toured Texas for 2 1/2 years and now has
begun a 5-year tour of the Federal Republic of Germany. She has given 10 invited
addresses, many in nonacademic venues, but also four conference papers at scholarly
meetings. She also hosted an international Karl May Society meeting. Further
productivity involves writing and speaking in conjunction with the Southwest Center for
German Studies which she heads.

Under the old punitive graduate faculty standards most of this scholarly productivity did
not count, and so she only received probationary graduate faculty membership the last
time. However, under the new standards CMLL adopted in 2003, all this productivity is
relevant to determining whether she meets the criterion of “evidence of current interest
and involvement in scholarly research and publication.” It is my judgment that Dr.
McClain does meet this standard, albeit with much of her productivity being
disseminated in less traditional venues, and that she merits return to regular Graduate
Faculty membership.

Finally, I note that the instructions for regular appointment after having been on
provisional graduate faculty status call for reporting only the last three years productivity,
but that Dr. McClain reported the past six years work. I do not view this as inappropriate
given that the earlier harsh standards did not allow counting much of the work from that
period that she reports here. Even if we look just at the past three years productivity, it
seems to me she meets the current CMLL standards for regular graduate faculty
appointment.
October 10, 2005

Dr. Carmen Pereira-Muro
Classical and Modern Languages and Literatures
Mailstop 2071

Dear Dr. Pereira-Muro:

I am pleased to inform you that the Graduate Council has elected you to membership on the Graduate Faculty. Such membership recognizes strong scholarly credentials and outstanding potential for both graduate instruction and the supervision of student research. In the Council's judgment, you have demonstrated the qualifications to be a member of the Graduate Faculty, and I share in that judgment.

I am confident that you will make a strong contribution to the success of our graduate programs and I look forward to association with you in this work.

Whenever there is any way in which we can assist you from this office, please feel free to call upon us.

Sincerely,

Wendell Aycock
Associate Dean

WA:cls

xc: Fred Suppe
Name: Alberto Julian Perez
Department/Unit: CMLL/Spanish
Rank: Professor
Date submitted: 12-18-09
Appointment date: 8-1995
TTU email: julian.perez@ttu.edu
Phone: 806 3145 x 269
Mail Stop: 2071
Mailing Address:
TTU-
Box 42071,
Lubbock, TX 79409

I. Academic Background
1988: The School of Criticism and Theory. Director: Prof. Michael Riffaterre
1986: Ph. D. Spanish. New York University
Major: Spanish American Literature
Minor: Peninsular Literature
Dissertation: Poética de la prosa de Jorge Luis Borges. Dissertation Committee:
Professors John Alexander Coleman, Roberto Echavarren and Ken Krabbenhoft.
Published as Poética de la prosa de Jorge Luis Borges, Gredos, Madrid, 1986.
1984: M. Ph. Spanish, New York University
1975: Curso Superior de Filología Española, Universidad de Málaga. Director: Prof.
Manuel Alvar
1974: Profesor de Castellano, Literatura y Latín, Instituto Nacional Superior de
Profesorado, Rosario, Argentina.

II. Professional Experience

Texas Tech University
Professor, 2004 –
Associate Professor, 1998 - 2004
Assistant Professor, 1995-1998;
Michigan State University, Visiting Assistant Professor, 1994-1995;
Dartmouth College, Assistant Professor, 1987-1994;
Fordham University, Adjunct Assistant Professor, 1986-1987;

III. Direction of Graduate Students

Doctoral Committees

Chair of Doctoral Committee:

Laura Luna. Ph. D. candidate. Title: The novels of Piñon and Poniatowska. Co-Chair with A. Ladeira since Fall 2007;
José Olascoaga, Ph. D.. Title: The Indigenista literature of C. Vallejo. Chair since 2007, Graduated Summer 2009;
Ana Acevedo. Ph. D. candidate. Title: Brazilian and Mexican Women Writers. Co-Chair with A. Ladeira since Spring 07;
Rosario Lara, Ph.D.. Title: The essays of Fernández de Lizardi. Chair since Fall 03, Graduated Spring 08;
Beatriz Walker, Ph. D. Title: Contemporary Theatre of Uruguay. Chair since Fall 03, Graduated Summer 2005;

IV. Other service on Graduate Committees

Member of Doctoral Committee:
Tara Lockwood, Ph. D. Title: Humor in Selected Works of Miguel de Unamuno. Graduate Spring 09.

Andrea Lemire, Ph. D. Title: The Spanish Gothic Novel. Graduated Fall 08.

Luis Raúl González Catalán, Ph. D. in Fine Arts candidate. Title: Pipe Organs of Chile. Member since Fall 2005.

Gerardo Vega, Ph. D. candidate. Title: Central American Poetry. Member since Fall 2005.


Sofía Kaus, Ph. D. Title: Contemporary Spanish Novels of the Spanish Inquisition. Graduated Spring 2004.

Chantal Zuazu, Ph. D. Title: A Typology of Nineteenth Century Spanish Travel Literature. Graduated Fall 2004.

**Master Committees**

**Director of Spanish Master Committee**

Christopher Wright (graduated Spring 09);
Ruben Galve (graduated Spring 09),
Guillermo Flores (M. A. in Interdisciplinary Studies) (graduated Spring 08),
Susana Vizcarra (graduated Spring 08);
Laura Luna (graduated Fall 07),
José Olascoaga (graduated Summer 06),
Karla Albarez (graduated Summer 06).

**Member of Spanish Master Committee:**

Laura Sánchez (Master in Education), graduated Spring 08,
Tim Buckner (graduated Spring 08);
Venancio Ibarra (graduated Fall 06),
Armando González (Master in Education) (graduated Fall 06),
Pedro González (graduated Summer 06).

Member of several search committees

V. Graduate Courses Taught in the last six years.

SPAN 5374-001 – 19th Century Spanish American Literature: Fall 2006; Spring 2009
SPAN 5355:002 – Seminar in Spanish American Literature: Fall 2007; Spring 2008;
SPAN 5375 – Spanish American Modernismo: Fall 2005; Fall 2008

VI. Published Research and Creative Activity:

Books

Articles in Books


**Articles in Journals**

“Los detectives salvajes y el ocaso de las vanguardias”. Sent to Journal. 18 p.


“El testamento político de Perón”. Historia 103 (September 2006): 28-43


“Sarmiento y la democracia norteamericana”. Historia 97 (March 2005): 4-34.


**VII. Current Participation in Professional Associations**

2005-2009 Member of the Executive Committee on Hispanic Literatures: Latin American Literature from Independence to 1900 of the Modern Language Association (MLA). Attended yearly meetings during December every year.

2002-2008 Member of the Executive Board Centro de Estudios deLiteraturas y Civilizaciones del Río de la Plata (CELCIRP);
2001-     President, Instituto Sarmiento de Sociología e Historia of the Southwest of the United

Editorial Boards: Member: *Alba de América, Códice, Argentina en su Literatura.*

**Book Series Director:** “Nueva Crítica Hispanoamericana”, Ediciones Corregidor, Buenos Aires. With
María Fernanda Pampín. More than thirty books of literary criticism published in this collection. Web
www.corregidor.com

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**VIII. Professional Papers for the last six years**

**2006**

“Operacion massacre: periodismo y sociedad de masas”. Instituto Internacional
Literaturas Hispanicas, Montevideo, August 7-13.


**2007**

“El discurso politico de Evita”. Congreso Internacional de Literatura Argentina.

“La poesia politica de Gelman”. Congreso del Instituto Internacional de Literatura
Iberoamericana. Luján, Argentina. August 7-10.

“El etnografia: fabula y literatura”. Congreso Internacional de mini-ficcion. Tucuman,
Argentina. August 16-17.


**2008**

“Che Guevara como escritor”, JALLA, Santiago de Chile, August 4-8.

“Bolaño y el ocaso de las Vanguardias”, ILICH, Porto Alegre, Brazil, August 9-11.

Keynote speaker: “La poesía de Juan Gelman”, ILICH, Porto Alegre, Brazil, August 9-11.

2009

“Poesía y Parodia en Lamborghini”. Universidad de Córdoba, July 9-12.
“La poética de Lamborghini”. ILICH, Jujuy, August 6-10.

IX. Grants:

2007 Proposal funded: TTU Travel Grant to Attend International Conference in Luján, Argentina, Summer. University Funds given: $1,200
2006 Proposal funded: TTU Travel Grant to Attend International Conference to Montevideo, Summer. University Funds given: $1,200
2006 Proposal not successfully funded: TTU Arts and Sciences Research Grant: Title: Evita and Che Guevara: Popular Culture and Politics in Peron’s Argentina (1943 – 1974)

X. Other Professional Activities:
2005 Member of the Graduate Internal Review Committee for the College of Education - Graduate School
Research Development Leave, Texas Tech University, Spring 2007
GRADUATE FACULTY APPLICATION FORM
TEXAS TECH UNIVERSITY
Confirmation/Reappointment

Instructions: Please complete this cover sheet and type complete and specific information in each category as outlined on the attached page. Do not enclose resume.

Name: Nancy R. Reed  Department/Unit: CMLL/Classics

Rank/Title: Associate Prof.  Date Submitted: 01/14/04  Appointment Date: 

TTU Email: nancy.reed@ttu.edu  Phone: 2-3281  SSN: 564-60-8398

Mailing Address: Texas Tech Univ.  City/State: Lubbock, TX  Zip: 79409Mailstop: 2071

1. Tenured or tenure-earning appointment
   X  Continuing record of scholarly accomplishment for the past 6 years.
   ___ Reappointment of lapsed membership.

2. ___ Ex-officio (rank of collegiate dean or higher)

3. ___ Faculty with significant administrative assignments (e.g., department chair, institute director, associate dean)

4. ___ Adjunct (employed outside the department/area or outside the University)

5. ___ Visiting (in a non-tenure-earning position within the University)

6. ___ Retired faculty
   OP 64.10 permits departments and colleges to place restrictions on the duties of Adjunct or Visiting Graduate Faculty or retired Graduate Faculty (e.g., such as “cannot direct a dissertation,” etc.). Please list briefly any restrictions, or indicate “none.”

Restrictions:

Peer Evaluation Vote: Appointed or elected subcommittee, or all members of the Graduate Faculty, according to department/area policy.

