



**College of Liberal Arts
Texas A&M University**

Strategic Plan 2010-2015

The College of Liberal Arts
Texas A&M University

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INTRODUCTION

No university achieves greatness without strengths across all its disciplines. A great university will host mature programs in the creative arts, humanities and social/behavioral sciences, all of which constitute the liberal arts in contemporary universities. In the 40 years since its creation, Texas A&M University's College of Liberal Arts has grown in size and maturity. Today the college houses the largest faculty, produces more student credit hours of teaching, and graduates more students with bachelor's degrees than any other college. To achieve its Vision 2020 goal of becoming a top 10 public university, Texas A&M University must continue building the arts, letters and social sciences, all of which are strong in our aspirant peers.

In this document we offer a brief strategic plan for the next five years: 2010-2015. Consistent with the following mission statement, our plan identifies initiatives we believe will strengthen the creative activities, scholarship and research of our faculty and students, heighten the impact of our teaching, and help create a more diverse and welcoming campus environment. That the University's Vision 2020 document has been central to our progress and continues to guide planning and decision-making in the College of Liberal Arts will be apparent throughout.

MISSION STATEMENT

The College of Liberal Art at Texas A&M University offers instruction and scholarship in the social and behavioral sciences, humanities, and the performing arts. Instruction offers students an opportunity to explore the experience and achievements of humankind through a disciplined and responsible study of issues of enduring importance, to develop sensitivity to the questions and values that confront them in their daily lives and to build communication and analytical skills. Through scholarship, research and creative activities faculty and students explore the forces that have shaped and continue to direct our cultural identity, frame our understanding of the human condition and the individual and collective choices we make. The College of Liberal Arts is committed to achieving the goals set forth in Vision 2020, especially attaining national prominence, extending the international reach of faculty and students, and enhancing diversity

ENHANCE RESEARCH, SCHOLARSHIP AND CREATIVE ACTIVITIES

Progress toward *national prominence* has been a consistently articulated goal for faculty and graduate programs in this college, as well as a key criterion in the allocation of resources over the past decade, and it will continue to be. Pursuit of this broad objective can be measured at the individual level through grants, contracts, fellowships, high profile awards for creative work and

scholarship, and prestigious publication and invitations. At the discipline level, the metric is national ranking for a program.

Commitment to this goal advances two key directives in the University's Vision 2020 Document. The first is *Imperative 4, "Build the Letters, Arts, and Sciences Core,"* one particularly relevant to the College of Liberal Arts. And we concur that "*Texas A&M University has historically placed less emphasis on the letters and arts. ...the best public universities have stronger and deeper liberal arts programs and a fuller range of such programs with a significantly higher institutional commitment. ...It is abundantly clear that we will never be seen as a premier institution nationally without a far stronger letters, arts, and sciences program.*" —Vision 2020: Creating a Culture of Excellence, p. 34. And the second directive is *Imperative #1: Elevate Our Faculty and Their Teaching, Research, and Scholarship.* Our goals to advance national prominence through the professional work of our faculty outside the classroom are directly relevant to these Imperatives.

Goal 1: Promote National Prominence through Investments in the College's Defined Research Strengths

Research Strengths in Liberal Arts

Raising our national profile will be achieved by focusing efforts and resources on faculty, programs and initiatives that already evince strength. We have identified five research strengths within the College of Liberal Arts through a college-wide process in 2008. Below we list and describe each of these disciplinary and multidisciplinary areas. They represent concentrations of scholarship within specific departments and centers, as well as work which cuts across two or more liberal arts programs.

Diversity and Society: Research which addresses the human social categorization and the social construction of differing groups and the diversity in social, historical, cultural contexts and disparities in life chances shaped by differences in race, ethnicity, gender, sexual orientation, religion, disabilities, and social class. Scholars also focus on the various forms of expression in art, literature, film, and other media in different places and at different times, and that part of the human experience involves learning to interpret and appreciate such varied styles of self-expression.

Governance, Social Institutions, and Behavior: This research strength focuses on the theoretical and empirical analysis of international, governmental, non-governmental, and social institutions. The research examines American political institutions and behavior as well as governance across nations. This research strength also includes the empirical examination of families and family relationships as well as complex organizations.

Culture and Change: This research strength examines the content of cultures, the media, and dynamics of cultural exchanges around the world, recognizing the centrality of culture in defining, valuing and revaluing, and constraining human relations, productions, and behaviors. This research includes the discovery and preservation of materials from cultures in the past, and the application of new technologies to advance new modes of research on the human past. Scholarship extends and deepens our understanding of culture and change in the human experience as preserved in the arts, letters, artifacts, and other historical evidence, and expressed in contemporary media and popular culture. Scholars explore the ethical implications of challenges facing society and changing values across cultures.

Transnationalism, Globalization, and International Systems: International work focuses on the growing interdependence between countries, the migration of people, ideas, culture, communication, technology, capital, and goods and services, and conflicts between nations and with terrorist groups. Research strengths include area specialists in Latin America, Europe, and Asia (especially China) who explore social, economic, and political conditions in single nation-states and multiple countries in comparative studies. Researchers examine communication systems for international information, images, ideas, and cultural materials as well as patterns of international relations among nation-states, including economic relations, national and international security, and political violence.

Health, Human Wellness, and Health Care: Health and health care research encompasses medical/physical, mental, and psychological well-being, human development and aging, and the provision of healthcare and social services. Neuroscientists examine drug abuse, the effects of stress, and the recovery of physical functions affected by disease or accidents. Researchers focusing on factors affecting mental health and well-being include those examining children and family health care needs, interpersonal relations, stress and deviance, and substance abuse. Communication in public health campaigns and doctor-patient communications are subjects of researchers in this area of research strength. Researchers explore health policy by examining micro, meso, and macro factors affecting health care markets, government policies and spending, and generational implications for health care.

Given the nature of scholarship in this college, we will continue to make targeted investments for exceptional scholarly plans and to support demonstrated success across the variety of fields represented in the college. In making future investments, the College of Liberal Arts will continue to encourage departments and interdisciplinary programs to build areas of national distinction, usually by emphasizing excellence in a defined number of fields or by embracing an overarching theme by which to demonstrate significance and excellence.

The college will support working groups of faculty from three or more departments wishing to build scholarly communities within these research strengths. These scholarly communities should aim to enhance the research strength as a result of their proposed interaction or

collaboration. External funding and awards will be of high priority in supporting these working groups. Finally, the college will work with department heads, interdisciplinary program directors, and relevant college committees to review periodically progress on current research strengths and the identification of possible new research strengths.

Goal 2: Enhance the Research Infrastructure for Faculty and Students Generally and for the Social Sciences in Particular

While much scholarship and creative work in the humanities, arts, and social sciences involves individual scholars pursuing individual projects, it is imperative that the university and college provide the infrastructure needed to support that work. Although we will work to improve the infrastructure supporting scholarship in all fields, a particular focus will be on the social sciences. Texas A&M University social science faculty and programs in the CLA have grown in size and national profile, particularly over the past 10 years. The latest (2009) rankings of social science departments at public universities include Political Science (11th), Economics (21st), Sociology (22nd), and Psychology (47th). Elevating significantly the quality, amount, and scope of research in these strong social and behavioral science disciplines and programs at Texas A&M University will require investments in research infrastructure. Institutions we wish to emulate boast well-established facilities that specifically support social science research, facilities that typically transcend departments and colleges. Examples at leading universities include the Institute for Social Research at Michigan, the Cornell Institute for Social and Economic Research, and the Odum Institute for Social Science Research at University of North Carolina.

We have initiated a plan to create a social science core facility to enhance the quality of social and behavioral science within and across disciplines and methodologies. Consistent with research strengths defined by the College of Liberal Arts and the University's Academic Master Plan, we seek to foster strong social science communities of faculty and students at all levels in the interest of advancing outstanding research initiatives which raise the visibility and impact of Texas A&M University social and behavioral science programs nationally and internationally.

An immediate objective is to bring to campus a Census Research Data Center that would dramatically raise the level of work possible among demographers, economists, statisticians, epidemiologists, and many others in this college, across the campus and the several other universities already committed to join us in this initiative. Funding and space for this project has already been identified within the university.

In our continuing development of humanities scholarship infrastructure, an immediate focus will be digital humanities. The Academic Master Plan white paper proposing creation of an Institute for Digital Humanities, Media and Culture was selected as one of the Initial University Multidisciplinary Research Initiatives, and implementation of that initiative has begun. With funding primarily from the VPR, but with considerable resources from the college, the first step

is to hire a world-class scholar to direct this program and lead the development of the initiative over the next several years. Space has been identified within the college.

Goal 3: Improve the Placement of PhD Graduates

Vision 2020's Imperative 2 directs the University to *Strengthen Graduate Programs*, an Imperative also directly relevant to the college's broad national prominence priority. We will address this directive by focusing on how we prepare graduate students to utilize their training. Although we have a strong record of placing students completing PhD degrees in our departments, a number of those placements are not in PhD-granting departments. We wish to see the number of our PhDs so placed increase over the next five years. Those placements will confirm both the quality of our students and our programs. Graduate programs in the college range from those that are very new to those that are long established. Expectations for top-tier placements and mechanisms within departments for preparing students for such placements vary as well.