# 2 Approve  # 2 Disapprove  # 0 Abstain

Peer Evaluation Representative:

X Approve  ___ Disapprove

Comment: 

Signature

Chair, Department/Area: (Please attach memo explaining any unusual circumstances.)

X Approve  ___ Disapprove

Comment: See attach

Signature

College Dean:

___ Approve  ___ Disapprove

Comment: 

Signature

Graduate Council Action: To be completed by the Office of the Graduate Dean.  Updated 11/5/01
GRADUATE FACULTY APPLICATION FORM
TEXAS TECH UNIVERSITY

Confirmation/Reappointment

Nancy B. Reed
Classical and Modern Languages & Literatures

I. Academic Background:

Ph.D.
Classical Archaeology
University of Missouri, Columbia
1973

II. Professional Experience:

Associate Professor
Texas Tech University
2002 [May] - present -- Classical and Modern Languages & Literatures, Classics Division
1983 - 2002 -- School of Art

III.

IV. Service on Graduate Committees:

1 -- Ph.D., School of Art, Texas Tech University
6 -- M.A., Museum Science, Texas Tech University
2 -- M.A., Classical Humanities

V. Graduate Courses Taught:

Texas Tech University
ART 5311
Fall 1998; Spring 1999; Fall 1999; Spring 2002

Texas Tech University
CLAS 7000
Fall 2002; Spring 2003

VI. Published Research:


VII. Current Participation in Professional Associations:

Texas Classical Association  
2000 [paper presented]; 2002 [paper accepted]  
Popular Culture Association  
1999; 2000; 2001; 2002; 2003 [paper presented each year]

VIII. Professional Papers:

1998
"Ghosts of a Fallen Flag: Santa Fe Railroad Stations," Southwest/Texas Region of the Popular Culture Association, 30 January, Lubbock, TX.  
"Roman Baths and American Railroad Stations: Symbols of Empire," Midwest Art History Association, 2 April, Chicago, IL.

1999
"From Glory Days To Evil Days: The Castaneda Hotel," Southwest/Texas Region of the Popular Culture Association, February, Albuquerque, NM.  
"War Games In Antiquity: The Military Nature of Greek Athletic Contests," Regional meeting of the American Schools of Oriental Research, March, Dallas, TX.  

2000
"The Luxor Hotel: Recreating An Ancient Egypt the Pharaohs Never Knew," Southwest/Texas Region of the Popular Culture Association, February, Albuquerque, NM.  
"The Orientalizing Period In Greek Art," Regional meeting of the American Schools of Oriental Research, March, Dallas, TX.  
"Using The Best At Last: Roman Classicism in Kansas City's Union Station," National Popular Culture Association, April, New Orleans, LA.  
"Greek War Games: New Perspectives on Hoplite Training," Texas Classical Association, October, Austin, TX.

2001
"Visions of Brutality: The Assyrians in Relief Sculpture," Regional meeting of the American Schools of Oriental Research, 17 March, Dallas, TX.  
"Fit to Fight: Sports and the Soldier-Citizen of Ancient Greece," University of New Brunswick, 8th Annual Ancient History Colloqulium entitled "Ancient Warfare," 31 March, Fredericton, New Brunswick, Canada  
"Reflections of Imperial Rome in San Antonio's Railroad Stations," National Popular Culture Association, 13 April, Philadelphia, PA.
2002

"The Catacombs: Corridors of Death Beneath the Streets of Rome," Regional meeting of the American Schools of Oriental Research, 9 March, Dallas, TX.

"Grand Central Terminal: Classicism Beyond Antiquity," National Popular Culture Association, 14 March, Toronto, Canada

2003

"Losers Never Prospered in Greco-Roman Sports," Regional meeting of the American Schools of Oriental Research, 15 March, Dallas, TX.

Date: January 21, 2004
Re: Nancy Reed Graduate Faculty Reappointment.
From: Frederick Suppe, CMLL Chair

Out of 27 votes, 3 disapproved and 0 abstained regarding the reappointment of Associate Professor Nancy Reed to the Graduate Faculty.

Dr. Reed currently is on a provisional appointment. She is applying for reappointment as a regular member of the graduate faculty.

Dr. Reed's case is quite anomalous. Dr. Reed was demoted to provisional membership by the School of Art when they refused to count her 1998 book, *More than Just a Game: The Military nature of Greek Athletic Contest*, as relevant scholarly work. My understanding is that this was a factor in her eventual reassignment to the CMLL Classics Division.

Regardless of what happened in Art, her book clearly is relevant to scholarly productivity within the Classics Division (which teaches a course on Ancient sports). The CMLL counting policy for articles and books calls for authored books to be counted five years. Thus under CMLL policy Dr. Reed's 1998 book should count for 1998, 1999, 2000, 2001, and 2002.

The instructions for regular appointment stipulate, "If being reconsidered after three years probation, respond for the probationary period only." On my advice, Dr. Reed's application reports on activities for the past six years not just the past three. This is because much of this work was dismissed as not relevant to graduate faculty reappointment in Art, but is relevant in CMLL. Second, under our counting policies here 1998 book would show up on her 2001 and 2002 Faculty Annual Reports. Under these clouded circumstances reporting the past six years' activities provides the more accurate portrait of her qualifications for regular Graduate Faculty reappointment.

It is my judgment that she meets the present CMLL criteria for regular Graduate Faculty membership:

1. Possession of the terminal degree (Ph.D.).

2. Ongoing instruction, advising of graduate students, and/or mentoring of graduate students' research and creativity, including such activities as course development, chairing and/or serving on thesis and dissertation committees, and participation in the recruitment, selection and re-evaluation of graduate students, TA's and GPTI's. Satisfaction of this requirement is to be assessed relative to opportunities available to faculty in the language or subject area.

3. Evidence of current interest and involvement in scholarly research and publication as substantiated by the publication of books, monographs, or chapters therein, and editing collections of essays with reputable presses; and scholarly
articles in refereed professional journals. Additional evidence includes presentations at professional conferences, especially refereed or invited papers. Other venues, such as professionally-vetted proceedings, audiotapes, videos, electronic publications, exhibitions, theatrical productions, creative writing, etc., may also constitute evidence of qualifiable scholarly research and/or creative activity, together with awards, prizes, substantive reviews and citation indices for the period under review, evincing current scholarly impact; active participation in scholarly organizations, and successful applications for competitive grants."
Instructions: Please complete this cover sheet and type complete and specific information in each category as outlined on the attached page. Do not enclose resume.

Name: Susan Isabel Stein  Department/Unit: CMLL, Spanish

Rank/Title: Tenured Associate Professor  Date Submitted: December 22, 2003  Appointment Date: September, 1992
TTU Email: susanisabel.stein@ttu.edu  Phone: 2-3145  SSN: 511-50-1737

Mailing Address: Dept. CMLL, TTU City/State: Lubbock, TX  Zip: 79410  Mailstop: 2071

1. Tenured or tenure-earning appointment
   X. Continuing record of scholarly accomplishment for the past 6 years.
   ___ Reappointment of lapsed membership.

2. ___ Ex-officio (rank of collegiate dean or higher)

3. ___ Faculty with significant administrative assignments (e.g., department chair, institute director, associate dean)

4. ___ Adjunct (employed outside the department/area or outside the University)

5. ___ Visiting (in a non-tenure-earning position within the University)

6. ___ Retired faculty
   OP 64.10 permits departments and colleges to place restrictions on the duties of Adjunct or Visiting Graduate Faculty or retired Graduate Faculty (e.g., such as “cannot direct a dissertation,” etc.). Please list briefly any restrictions, or indicate “none.”

Restrictions:

Peer Evaluation Vote: Appointed or elected subcommittee, or all members of the Graduate Faculty, according to department/area policy.

# ___ Approve  # ___ Disapprove  # ___ Abstain

Peer Evaluation Representative:

✓ Approve ___ Disapprove

Comment: [Signature]

Chair, Department/Area: (Please attach memo explaining any unusual circumstances.)

✓ Approve ___ Disapprove

Comment: [Signature]

College Dean:

___ Approve ___ Disapprove

Comment:

[Signature]

Graduate Council Action: To be completed by the Office of the Graduate Dean.
Please type complete and specific information in each category as outlined below. Do not enclose resume. Limit responses to the last six years. If being reconsidered after three years probation, respond for the probationary period only.

I. Academic Background (begin with last degree; include post-doctoral work)
   Include: Degree: PhD
   Field: Spanish
   Institution: University of California, Irvine
   Year Awarded: 1991

II. Professional Experience, Academic and Nonacademic (begin with present position)
   Include: Title: Associate Professor of Spanish
   Institution/Agency: TTU
   Year(s): 12

III. Direction of Graduate Students (completed theses and dissertations directed in last six years)
   Include: Student’s Name: Eric Vaccarella
   Degree: PhD
   Institution: TTU
   Year Completed: 2002

IV. Other Service on Graduate Committees in Last Six Years (excluding III)
   Include: No. Students: 7 (CML/L), 2 (English)
   Department: CML/L
   Institution: TTU

V. Graduate Courses Taught in Last Six Years (list course numbers only once plus the years each was taught.)
   Include: Institution: TTU
   Year(s):

VI. Published Research and Creative Activity in Last Six Years (do not include in-house reports)
   List: articles, books, and creative activities pertinent to your discipline. List abstracts and papers presented at professional meetings in VIII below. For publications, show complete authorship and provide exact titles, dates, and inclusive page numbers. Fully describe performances, showings, compositions, etc., for items in the Fine Arts and related areas.


VII. Current Participation in Professional Associations
   Include: Association: LASA
   Years Meetings Attended:
   Offices, Participation, Etc.

   Editorial Positions
   Referee for Journals, Proposals, etc.
   Service on Award Panels, Juries, etc.