College leadership is presently engaged in helping departments become more effective at guiding the career aspirations of students and their ultimate placements in the strongest programs possible nationally. Starting in the Fall of 2010, the college will sponsor a "best practices" series of workshops for departments so that some of the newer programs may learn from those that are more established. One of the first workshops will be on placement and the role a departmental placement director can play in preparing students for a successful academic job search. Other workshop topics are likely to include training for teaching and effective mentoring programs for graduate students.

ADVANCE THE TEACHING MISSION

Teaching undergraduate students is a central part of our mission and thus receives a very significant portion of our resources whether these take the form of faculty time and talent or funding. (See final page of this plan.) Therefore, we embrace Vision 2020 *Imperative 3: Enhance the Undergraduate Academic Experience* as the following goals indicate.

Goal 1: Strengthen Instruction in the Arts and Languages

Through the largess of a major donor to the college, we will enrich programs in the Department of Performance Studies over the next several years. Specifically, with the donor's endorsement we will redirect for a period funds for a chair in music to support a range of symposia, conferences, speakers and other activities that will directly benefit students. This program, which we call RAMPS (Rothrock Agenda for Music and Performance Studies), will also, of course, benefit faculty and that department's new graduate program.

In addition to stressing improvements in the arts, Vision 2020 proposes improvement in foreign

language offerings as well. Texas A&M offers far fewer language courses and at less advanced levels than its peer institutions. Currently, the 10 languages offered at Texas A&M include: French, German, Spanish, Italian, Arabic, Chinese, Japanese, Russian, Classical Greek, and Latin. This number represents only about one-third to one-quarter of the languages offered at other institutions.

Given limitations on space and funding, we will first work to strengthen Arabic, Chinese, and Japanese. While increasing the depth of our current language offerings is important, we must also carefully work on broadening our language offerings with an eye to student need/demand and availability of federal and other funding for language expansion. As possible over the next few years we plan to add Korean, Persian, and Hindi

Goal 2: Strengthen Interdisciplinary Programs

Currently the college supports eight interdisciplinary programs, including three with majors (International Studies, American Studies, and Women's and Gender Studies) and seven with minors. Growth of these programs in the past five years is a result of substantial student demand. Increases in the interdisciplinary curricular and program development are also a function of the increase in faculty. Reinvestment faculty allocated to joint appointments allowed departments to collaborate with interdisciplinary programs to develop tenure-track, assistant professor lines that are split evenly between the two units. As of FY10, the college has 17 jointly-appointed faculty, 16 of the 17 at the junior level.

We believe that interdisciplinary programs foster new and innovative curricula for undergraduate studies while simultaneously providing an intellectual environment for individuals across various disciplines. The college will continue to strengthen these programs as funding for faculty, advising, staff, and space become available.

Goal 3: Promote Intellectually Challenging Programs for Undergraduates

Every year, the college serves more than 6,000 undergraduate majors, with more than 1,200 of them freshmen. We will maintain and strengthen as possible each of four distinct programs the college offers to incoming freshmen: Common Ground, the Cornerstone Program, the Regents Program, and First-Year Seminars.

“Common Ground” is a freshman reading initiative that emphasizes a serious, introspective consideration of timely and timeless topics. The college gives every incoming Liberal Arts freshman and transfer student a book and then offers panels, online discussions, courses, and other events built around the book.

In addition to Common Ground, the Cornerstone Program and the Regent's Program are freshman learning communities that provide faculty mentoring to increase a freshman's sense of belonging, develop critical-thinking skills, create a “small school” atmosphere within the university--and create a sense of identity in the international university community. Leadership for both groups is provided by several of the associate or assistant deans, and both groups travel

to Europe during Spring Break. Finally, many of our faculty participate in university-level First Year Seminars, a one-hour class offered in the Fall semester, with enrollment capped at 15 students per section.

For Liberal Arts majors with outstanding academic credentials, the Liberal Arts Honors Program (LBAR) strives to foster an interdisciplinary outlook characteristic of the liberal arts. It consists of several facets including dormitories, peer leaders, a student council and listservs. Students work closely with some of the most distinguished faculty at Texas A&M and take part in a community of honors students. Since the 2003–2004 academic year, the college has doubled the number of freshmen taking honors classes. Our majors also have the opportunity to engage in Capstone Courses designed specifically for seniors.

For students from the entire university, Liberal Arts is a leader in offering “Inquiry Rich” (I) and “Writing Intensive” (W) courses as mandated by the University Core Curriculum Review Committee (2000) and the Quality Enhancement Plan (QEP). We will endeavor to expand offerings of both “I” and “W” courses as resources permit.

Finally, an area that remains generally unexplored yet ripe for development is community engagement and service learning. Many students at Texas A&M University are engaged in community service activities, so there appears to be an opportunity to blend academic experiences with civic engagement, civic leadership, community engagement, and other types of projects outside the classroom. Moreover, Texas A&M University has a service learning office to help facilitate coordination with academic efforts.