VIII. Professional Papers and Abstracts for Last Six Years
   "La ideología de raza y clase en la Historia general del Inca Garcilaso: Retrato del artista anciano” Round table participant, "The Irrational in History", Pontificia Universidad Católica, Lima, Peru, November 6, 2003

   "Los trabajan como a hijos': The Indians in Inca Garcilaso's Historia general del Perú”: 36th Annual Comparative Literature Symposium at Texas Tech University: (In)versions of the New World: Writing Race, Religion & Sex in Colonial Latin America, Thursday, March 13-Saturday, March 15, 2003

   "El Inca Garcilaso recuerda a Las Casas y las Leyes Nuevas: Retrato del artista viejo": I was the invited guest speaker at the Universidad de San Marcos, Lima, Peru, Thursday, August 15, 2002
“Qué es el postmodernismo”: invite participant in an introductory panel defining modernism, Céfiro’s third annual conference, April 2002

“Strategic Epistolary Narratives: Sor Juana Inés de la Cruz Writes Off the Bishop,” Narrative: An International Conference, Rice University, March 8-11, 2001 Narrative: An International Conference (Society for the Study of Narrative Literature), March 8-11, 2001, Rice University

“Sor Juana and Santa Cruz: The Bishop’s Slip of the Tongue-Lashing,” Céfiro Conference, Spring 2001, Texas Tech University

“Sine quæ nun: The Essential Sor Juana,” Comparative Literature Symposium, Texas Tech, January 2000

“Las aporias de la Avellaneda,” 10ª Conferencia Lingüístico-Literaria, Universidad de Oriente, Santiago de Cuba, Cuba, February 8-12, 2000

IX. Grant and Contract Activity for Last Six Years
List grants, contracts or other types of sponsored research activity in the last six years. Note title of the proposal, date, and the sponsoring agency; dollar amount is optional. Include proposals that (a) were evaluated by an appropriate peer group, (b) made a contribution to graduate education, (c) indicate which ones were funded.

X. Indicate other professional activities that contribute to graduate education (software development, new course development, adjudication, service on government panels, symposia or conferences organized, consulting for state and federal organizations, honors and awards received, etc.)

Director, 36th Annual Symposium on Comparative Literature, TTU, March 11-13, 2003: (In)Versions of the New World: Writing Race, Religion & Sex in Colonial Latin America
GRADUATE FACULTY APPLICATION FORM
TEXAS TECH UNIVERSITY

Confirmation / Reappointment

Instructions: Please complete this cover sheet and type complete and specific information in each category as outlined on the attached page. Do not enclose resume.

Name: Julian Frederick Suppe

Department/Unit: CMLL

Rank/Title: Professor & Chair, Director Intensive English Program

Date Submitted: 14-Dec-09

Appointment Date: 9/1/00

TTU Email: frederick_suppe@hotmail.com

Phone: 806-742-4355

Campus Mail Stop: 2071

Mailing Address: CMLL, TTU

City/State: Lubbock, TX

Zip: 79409

1. _____ Tenured or tenure-earning appointment - Continuing record of scholarly accomplishment for the past 6 years
2. _____ Reappointment of lapsed membership
3. _____ Ex-officio (rank of collegiate dean or higher)
4. _____ Faculty with significant administrative assignments (e.g., department chair, institute director, associate dean)
5. _____ Adjunct (employed outside the department/area or outside the University)
6. _____ Visiting (in a non-tenure-earning position within the University)
7. _____ Retired Faculty

OP 64.10 permits departments and colleges to place restrictions on the duties of Adjunct or Visiting Graduate Faculty or retired Graduate Faculty (e.g., such as "cannot direct a dissertation," etc.). Please list briefly any restrictions, or indicate "none".

Restrictions:

Peer Evaluation Vote: Appointed or elected subcommittee, or all members of the Graduate Faculty, according to department/area policy.

# _____ Approve

# _____ Disapprove

# _____ Abstain

Peer Evaluation Representative:

_____ Approve

_____ Disapprove

Comment:

Signature

Printed Name:

Chair, Department/Area: (Please attach memo explaining any unusual circumstances.)

_____ Approve

_____ Disapprove

Comment:

Signature

Printed Name:

College Dean (of department submitting this application):

_____ Approve

_____ Disapprove

Comment:

Signature

Printed Name:

Graduate Council Action: (To be completed by the Office of the Graduate Dean)

Page 1

Please type complete and specific information in each category as outlined below. Do not enclose resume. Where indicated, limit responses to the last six years. If being reconsidered after three years probation, please use the "provisional" application.

1. Academic Background (begin with last degree; include post-doctoral work)

Include:

Degree: Ph.D.
Field: Philosophy
Institution: University of Michigan
Year Awarded: 1967

Include:

Degree: A.M.
Field: Philosophy
Institution: University of Michigan
Year Awarded: 1964

Include:

Degree: AB
II. Professional Experience, Academic and Nonacademic (begin with present position)
   Include: Title: Professor & Chair
            Institution/Agency: Texas Tech
            Year(s): 2000-present

   Include: Title: Associate Professor, then Professor, then Distinguished Scholar Teacher Professor
            Institution/Agency: University of Maryland College Park, MD
            Year(s): 1973-2000

   Include: Title: Distinguished Visiting Professor
            Institution/Agency: Columbia University
            Year(s): Fall 1997

   Include: Title: Visiting Scholar
            Institution/Agency: Indiana University
            Year(s): 1994-1997

   Include: Title: Lecturer
            Institution/Agency: Johns Hopkins University
            Year(s): Fall 1994

   Include: Title: NSF Visiting Fellow
            Institution/Agency: Princeton University
            Year(s): 1993-1994

   Include: Title: Lecturer then Professor
            Institution/Agency: University of Maryland at Baltimore
            Year(s): 1980-1994

   Include: Title: Distinguished Senior Scholar
            Institution/Agency: Notre Dame University
            Year(s): 1990-1991

   Include: Title: Assistant Professor then tenured and promoted
            Institution/Agency: University of Illinois, Urbana-Champaign
            Year(s): 1967-1973

   Include: Title: Visiting Instructor and Educational Advisor
            Institution/Agency: Indian Institute of Technology, Kanpur/USAID of the US State Department.
            Year(s): 1965-1967

   Include: Title: Teaching Fellow then Instructor
            Institution/Agency: University of Michigan
            Year(s): 1963-1967

   Include: Title: Visiting lecturer
            Institution/Agency: University of California at Santa Barbara
            Year(s): Summer 1964

   Include: Title: Instrumentation Technician then Computer Programmer then Mathematician
            Institution/Agency: General Electric Flight Test, Edwards AFB
            Year(s): 1958 then Summers 59, 60, 61, 62

III. Direction of Graduate Students (completed theses and dissertations directed in the last six years)
   Include: Student's Name: Marissa Kelherly
            Degree: MA in Philosophy
            Institution: TTU
            Year Completed: 2003

   Include: Student's Name: Joy Thachil
            Degree: Non-thesis MA in Philosophy
            Institution: TTU
            Year Completed: 2004

   Include: Student's Name: Bradly Rapatoky
            Degree: Ph.D. in Mathematics (co-directed with James A. Yorke)
            Institution: University of Maryland at College Park
            Year Completed: 2004

IV. Other Service on Graduate Committees in the last six years (excluding III)
   Include: No. Students: 1
            Department: CMLL
            Institution: TTU

V. Graduate Courses Taught in the last six years (list course numbers only once plus the years each was taught.)
   Include: Institution: TTU
            Course Numbers: CLAS 5350 "The Presocratics & The Origins of Greek Science from Thales to Ptolemy" (co-taught with David Larmour).
            Years: 2005

NOTE: As part of the arrangement where I moved from Philosophy as Chair to CMLL as Chair in 2002, I do not regularly teach courses. Rather I focus on course redesign activities detailed in Section X below.

VI. Published Research and Creative Activity in the last six years (do not include in-house reports)
List: articles, books, and creative activities pertinent to your discipline. List abstracts and papers presented at professional meetings in VIII below. For publications, show complete authorship and provide exact titles, dates, and inclusive page numbers. Fully describe performances, showings, compositions, etc., for items in the Fine Arts and related areas.

Incident at Morales Video (Great Productions, 2003), Executive Co-Producer, done under an NSF grant to The National Institute for Engineering Ethics; with S Nicholls, M. C. Lowl, V. Weil, P.E. Ulmer, C. Scoligrad, E. W. LeFevre Jr, and J. Smith.


"HIV Epidemics Driven by Late Disease Stage Transmission" (with James A. Yorke and Brandy L. Rapatski), Journal of Acquired Immune Deficiency Syndromes 38(March 1, 2003): 241-253.

Brandy L. Rapatski, Frederick Suppe, and James A. Yorke, "Reconciling Different Infectivity Estimates for HIV-1" Journal of Acquired Immune Deficiency Syndromes (AIDS); Vol. 43, No. 3, November 1, 2006, pp. 253-256.

Vignettes a Chap Book of original poetry and photography (Lubbock, 2008).

VII. Current Participation in Professional Associations

- Association of American Council of Teachers of Foreign Languages
  - Years Meetings Attended: 2002
  - Offices, Participation, Etc.
  - Years Meetings Attended: 2005
  - Offices, Participation, Etc.

- Association of Departments of Foreign Languages (Institutional Membership)
  - Years Meetings Attended: 2003
  - Offices, Participation, Etc.

- Association of Intensive English Programs (Institutional Membership)
  - Years Meetings Attended: 2003
  - Offices, Participation, Etc.

VIII. Professional Papers and Abstracts for the last six years


Roadmap to Redesign presentation on TTU's pilot R2R study at the National Center for Academic Transformation's annual R2R conference Baltimore Maryland, June 2005 (with Silvia Peart and Tracy Rutledge).

The Texas Tech Roadmap To Redesign Curriculum Transformation Project," ACTFL Annual Meeting, November 19, 2005 (a full session report with Stephen Corbett, Comfort Pratt, Silvia Peart, and Tracy Rutledge.)


TLTC SoTL Spotlight Presentation "Enhancing Second and Foreign Language Curricula by Means of Communicative Language Teaching and Advanced Technology" with Dr. Comfort Pratt and Ms. Silvia Peart as co-presenters, November 1, 2006.


At various universities in China (e.g., Lanzhou University, Shanghai International University) in March 2008 I gave presentations pertaining to what CML does teaching languages—mostly with little advance warning.


The following presentations were given by James A. Yorke with Brandy Rapatski and myself listed as co-authors; generally I was not present.

Mathematics Department Colloquium, Howard University, September 2004, Using Mathematical Modeling to Determine the Infectiousness of HIV.

9th International Conference on Difference Equation & Applications, University of Southern California, August 2004, Using Mathematical Modeling to Determine the Infectiousness of HIV.

Mathematics Department Seminar, Bryn Mawr, April 2004, HIV Epidemics Driven by Late Disease-Stage Transmission.


NIST (National Institute of Standards and Technology), Columbia, Maryland, March 2004, HIV Epidemics Driven By Late Disease-Stage Transmission.

AMS National Joint Mathematics Meetings special session on Discrete dynamics and difference equations, Phoeix, Arizona, January 2004, HIV Epidemics Driven By Late Disease-Stage Transmission.

Dynamics Days, University of North Carolina, Chapel Hill, January 2004, Modeling the Population Dynamics of HIV/AIDS.


9th INFORMS Computing Conference, Annapolis, Maryland, January 2005, Using Mathematical Modeling to Determine the Infectiousness of HIV.

2006: James A Yorke gave a number of lectures titled "The Infectivity of HIV & Its Trajectory in Africa and India" with Brandy L. Rapatski and myself listed as co-authors. There were two lectures at Penn State in April and one at Tufts (there may have been others as well).

IX. Grant and Contract Activity for the last six years
List grants, contracts or other types of sponsored research activity in the last six years. Note title of the proposal, date, and the sponsoring agency; dollar amount is optional. Include proposals that (a) were evaluated by an appropriate peer group, (b) made a contribution to graduate education, (c) indicate which ones were funded.

National Center for Academic Transformation, "Roadmap to Redesign" project funded by FIPSE; we were one of 20 programs picked to participate in the test of principles and models for course redesigns that explicit technology to be more cost-effective, 2004-2006. We did not receive a set grant but rather expenses for participating in the project's annual national meetings. Total value probably $3-$5K plus lots of prestige for CMLL. FUNDED

TLTC Faculty Incentive Grant for project on using speech recognition software to teach pronunciation through mimicry. $10,000, PI with Comfort Pratt and Hilda Salazar. FUNDED [This laid the basis for the 2007 Phase II grant below.]

"Texas Tech Intensive Arabic & Russian Program for ROTC Students," (Anthony Qualin Co-PI) National Security Education Program, DOD, $697,628. NOT FUNDED.

THECB Phase II Course Redesign grant, PI, 2007, ~$50,000 FUNDED

THECB Phase III Course Redesign grant, PI, 2007, ~$230,000. NOT FUNDED

THECB Learning Objects Repository Grant, PI, 2008, $20,000. FUNDED.

X. Indicate other professional activities during the last six years that contribute to graduate education
(software development, new course development, adjudication, service on government panels, symposia or conferences organized, consulting for state and federal organizations, honors and awards received, etc.)

As Chair of CMLL I have ultimate responsibility for our graduate programs. However there are a number of more specific involvements not typical of Department Chairs which are now summarized.

Since 2003 a major research focus has been the aggressive use of technology to improve language learning. The focus of efforts has been on the redesign of lower-level Spanish. The efforts have been supported in part by the NCAT "Roadmap to Redesign" project, two THECB Course Redesign grants, TLTC Faculty Incentive Grant, and donor funds. Products developed include: On-line interactive tutorials for teaching grammar, vocabulary, and reading. Development of semi-automated ways of grading compositions with targeted diagnostic feedback allowing compositions to be graded in 3-5 minutes each. A method of teaching pronunciation through mimicry using Voice Recognition software. Development of structured input content for the Interactive Tutorials. A custom developed "shell" for hosting the interactive tutorials while interfaced with course management systems is in progress. All of these developments have been done using controlled experiments and other data driven assessments. In addition we have developed operationalization of ACTFL proficiency standards for writing, speaking, and listening comprehension. For all these developments I was the PI that was the source of innovations. However the actual development, piloting, and implementation of these methods was done with assistance from Dr. Gorsuch, Dr. Farley, and the heavy involvement of over a dozen graduate students. In various presentations regarding our course redesign graduate students have been co-authors and presenters. Various studies by graduate students and faculty have been embedded into the Spanish redesign experiments and presented at national and regional conferences.

While these innovations have been developed and piloted for lower-level Spanish, they are having wider use: (1) The interactive tutorial approach has been ported over to German by Dr. Borst and graduate students. (2) The mimicry pronunciation approach using voice recognition software is now used in the Intensive English Program. (3) The interactive tutorial content and pronunciation materials are slated to be part of the THECB Learning Objects Repository and made available to all Texas institutions of higher education. (4) The ACTFL-derived proficiency instruments for Spanish have been or are in the process of being ported over to eight modern languages for use as basic instruments for CORE curriculum Outcomes Assessment. [Graduate students are heavily involved in porting these to other languages.]

Since 2004 I have been the Executive Coordinator for Lower-Level Spanish and have implemented a comprehensive training and mentoring program for Spanish TAs and GPTIs.

Graduate students now teach in the Intensive English Program under my supervision. Under my direction one graduate student has been doing a literature-based and survey study leading up to recommendations for how to restructure and reinvent the IEP.

I also started a Fall "CMLL Faculty and Graduate Students Read From Their Own Literary Works" series that encourages and supports graduate students interested in creative writing.
October 10, 2005

Dr. Victoria Suriuga
Classical and Modern Languages and Literatures
Mailstop 2071

Dear Dr. Suriuga:

I am pleased to inform you that the Graduate Council has elected you to membership on the Graduate Faculty. Such membership recognizes strong scholarly credentials and outstanding potential for both graduate instruction and the supervision of student research. In the Council's judgment, you have demonstrated the qualifications to be a member of the Graduate Faculty, and I share in that judgment.

I am confident that you will make a strong contribution to the success of our graduate programs and I look forward to association with you in this work.

Whenever there is any way in which we can assist you from this office, please feel free to call upon us.

Sincerely,

Wendell Aycock
Associate Dean

WA:cls

xc: Fred Suppe
July 16, 2007

Dr. Barbara Weinlich
Classical & Modern Languages & Literature
MS 2071

Dear Dr. Weinlich:

I am pleased to inform you that the Graduate Council has elected you to membership on the Graduate Faculty. Such membership recognizes strong scholarly credentials and outstanding potential for both graduate instruction and the supervision of student research. In the Council's judgment, you have demonstrated the qualifications to be a member of the Graduate Faculty, and I share in that judgment.

I am confident that you will make a strong contribution to the success of our graduate programs and I look forward to association with you in this work.

Whenever there is any way in which we can assist you from this office, please feel free to call upon us.

Sincerely,

[Signature]

John Borrelli
Dean of the Graduate School

JB:jg

xc: Dr. Frederick Suppe and Dr. Jane Winer
GRADUATE FACULTY APPLICATION FORM
TEXAS TECH UNIVERSITY
Confirmation / Reappointment

Instructions: Please complete this cover sheet and type complete and specific information in each category as outlined on the attached page. Do not enclose resume.

Name: Diane S. Wood — Department/Unit: CMLL — Rank/Title: Professor
Date Submitted: Oct. 21, 2009 — Appointment Date: 1976 — TTU Email: diane.wood@ttu.edu — Phone: 742-3145, x. 258
Campus Mail Stop: 2071 — Mailing Address: Box 42071 — City/State: Lubbock, TX Zip: 79409-2071

1. ___X___ Tenured or tenure-earning appointment - Continuing record of scholarly accomplishment for the past 6 years
2. ___ Reappointment of lapsed membership
3. ___ Ex-officio (rank of collegiate dean or higher)
4. ___ Faculty with significant administrative assignments (e.g., department chair, institute director, associate dean)
5. ___ Adjunct (employed outside the department/area or outside the University)
6. ___ Visiting (in a non-tenure-earning position within the University)
7. ___ Retired Faculty

OP 64.10 permits departments and colleges to place restrictions on the duties of Adjunct or Visiting Graduate Faculty or retired Graduate Faculty (e.g., such as “cannot direct a dissertation,” etc.). Please list briefly any restrictions, or indicate "none".

Restrictions:

Peer Evaluation Vote: Appointed or elected subcommittee, or all members of the Graduate Faculty, according to department/area policy.

# _____ Approve  # _____ Disapprove  # _____ Abstain

Peer Evaluation Representative:

_____ Approve  _____ Disapprove  _____ Abstain

Comment: ____________________________

Signature ____________________________

Printed Name ____________________________

Chair, Department/Area: (Please attach memo explaining any unusual circumstances.)

_____ Approve  _____ Disapprove

Comment: ____________________________

Signature ____________________________

Printed Name ____________________________

College Dean (of department submitting this application):

_____ Approve  _____ Disapprove

Comment: ____________________________

Signature ____________________________

Printed Name ____________________________

Graduate Council Action: (To be completed by the Office of the Graduate Dean)

Page 1
I. Academic Background (begin with last degree; include post-doctoral work)
Include: Degree PhD
Field French
Institution University of Wisconsin-Madison
Year Awarded 1975

II. Professional Experience, Academic and Nonacademic (begin with present position)
Include: Title Professor of French (Last promotion 2000)
Institution/Agency Texas Tech University
Year(s) 1976 to present

III. Direction of Graduate Students (completed theses and dissertations directed in the last six years)
Include: Student's Name Laura B. Bergman
Degree MA
Institution Texas Tech University
Year Completed 2009

IV. Other Service on Graduate Committees in the last six years (excluding III)
Include: No. Students 17
Department CMLL
Institution Texas Tech University
No. Students: 1
Department: Music
Texas Tech University

V. Graduate Courses Taught in the last six years (list course numbers only once plus the years each was taught.)
Include: Institution Texas Tech University
FREN 5312—2005, 2008
FREN 5318—2009

VI. Published Research and Creative Activity in the last six years (do not include in-house reports)

"Humanism and Women’s Writing: The Case of Hélisenne de Cremme," co-authored with Laura B. Bergman, Approaches to Renaissance Humanism, Colette Winn, ed. in the MLA Approaches to Literature series, 14 pp. [IN PRESS]


VII. Current Participation in Professional Associations

American Association of Teachers of French (AATF),
Vice President of Regional Chapter (Hautes Plaines) 2009 to present
Attended Regional Chapter meeting 2009
Texas Medieval Association.
Attended meetings 2008, 2009

Canadian Society for Renaissance Studies
Attended meeting 2008

Modern Language Association
No meetings attended

VIII. Professional Papers and Abstracts for the last six years

“Visualizing the Trojan War: Denis Janot’s Woodcuts (1541),” Texas Medieval Association, Austin, TX, October 2009


IX. Grant and Contract Activity for the last six years
List grants, contracts or other types of sponsored research activity in the last six years. Note title of the proposal, date, and the sponsoring agency; dollar amount is optional. Include proposals that (a) were evaluated by an appropriate peer group, (b) made a contribution to graduate education, (c) indicate which ones were funded.

$700 (Canadian) from the Canadian Government for travel to attend the International Conference: Femmes, rhétorique et éloquence sous l’Ancien Régime VII, University of Quebec-Rimouski, Rimouski, Quebec, Canada. September, 2007


X. Indicate other professional activities during the last six years that contribute to graduate education
(such as software development, new course development, adjudication, service on government panels, symposia or conferences organized, consulting for state and federal organizations, honors and awards received, etc.)

Updated 10/19/06
GRADUATE FACULTY APPLICATION FORM
TEXAS TECH UNIVERSITY

Confirmation / Reappointment

Instructions: Please complete this cover sheet and type complete and specific information in each category as outlined on the attached page. Do not enclose resume.

Name: Jorge Zamora
Department/Unit: CMLL - Spanish

Rank/Title: Associate Prof.
Date Submitted: Oct 8, 2009
Appointment Date: Spring 2007

TTU Email: Jorge.Zamora@ttu.edu
Phone: 742-3145 x 243
Campus Mall Stop: 2041

Mailing Address: 6119 13TH Street
City/State: Lubbock, TX
Zip: 79410

1. Yes Tenured or tenure-earning appointment - Continuing record of scholarly accomplishment for the past 6 years
2. Reappointment of lapsed membership
3. Ex-officio (rank of collegiate dean or higher)
4. Faculty member with significant administrative assignments (e.g., department chair, institute director, associate dean)
5. Adjunct (employed outside the department/area or outside the University)
6. Visiting (in a non-tenure-earning position within the University)
7. Retired Faculty

OP 64.10 permits departments and colleges to place restrictions on the duties of Adjunct or Visiting Graduate Faculty or retired Graduate Faculty (e.g., such as "cannot direct a dissertation," etc.). Please list briefly any restrictions, or indicate "none".

Restrictions:

Peer Evaluation Vote: Appointed or elected subcommittee, or all members of the Graduate Faculty, according to department/area policy.

# Approve # Disapprove # Abstain

Peer Evaluation Representative:

Approve Disapprove

Comment: Signature

Printed Name:

Chair, Department/Area: (Please attach memo explaining any unusual circumstances.)

Approve Disapprove

Comment: Signature

Printed Name:

College Dean (of department submitting this application):

Approve Disapprove

Comment: Signature

Printed Name:

Graduate Council Action: (To be completed by the Office of the Graduate Dean) Updated 10/19/06
Please type complete and specific information in each category as outlined below. Do not enclose resume.

Where indicated, limit responses to the last six years. If being reconsidered after three years probation, please use the "provisional" application.)

I. Academic Background (begin with last degree; include post-doctoral work)
   Include:
   Degree
   Field
   Institution
   Year Awarded
   See Attachment

II. Professional Experience, Academic and Noneacademic (begin with present position)
   Include:
   Title
   Institution/Agency
   Year(s)

III. Direction of Graduate Students (completed theses and dissertations directed in the last six years)
   Include:
   Student's Name
   Degree
   Institution
   Year Completed

IV. Other Service on Graduate Committees in the last six years (excluding III)
   Include:
   No. Students
   Department
   Institution

V. Graduate Courses Taught in the last six years (list course numbers only once plus the years each was taught.)
   Include:
   Institution
   Course Numbers
   Years(s)

VI. Published Research and Creative Activity in the last six years (do not include in-house reports)
   List: articles, books, and creative activities pertinent to your discipline. List abstracts and papers presented at professional meetings in VIII below. For publications, show complete authorship and provide exact titles, dates, and inclusive page numbers. Fully describe performances, showings, compositions, etc., for items in the Fine Arts and related areas.

VII. Current Participation in Professional Associations
   Include:
   Association
   Years Meetings Attended
   Offices, Participation, Etc.

Editorial Positions
Referee for Journals, Proposals, etc.
Service on Award Panels, Juries, etc.

VIII. Professional Papers and Abstracts for the last six years

IX. Grant and Contract Activity for the last six years
   List grants, contracts or other types of sponsored research activity in the last six years. Note title of the proposal, date, and the sponsoring agency; dollar amount is optional. Include proposals that (a) were evaluated by an appropriate peer group, (b) made a contribution to graduate education, (c) indicate which ones were funded.

X. Indicate other professional activities during the last six years that contribute to graduate education
   (software development, new course development, adjudication, service on government panels, symposia or conferences organized, consulting for state and federal organizations, honors and awards received, etc.)

Updated 10/19/06
Jorge Zamora
Annex Graduate Faculty Application

Jorge Zamora

I. ACADEMIC BACKGROUND

1999  Ph.D in Spanish, Texas Tech University
1984  Law Degree, 1984. National University of Mexico

II. PROFESSIONAL EXPERIENCE

2007 – present  Texas Tech University
Associate Professor of Spanish

2001- 2007  Texas Tech University
Assistant Professor of Spanish.

1998 – 2001  South Plains College
Associate Professor of Foreign Language

1992 – 1998  Texas Tech University
Graduate Part Time Assistant

1985 – 1991  Partner: Camil Abogados. Mexico City, Mexico

III. DIRECTION OF GRADUATE STUDENTS & IV. OTHER SERVICE ON GRADUATE COMMITTEES

THESIS AND DISSERTATION COMMITTEES

2004

1. Dissertations directed:
   In progress
   “Mexican Identity: political and economic Self /Other in the writings of Carlos Fuentes,” by Jim Gregory. With Ted McVay and Gary Elbow (Dep. of Economics and Geography)

2. Dissertation Committees:
   a) In progress
   “El Crack y la literatura apocalíptica,” by Carolina Mocetzuma. With Genaro Pérez (Chair) and Janet Pérez.
   “Aspectos de la prosa de Rosario Castellanos,” by María Elena Pérez. With Genaro Pérez and Janet Pérez (Chair). In progress.
"La parodia, la burla y lo carnavalésco en Don Juan de Gonzalo Torrente Ballester y en Cristóbal Nonato de Carlos Fuentes," by Oscar Heredia. With Genaro Pérez and Janet Pérez (Chair).

b) Completed

2005

Theses and dissertations directed:

*In progress:*


**Thesis and dissertation committees served on**

*In progress:*

"El Crack y la literatura apocalíptica," by Carolina Moctezuma. With Genaro Pérez (Chair) and Janet Pérez.

"Aspectos de la prosa de Rosario Castellanos," by María Elena Pérez. With Genaro Pérez and Janet Pérez (Chair).

"El pensamiento político de Elena Poniatowska" by Verónica Lara. With Genaro Pérez (Chair) and Janet Pérez.

"Spanish Translation of User Manuals," by Nicole Madison. With Dr. Amy Kerber (English), Dr. Kirk St. Amant (English) (Committee Chair), and Dr. Sean Zdenek (English).

**Graduated:**

"Gertrudis de Avellaneda re-escribe la historia para el teatro" by María Cristina Fox Valle. Defended. Fall, 2005. With Genaro Pérez and Janet Pérez (Chair).

"El discurso post-modernista en la trilogía gallega de Camilo José Cela" by Enrique Porrúa. Defended Fall, 2005. With Genaro Pérez and Janet Pérez (Chair).

2006

Theses and dissertations directed:

In progress:

Doctoral Dissertation.


Graduated:

Thesis and dissertation committees served on

In progress:

Doctoral.

"Aspectos de la prosa de Rosario Castellanos," by María Elena Pérez. With Genaro Pérez and Janet Pérez (Chair).

"El pensamiento político de Elena Poniatowska" by Verónica Lara. With Genaro Pérez (Chair) and Janet Pérez.


Graduated:

Doctoral.

"El Crack y la literatura apocalíptica," by Carolina Moctezuma. With Genaro Pérez (Chair) and Janet Pérez.

2007

Theses and dissertations directed:

In progress:

Graduated:

Thesis and dissertation committees on which served:

In progress:

"Aspectos de la prosa de Rosario Castellanos," by María Elena Pérez. With Genaro Pérez and Janet Pérez (Chair).

"El pensamiento político de Elena Poniatowska" by Verónica Lara. With Genaro Pérez (Chair) and Janet Pérez.

Graduated:


"La Narrativa de José Emilio Pacheco" by LouAnn Disney. With Janet Pérez (Chair) and Genaro Pérez

2008

Theses and dissertations directed:

In progress:

DOCTORAL DISSERTATIONS:


"La novela de la Revolución y la Nueva novela histórica, una (re)visión"

"Los personajes femeninos en la narrativa de Silvia Molina"

Graduated:

Thesis and dissertation committees on which served:

In progress:
“Aspectos de la prosa de Rosario Castellanos,” by María Elena Pérez. With Genaro Pérez and Janet Pérez (Chair).

“El pensamiento político de Elena Poniatowska” by Verónica Lara. With Genaro Pérez (Chair) and Janet Pérez.

“El Elemento Fantástico en la Narrativa de Rene Aviles Fabila ” by Adan Lovera. With Genaro Pérez (Chair) and Janet Pérez.

“Senectud en la narrativa de García Márquez” by Aracely Esparza. With Janet Pérez (Chair) and Genaro Pérez.

2009

Theses and dissertations directed:

In progress:

DOCTORAL DISSERTATIONS:


“La novela de la Revolución y la Nueva novela histórica, una (re)visión”

“Los personajes femeninos en la narrativa de Silvia Molina”

Graduated:

Thesis and dissertation committees on which served:

In progress:

“Aspectos de la prosa de Rosario Castellanos,” by María Elena Pérez. With Genaro Pérez and Janet Pérez (Chair).

“El pensamiento político de Elena Poniatowska” by Verónica Lara. With Genaro Pérez (Chair) and Janet Pérez.

“El Elemento Fantástico en la Narrativa de” by Adan Lovera. With Genaro Pérez (Chair) and Janet Pérez.

Graduated:
V. GRADUATE COURSES TAUGHT

SPRING 2004
Span 7000-01 – Research

FALL 2004
Span 5366-01 - 20th Century Spanish Prose
Span 7000-01 – Research

SUMMER I 2004
Span 7000-01 – Research

SPRING 2005
Span 5304-01 - Advanced Business Spanish
Span 5355-01 – Seminar in Hispanic Literature
Span 7000-01
Span 8000-09

FALL 2005
Span 5366-01 - 20th Century Spanish Prose
Span 7000-01 – Research (1 student)

SPRING 2006
Span 7000-01- Research Advanced Business Spanish (1 student)
Span 7000-01 - Research 20th Century LatAm Lit (4 students)
Span 8000-05- Doctor’s Dissertation (1 student)

FALL 2006
Span 5304-01 - Advanced Business Spanish
Span 7000 – 03 - Contemporary Mexican Literature
Span 8000 – 05 - Doctor’s Dissertation
SPRING 2007

Span 5304 – 001 Advanced Business Spanish
Span 5355 – 001 Seminar in Hisp. Lit.
Span 7000 – 001 Research
Span 7000 – 003 Research
Span 8000 – 005 Doctor’s Dissertation

Fall 2007:
Span 8000 – 005 Doctor’s Dissertation
ON LEAVE

Summer II 2007:
Span 7000 – 001
Span 8000 – 003

Spring 2008:

Span 7000 – 007 Research
Span 8000 – 004 Doctor’s Dissertation

Fall 2008:
Span 7000 – 004 Research (3 students)
Span 8000 – 005 Doctor’s Dissertation (3 students)

SPRING 2009
SPAN 5354
SPAN 7000
SPAN 8000

FALL 2009
SPAN 5354
SPAN 8000

VI. PUBLISHED RESEARCH

PUBLICATIONS

2004
“Sentido y función de lo grotesco en ‘Historia de Macacos’
de Francisco Ayala.” Letras Peninsulares. 16.3 (Fall/Winter 2003-2004).

“Heroísmo y mexicanidad en Los pasos de López de Jorge
Ibañez lo joita.” Revista Mexicana de Literatura Contemporánea.22 (X).
103-109 (Abril, 2004)

2005
“Destino y degradación en ‘The Last Supper’ de Francisco
Ayala.” Hispania. 88.3 (2005): 468-75.
2006

"En busca de Klingsor y Frankenstein: aspectos de intertexto y misoginia." Revista Mexicana de Literatura Contemporánea.

"Representaciones del exilio en dos narraciones de Francisco Ayala." Hispania. v.89.4, December, 2006.

2007

"Femmes Fatales/Femmes Fomidables: Mimetismo y subversión en El Club Dumas o la Sombra de Richelieu de Arturo Pérez-Reverte" Anales de Literatura Española Contemporánea

"Enhancing Two Study Abroad Programs in Mexico and Germany: Understanding and Exceeding Students’ Expectations” Texas Foreign Language Association Journal, Fall 2007. With Stefanie Borst

2008


2009

"Emilio Rabasa” World Literature in Spanish: An Encyclopedia. In press

Conferences:


"A Collaborative Survey of Study Abroad Programs in Mexico and Germany. " Joint paper with Dr. Sianie Borst. TFLA Conference. Austin, TX. October 12-14, 2006. Two Study Abroad Programs in Mexico and Germany: To ADFL Bulletin, July 2006

"Humor y horror en dos narraciones de Francisco Ayala". Conference-Colloquium: Spain at the crossroad of 1939: Exile and Cultural Identity". University of North Texas, Denton, TX. April 7 & 8, 2006


"Trágicomica trilogía: el humor grotesco en Mátalo de David Martín del Campo" XIII Congreso de Literatura Mexicana Contemporánea at U. of Texas, El Paso, March 6,7 & 8 2008.

"Spanish Literature from 1700 to the present" (panel Chair). SCMLA 2008 Annual Convention. San Antonio, TX, November 6-7, 2008.

VII. Participation in Professional Associations

Modern Language Association
American Association of Teachers of Spanish and Portuguese
Graduate Program Reviews
2009-2010

FACULTY AND STUDENT SURVEY RESULTS

College: Arts & Sciences
Department: Classical & Modern Languages & Literature
Conducted by: Institutional Research Services
### FACULTY SURVEY RESULTS – CMLL

#### Number of faculty participating in survey

<table>
<thead>
<tr>
<th>Title</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>9</td>
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<tr>
<td>Asso.Prof</td>
<td>6</td>
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<tr>
<td>Asst.Prof</td>
<td>21</td>
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<td><strong>PARTICIPANT TOTAL</strong></td>
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#### Survey Questions

<table>
<thead>
<tr>
<th>Question</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>N/A</th>
<th>Average</th>
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<tbody>
<tr>
<td>Q-1 The facilities and equipment available to teach graduate courses are adequate.</td>
<td>17</td>
<td>12</td>
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<td>Q-2 I have adequate access to facilities and equipment needed for my graduate work</td>
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<td>Q-3 The quality and availability of departmental graduate student office space is adequate for my needs</td>
<td>4</td>
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<td>8</td>
<td>0</td>
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<td>3.47</td>
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<td>Q-4 Library resources available to me are adequate</td>
<td>12</td>
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<td>4.17</td>
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<td>Q-5 Teaching resources (faculty, teaching assistants) are adequate to my needs</td>
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<td>0</td>
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<td>3.47</td>
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<tr>
<td>Q-6 The program offers an adequate selection of graduate courses, sufficient for timely completion of a full graduate program</td>
<td>15</td>
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<td>4</td>
<td>0</td>
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<td>Q-7 The graduate courses available are taught at an appropriate level and are of sufficient rigor.</td>
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<td>Q-8 The graduate teaching assistants available to faculty in the program are of appropriate quality</td>
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<td>Q-9 Graduate courses in other fields, needed to support your program or minor, are sufficiently available</td>
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<td>Q-10 There is adequate communication about policy and program changes in your department</td>
<td>20</td>
<td>18</td>
<td>1</td>
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<tr>
<td>Q-11 There is adequate communication from the upper administration regarding policy changes.</td>
<td>14</td>
<td>15</td>
<td>6</td>
<td>8</td>
<td>0</td>
<td>3</td>
<td>3.81</td>
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<td>Q-12 I am satisfied with the professional interaction with faculty throughout TTU.</td>
<td>13</td>
<td>21</td>
<td>3</td>
<td>8</td>
<td>0</td>
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<td>3.87</td>
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<tr>
<td>Q-13 Graduate courses in other fields, needed to support your program(s) or minors, are sufficiently accepted.</td>
<td>8</td>
<td>23</td>
<td>10</td>
<td>1</td>
<td>0</td>
<td>4</td>
<td>3.90</td>
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<tr>
<td>Q-14 Graduate courses in other fields, needed to support your program(s) or minors, are sufficiently recommended by your advisor(s).</td>
<td>7</td>
<td>19</td>
<td>14</td>
<td>1</td>
<td>0</td>
<td>5</td>
<td>3.78</td>
</tr>
</tbody>
</table>
Q: 15 Graduate courses in other fields, needed to support your program(s) or minors, are sufficiently recommended by your advisor(s).

| 15 | 18 | 9 | 3 | 0 | 1 | 4 |

Q: 16 I am satisfied with the professional interaction with the graduate program coordinator(s).

| 15 | 15 | 4 | 9 | 0 | 3 | 3.84 |

Q: 17 I am satisfied with the professional interaction with other faculty within the program(s).

| 15 | 22 | 4 | 4 | 0 | 1 | 4.07 |

Q: 18 I am treated as a respected contributor to the graduate program in which I am involved.

| 21 | 10 | 4 | 9 | 0 | 2 | 3.98 |

Q: 19 I have been given an opportunity to be engaged in decisions regarding changes in the program(s).

| 20 | 12 | 2 | 10 | 0 | 2 | 3.95 |

Q: 20 Course and program changes are evaluated by all faculty and voted upon by those faculty.

| 17 | 13 | 6 | 5 | 0 | 5 | 4.02 |

Q: 21 Sufficient graduate teaching assistantship stipends are available.

| 6 | 13 | 7 | 15 | 0 | 5 | 3.24 |

Q: 22 The program offers adequate opportunity for its faculty to gain teaching training.

| 15 | 15 | 8 | 5 | 0 | 3 | 3.93 |

Q: 23 Graduate teaching assistantships assignments are made equitably, based on established criteria.

| 9 | 21 | 8 | 4 | 0 | 4 | 3.83 |

Q: 24 Graduate program policies are clearly defined and readily available to me.

| 11 | 17 | 7 | 9 | 0 | 2 | 3.68 |

Q: 25 Graduate program policies clearly identify petition and appeals procedures available.

| 11 | 16 | 9 | 6 | 0 | 4 | 3.76 |

What do you consider to be the strengths of your graduate program(s)?

The strength of the program is the leadership of the chair. Internal problems and conflicts of interest limit the growth of the division.

A French program available in West Texas.

Strong scholarship and effective mentoring of graduate students in most programs. The faculty is increasingly productive and higher profile.

Supportive community of publishing scholars.

Good overall program, good professional training for scholarship and teaching.

The advisement. Opportunity to take courses as a minor outside of the department. The way faculty members work together. Organization is good.

New faculty hires.

Excellent colleagues in my department. Motivated, intelligent graduate students.

A steady source of qualified graduate students, especially for the doctoral program in Spanish, important for the state and the region. The program's flexibility and adaptability, its strong core and ability to adapt. Good student cohorts, and record of expansion and improvement. Good new faculty recruited, appropriate balance of mature and junior graduate professors. I refer only to Spanish, not any other programs.
The Faculty, no doubt about it. Janet Perez is a goddess. Graduate Recruiters John Beusterien and Carmen Pereira are the best. Jorge Zamora is a great man and is willing to learn how to be a Grad Advisor (He is way better than Genaro Perez). Julian Perez is great in Lubbock and awesome in Sevilla. Antonio Ladeira is the best thing that ever happened to Tech. I have just one question: if we are the cash cow of CMLL (and Tech) how come we do not have our own Head/Chair? The faculty is always willing to improve the course offerings, try to make the program more challenging and in line with the national standards. There's a general desire by the faculty to make changes that will improve the graduate program.

Limited range, but adequate.

Most of our graduate professors are very good professors, committed to their research, teaching and service.

| Providing students with the tools to study languages and literatures, as well as cultures, with a view to doctoral study or high school teaching. The quality of the graduate faculty is high, for the most part and the library facilities are very good for a university of this size. The faculty in my department is qualified to teach a variety of courses at the graduate level. However, due to the need for extra faculty members or qualified ABDs, even the senior faculty have to teach undergraduate courses. The introduction to the world of research and teaching The strengths of the Division of Spanish and Portuguese are many. Some of them are: One, the number of eminent scholars in Spanish; two, the distinguished journals dedicated to Hispanism housed in the Division of Spanish and Portuguese; and three, the number of students completing graduate degrees per year is very impressive. there are several professors who are very dedicated to their work and are knowledgeable. They are capable of teaching their expertise to grad students The dedication of the professors to help students do well at college 'Strive for honor' indicates the goal for both teachers and students. The close interaction among faculty and among faculty and graduate students. | What changes, if any, could be made to improve the quality of your graduate program(s)? Add more faculty who are not family related or have other interests, except the wellbeing of the students and the university. Immediate and on-going training of incoming assistants, and clear cut guidelines of expectations. In French literature classes, literature that is not immoral. We need at least 20 additional Spanish GPTIs and we badly need almost three times the space we have. Additional senior hires for most programs are desirable. We have inadequate sup|port for graduate student and faculty travel to conferences, archives, etc. Degree plans for each graduate student and a predictable rotation of graduate courses. Recruit more and better quality students. Recruit another high quality faculty. More faculty members in this area would help, greater attention to graduate recruitment. Perhaps more courses offered... which may require more faculty. But the faculty on hand are top notch. |
More faculty and graduate students.
CMiLL faculty need departmental travel funds, in order to stay involved in current research, etc! We have not had travel funds for 4/5 years. Need more mentoring of junior faculty by senior faculty. (I got the mentoring that I needed, but I did not need much, because I am the kind of person who is a self-starter and did not need much mentoring.) I see other junior faculty struggle because they get little mentoring.

Again referring only to Spanish, it should be allowed to grow to its full potential; more resources should be allotted to Spanish, as the program with the highest enrollments and formula generation; more money needs to be allotted for TA slots, travel, research and other support funds for the grad students. The most significant improvement would be to create a Department of Hispanic [or Spanish] Studies so that the interests of the premier program would not be subordinated to those of other languages, many of which are already on life support. This could also help the university, which is still hampered by insufficient percent of minorities, especially Hispanic—a priority for the State. Spanish suffers from being treated as a cash cow, and our faculty and TAs are very over-worked in comparison to the other languages—which would be solved by creating Hispanic Studies. Notwithstanding the great expansion in enrollments, Spanish has essentially the same number of full-time faculty as in the 1970s. But now, instead of being part of a department of Classical & Romance Langs, it is Classical & Modern, with 18 language 'programs' [many of which are not even minors, but which draw away resources that rightfully belong to Spanish as the largest producer of majors, degrees, formula generation, etc.]

There is no communication between Graduate Administrators (Mr. Vader and Ms McNutt) and Faculty. Graduate students are recruited under the false premise (not promise) that we will be treated with respect as Teaching Assistants or Graduate Part Time Instructors. Tech should invest in middle management and maybe politely ask the people from the International Cultural Center to train Phade and Janie on Human Resources. Tech does not want to have capable and smart Graduate Assistants unhappy because two mediocre employees, does it?

Keep the chair from making arbitrary decisions in areas in which he has no expertise. There are quite a lot of instances when things related to courses, hires and general organization of the program in which faculty has no input, in fact they are utterly ignored.

Additional faculty.

There are a few professors who block positive change in the program. The chair is also not supportive of positive changes. There are not sufficient resources to support research or travel for faculty or graduate students. No travel support has been made available for years. Nor are there any research funds available.

We need to hire some more faculty; TA/GPTI stipends should cover ALL fees and tuition as they do at most other comparable programs; the lack of travel funding for grad students to attend conferences is a scandalous situation and very bad publicity for us; faculty should be removed from Graduate Faculty status when they fail to publish research—too many excuses are made as of now and too long a probation period is allowed; having program reviews all the time is disruptive and time-consuming; more scholarships should be available to reward excellent grad student work.

One change that was recently implemented was to recruit promising and qualified graduate students, but the advantages that this university and department offer them (as far as health coverage, salary and more graduate courses) cannot compare with other institutions. I would suggest that TTU would apply for an exception to the Texas Law about health coverage, so that new graduate students, and more importantly, new faculty, would be willing to come to our institution without having to wait 90 days until they can have health coverage. Having successful faculty and promising graduate students would be an asset and would make easier for TTU to become a major Research Institution.
Replace the chair with someone who has integrity.

I would like more connection with my professors.
The Division of Spanish and Portuguese should be separated from CMLL in order to allow it to develop to its capacity. The funds now taken from Spanish and Portuguese to subsidize the other languages could be use to hire new faculty and recruit more graduate students for its outstanding graduate program.

Significant higher number of Teaching Assistants. More competitive salaries for the Teaching Assistants. Hiring of 6 new graduate faculty.

Some of the professors put very little into their preparation and teaching to the grad students. The grad students prepare and teach the class. Sometimes it would be more beneficial to have the professor's input. There is not enough help in learning how to publish an article, or to present a paper. Profs say that the research is good enough to be an article, but there is no help in sending with the intention of being published or to present a paper. Literature is not the only important part of the graduate program. I think other classes on culture, civilization, business etc would draw more prospective students. TTU is litterature based and I've talked to several people that are not interested in teaching literature so they do not enter the MA program.

Improve and always try to make things better (communication, treating students with respect, being friendly to colleagues) TECH is a great place to work and the faculty and the students need to be reminded of this CONSTANTLY.

More funds for becoming more competitive in recruitment and increasing numbers of graduate students. More graduate faculty positions.

The salary for TA is low, in particular for those who are international students. - The Spanish graduate program offers only a few courses each semester, at university level a MA and PhD should have more options, (more teachers, more courses, more flexibility with minors and other departments). The facilities and furnishing in the Foreign Language building are really poor, limited, bad, insufficient! At university level a graduate student deserves more modern classrooms, chairs, tables. The Foreign Languages buildings looks more like a Languages academy than a real university-research department. Higher salaries for grad students. Current salaries make our program absolutely non competitive with other programs, especially for international students, who have to pay an outrageously high extra insurance. Stronger MA program (more exam areas, longer reading lists, more classes geared towards becoming professionals) and more possibility to develop interdisciplinary programs More graduate faculty. Current number does not allow to offer enough variety of courses nor establish a course rotation to allow students to finish their degree in a timely manner.

More scholarships and incentives to attract and keep quality graduate students Funds for a graduate student recruitment weekend

Please feel free to add any additional comments or questions in the space below.

I appreciate the support provided to our program by the Department, College, and University. I would appreciate a stronger support of the faculty at the academic, administrative, and financial levels.

In general, for our program to thrive, there needs to be a significant decrease in teaching load.

I realize that there are arguments supporting the survival of other units, but to hold back Spanish and sacrifice both the program and the interests of the only unit in the department that can really contribute to Tier One status is very short-sighted. Units that cannot survive on their own obviously have no future in the long term and should not be kept breathing by siphoning off the oxygen from Spanish.

In many ways, Texas Tech still has the mentality of a non-research institution. I think some units have
graduate programs to have them, but they do not see themselves as contributing in any significant way to a profession or a research field. The culture surrounding research and graduate programs needs to change, especially if we are headed toward Tier-1 status.

I am not an Assistant Professor. I am a former TA and later on a GPTI. I would have stayed at Tech if I have not had the amazing Professors I did, whom I want to join when I finish my PhD at Cambridge in the UK. However, until upper authorities want to get their hand dirty by digging into CMLL's Pandora’s box two or three mediocre people will ruin the program in the long run. If they continue see the Spanish section as a cash cow and want to maintain the status quo things will continue ok, but eventually a high price will be paid.

| No funding was ever available for conferences; my computer was so old and slow, I told them to take it away and provided myself with my own. The chair's methods of evaluating performance were opaque to all buy himself. What a mess!!!!!! |
| We receive NO administrative support for updating the graduate web page. Our international visibility has been hurt due to this. |
| Continue supporting your faculty....even though the economy is rough....TECH has the support of so many people that love the University that not even the economy is going to bring this institution down. However, if the University doesn't continue to work hard in treating others with respect, asking employees to give their best and to try every day to improve things......then TECH will become like many other universities. Fair, firm and friendly are the goals of TECH. |
### Student Survey Results - CMIL

| Number of students participating in survey |  |
|-------------------------------------------|  |
| Doctoral                                  | 9 |
| Master's Thesis                          | 14|
| Other                                     | 3 |
| **PARTICIPANT TOTAL**                    | 26|

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>N/A</th>
<th>Average</th>
</tr>
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<tr>
<td>Q-1 The research facilities and equipment available for my graduate research meet my needs</td>
<td>5</td>
<td>7</td>
<td>6</td>
<td>3</td>
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<td>Q-2 I have adequate access to facilities and equipment needed for my graduate work</td>
<td>8</td>
<td>10</td>
<td>2</td>
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<td>1</td>
<td>1</td>
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<td>Q-3 The quality and availability of departmental graduate student office space is adequate for my needs</td>
<td>5</td>
<td>5</td>
<td>3</td>
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<td>Q-4 Library resources available to me are adequate for my needs</td>
<td>7</td>
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<td>Q-5 Teaching resources (faculty, teaching assistants) are adequate to my needs</td>
<td>7</td>
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<td>Q-6 The program offers an adequate selection of graduate courses, sufficient for timely completion of a full graduate program</td>
<td>4</td>
<td>10</td>
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<td>Q-7 The graduate courses available are taught at an appropriate level and are of sufficient rigor</td>
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<td>7</td>
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<td>Q-8 The graduate teaching by faculty in the program is of appropriate quality</td>
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<td>10</td>
<td>4</td>
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<td>Q-9 Graduate courses in other fields, needed to support my program or minor, are sufficiently available</td>
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<td>3</td>
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<tr>
<td>Q-10 Program seminars are adequate to keep me informed of developments in my field</td>
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<td>9</td>
<td>8</td>
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<tr>
<td>Q-11 The initial advising I received when I entered the program was an adequate orientation</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>6</td>
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<tr>
<td>Q-12 I have a department mailbox or other form of communication with faculty &amp; graduate students</td>
<td>10</td>
<td>8</td>
<td>4</td>
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<td>1</td>
<td>3</td>
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<td>Q-13 I have adequate access to my major professor</td>
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<tr>
<td>Q-14 I am receiving the research and professional development guidance I need</td>
<td>3.96</td>
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<td>Q-15 I am satisfied with the professional interaction with my major professor</td>
<td>4.35</td>
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<td>Q-16 I am satisfied with the professional interaction with faculty both within the program and at TTU</td>
<td>4.04</td>
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<td>Q-17 I am treated as a respected contributor to the research program in which I am involved</td>
<td>3.76</td>
<td></td>
<td></td>
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<tr>
<td>Q-18 I have been given an opportunity to be engaged in significant research for my thesis or dissertation</td>
<td>3.33</td>
<td></td>
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<td></td>
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<tr>
<td>Q-19 If I decide to change my major professor, the mechanism for doing so is suitable</td>
<td>3.33</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Q-20 I am informed of opportunities for professional development and contacts outside TTU, such as attendance at professional meetings</td>
<td>3.75</td>
<td></td>
<td></td>
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<tr>
<td>Q-21 Graduate teaching or research assistantship stipends are adequate</td>
<td>3.92</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Q-22 The program offers adequate opportunity for its graduate students to gain teaching experience</td>
<td>2.70</td>
<td></td>
<td></td>
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<tr>
<td>Q-23 Graduate teaching assistantships, assignments are made equitably, based on established criteria</td>
<td>3.45</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Q-24 Program policies are clearly defined and readily available to me</td>
<td>3.88</td>
<td></td>
<td></td>
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<tr>
<td>Q-25 Graduate program policies clearly identify petition and appeals procedures available to me</td>
<td>3.62</td>
<td></td>
<td></td>
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</tbody>
</table>

**What do you consider to be strengths of this program?**

The expertise in the theory and application of the theory being put forth by the faculty and enabling the students to have access to what is going on in the second language acquisition field.

The faculty we have are AWESOME!!

The professors that we do have are really great, especially for Applied linguistics and German.

The instruction is top notch. Very professional and pedagogically sound.

The faculty here are extremely supportive and really want their students to do well. Most of the faculty are knowledgeable in their fields and are courteous to students. Opportunities to engage in research beyond the classroom (conference attendance both at TTU and elsewhere) are pointed out and encouraged for students. The environment here is friendly and open. TA's get plenty of teaching experience, and teaching Latin under Dr. Weinlich will be, I imagine, excellent experience for anyone considering teaching under dysfunctional regimes elsewhere. Good rapport
among the graduate students; lack of competitiveness seems to foster a more relaxed yet still erudite academic discourse.

The introduction to the research and teaching world

The rigor and quality of the program is excellent. The instructor provides adequate variety of the topics that need to be covered.

What I originally considered the strength of the program has turned out not to be. The graduate teaching assistantships in the Spanish department is completely arbitrary and the person who runs the program is in my opinion not equipped to do so. Simply put if she likes you then things go well but if she has a personal dislike towards you than your teaching experience is pretty miserable. Some good professors, but others fail to realize the work load one has as a graduate students. Many times they believe that theirs is the only class one is taking and the one does not hold a job that requires and demands a great deal from graduate students.

The teachers in general are really good and committed with their work. They are all the time available in case we have any doubt. They are always willing to help.

Professors

There are some good professors that care about the students.

The faculty.

There is a strong support for graduate students through assistantships.

What do you consider to be the weaknesses of this program?

I don't think we have ENOUGH faculty or courses offered. Also, there are not enough graduate assistantships to meet the need, and they are not timely in assigning the assistantships. Also, the assigning of the assistantships doesn't seem to be based on merit or seniority, which really frustrates me. I'm a second-year who got passed up for a teaching assistantship, so now I will go through my entire Master's degree with no professional experience.

My degree is half in German Literature. We desperately need more active German professors. Of the five, one is in Germany all the time and one is too ill to teach. This is really stressing the remaining professors with the extra load, and we need quality replacements for the missing professors. Although those two show as faculty, the contribution they make to the main campus is minimal, especially when it comes to teaching German classes. If we hadn't retained a graduate student as instructor, because his PhD program at another school couldn't pay him this year, we would not have enough people to cover the courses offered. In this situation, it is impossible to make the program grow.

The class times are all at night and there are no options for classes during the day. Not enough academic rigor (Lavigne's and Larmour's Greek and Latin seminars come closest). Latin Prose Composition class is a joke, albeit an occasionally instructive one. Not enough interplay with other departments -- schedules are decided for you by the graduate office and you are automatically signed up for the few courses that are offered; a greater degree of flexibility (e.g., the ability to substitute a course of ancient history, philosophy, etc. for some proportion of the coursework, for those students wishing to specialize in ancient history, philosophy, or religion, inter alia) would be salubrious. If these options are available, I was not made aware of them. Small size of program makes it difficult to escape personality conflicts.

The Program lacks the theoretical instruction, and best way to teach linguistics.

I think the weakness of the Spanish program is that we have a chairperson who does not speak the language. How can you be head of the Spanish program and be part of the Spanish faculty and not
even speak the language?
As teaching assistants many times ones is treated just as a name and a number. Also teaching assistants don’t get paid enough to make ends meet. This only adds more stress to an already overloaded life. But the absolute worst thing in this department is the equipment issue. The TA offices are absolutely horrible. The computers are more than outdated, we have no printer and there is simply no space in this building. Because CMLL is not as important a department I guess the university doesn’t see a need to help out this very small building.

I would like to have each semester more available courses.

Lack of courses about contemporary theory and cultural studies
When I started the PhD, I was not given any information concerning time limits on departamental founding such as GPTI.

The department chairman. The department mostly is populated by spanish lit. students, but the chairman is oblivious to this and his decisions ignore the spanish lit. needs. No person will say it openly - but it is common knowledge.

There are no scholarships available for graduate students in this program.

What changes, if any, could be made to improve the quality of this graduate program?

Offer more courses and have a fairer and more timely system of assigning assistantships.
I wish the department wouldn’t focus on Spanish so much, and try to grow the programs of other languages like French and German which are small but excellent.
Offer at least one class during work hours if possible.
I think it would be helpful to have more faculty members and to generally try to expand the program.
More interactions with other departments on TTU campus. Maybe offer a graduate course on Roman Spain; I know that a few of the Spanish grad students would sign up for that.

I think what can improve the program is an attitude of excellence. This needs to start from the top of the program. It seems to that the program os becoming a cult to mediocrity. An attitude of excellence starts at the top with people who are qualified to hold their positions. Expectations should be raised and demanded by the faculty and the students that are recruited should be the best and not just the ones that apply. The student body in the graduate program needs a more diversify range of students. I do not mean diversity in terms of race but geographic diversity. There are fifty states and only a few students from from this country are studying here. We must recruit students from all over so that the program’s reputation can grow but this will only happen if excellence becomes our mantra.
I feel this is a decision that the wise higher ups should make, because it seems this department is not very important.

The schedules. Some days I have to take classes from 6 to 9, and i am already kind of tired by that time.

Add courses about contemporary theory and interdisciplinary studies to make students more marketable in the job market

To be treated with respect, dignity and without bias.
Read recent CMLL student survey many complaints about our department Change the Chairman does not know Spanish biased to other divisions how is directing an online course Janie Macnutt responsible of the Coordination Team does not know Spanish no have Spanish degree Her mediocrity makes her rude Cannot ask her a question she considers it an isult a threat to her
knowledge. Blackboard never works correctly not for the technical issues it has not been well
programed. Students answer correctly they receive negative score obtain up to 6 or 7 free points
because malfunction disrespectful full frustrated for the students and TA. Language lab terrible
students to redo the exams. They are paying for so bad service. If it continues like this, it will not
surprise me that many sue will 'rain' on the laboratory, the coordination team, and the chairman of
the CMLL department. Texas Tech needs to have its own Spanish and Portuguese department.

Change the Dept. Chairman - he's been in the position for a long time. He is done good things, but a
change is needed.

I think there is the need of creating departmental scholarships for the program, and to support
ongoing research.

Please feel free to add any additional comments or questions in the space below.

I love this program and feel very confident that I will be qualified for a job in teaching language
when I graduate.

In conclusion, I think that Carthage should be destroyed.

The comments I have made only reflect the knowledge I have of the Spanish program.
Thank you for taking my opinion into consideration.

There should be a graduate advisor comitee consisting on a poll of the most vigorous faculty
members in charge of helping transitioning students into academic life (NOT ONLY ONE JUNIOR
FACULTY). This comitee could divide alphabetically the load, and for a change READ the student's
profile, in order to 1) help the student maximize her/his qualifications. 2) maintain a strict follow-
up of the progress of the thesis/dissertation throughout the student's coursework. Also, intro to
research should be 1) meaningful and relevant to the student's topic (not exploratory topics that
will only land on a term paper no longer than 20 pages) 2) consistent of 6-9 credits, to guarantee
that the student will be able to finish at least 2 chapters of a dissertation during his/her last year
funded. This will certainly help students enter the job market with (almost) finished degrees,
instead of aeternal ABD's. 3) mandatory for MA students, since it will rank the level of the program
much higher. Also, the class projects should change format from 3-5 papers per semester, to 1-2
longer papers during the second year of studies. This would prepare students to the real life they
have chosen as academics, or discourage them to start a life as PhD's they don't really intend. If
the changes proposed under the previous index are impossible to implement, terminate the PHD
program and maximize the functionality and outcomes of the MA program. The number of PhD
students working as researchers in their field (literature) is minimum. Most of them/us end up as
1st and 2nd year teachers in community colleges or military academies. If the students cannot
rank higher and become researchers in their field, there is no purpose for such effort as
maintaining a costly PhD faculty plant. One of the most visible indicators of the lack of reputation
of the program is the number of undergraduate students applying to MA (and getting accepted.
This endogamic process will eventually affect the reputation of the program. As if this was not
enough, the high number of TTU MA students that enroll in the TTU PhD program is the same. The
very low number of MA students accepted in T1/T2 institutions during the last 10 years is
suspicous. These factors compromisethe passage of TTU from Tier 3 to Tier 1.

For several semesters I was assigned to teach second year Spanish instead of 3000 level classes,
this situation limited my experience as a GPTI.

We have a good department, but we need leadership that is new. New ideas.