Goal 4: Review Objectives and Requirements for Study Abroad Programs

The college maintains a high level of participation in international experiences for undergraduates, with the majority of students in the university-level Study Abroad Program enrolled in the College of Liberal Arts. However, despite the advantages that studying abroad provides, the number of students enrolling for these programs remains flat from year to year and there exists potential for declining enrollment in summer 2010, given current economic conditions. Though evidence confirms the significant benefits from studying abroad, students continue to perceive that the cost is prohibitive or that studying abroad will delay their graduation. We will work with the Study Abroad Program Office on these questions and seek external funding to help students afford the experience. Additionally, the college is implementing its “Advisors Abroad” initiative to facilitate department- and program-level advising of students interested in an international experience.

We plan also to more closely link language learning to the study abroad experience. Certainly, this link is well established for students majoring in International Studies. But for many students their experience abroad occurs entirely in English among other TAMU students.

ENHANCE DIVERSITY AT TEXAS A&M UNIVERSITY

For many years the CLA has strived to be a leader in advancing *Imperative 6: Diversify and Globalize the Texas A&M Community* as enhancing diversity has long been one of the college's priorities. And as noted in section 1, diversity and globalization are among the college's research strengths. Specific strategies and actions taken by the dean's office to advance diversity include:

- Departments are rewarded with base funds for diversity achievements based on their diversity efforts and achievements as reported on their annual Indicators of Success (Appendix). Diversity efforts and achievements are also factors in evaluation of and merit increases for department heads and program directors.
- The college has invested in and is building interdisciplinary programs in Africana Studies (minor) and Women's and Gender Studies, which offers a graduate certificate and a new undergraduate major. We also have a collaborative PhD in Hispanic Studies.
- The college has a Diversity Advisory Committee which has faculty members from each department, as well as student and staff representatives, and a staff member of the Office of Multicultural Services. Among the initiatives suggested by the Diversity Committee was a Faculty Learning Community on "Diversity in Pedagogy." The first community of seven CLA faculty began meeting in spring 2008 to discuss strategies for addressing and discussing diversity issues in their classes, and then revised their syllabi to include more attention to diversity issues. Members report that the community was very successful, and they prepared a "roadmap" for the college's second learning community, whose six members began meeting in spring 2010.
- In 2009 the college created an Ad Hoc Committee on Civil Dialogue, chaired by Professor Kevin Barge (COMM). In conjunction with the Departments of Communication, English, and Performance Studies, and with support from the dean's office, the committee sponsored academic and extracurricular activities designed to educate the campus community, especially undergraduate students, on the value of and tools for engaging in civil discourse when addressing controversial issues. The dean's office also funded curriculum development grants to faculty who would focus on civil discourse in their classes.
- The dean's office requires that each faculty search have a contain diversity plan and that the search committees make personal contacts with minority and women faculty. These efforts and the demographics of the candidate pool must be reported to and approved by the dean before any candidates are invited for campus visits. As the following data indicate, the college has been very successful in hiring a diverse faculty. Of 136 faculty

hired during past six years: 69 were women (50%), 15 Hispanic (11%), 12 black (8.8%) and 15 API (11%)

However, while much progress has been made in the diversity area, much remains to be done. In order to maintain our position as a campus leader in enhancing diversity, the college will continue and expand its current practices and initiatives. The following goals are aligned with the three major goals of the university's recently approved Diversity Plan: Accountability, Climate, and Equity.

Goal 1: Continue to Hire and Retain a Diverse Faculty

We will build on the successful efforts to hire and tenure members of historically underrepresented groups. We hope to continue to hire members of underrepresented groups at the percentages listed above (50% women, etc.). Moreover, we will ensure that all assistant professors are given the appropriate mentoring within the departments and in workshops conducted by the dean's office that will lead to successful tenure decisions.

The dean's office will continue to hold departments and programs, their heads and directors, accountable for their efforts and progress in this realm. The primary means has been and will continue to be our "Indicators of Success" programs. In this program, units report on their achievements in diversity and internationalization. As these are annual reports, it is possible also to gauge progress over time.

Goal 2: Enhance the Climate for Diversity

Beyond encouraging units to attract and retain a diverse faculty and student body, we will also monitor the diversity climate across the college. The goal is to ensure that each department has a welcoming and supportive climate for junior faculty and graduate students. One means to this ends will be to support a third Faculty Learning Community in "Diversity in Pedagogy" and create a similar learning community for graduate students. Finally, we will continue support for the very successful initiative on Civil Dialogue and fold the initiative into the college's Diversity Committee, which in turn might be renamed as the CLA Committee on Diversity and Climate.

EXPAND THE BUILT ENVIRONMENT

The most intractable challenge to our plans to building a strong and diverse faculty, to achieving national prominence, to enhancing the experiences of graduate and undergraduate students is inadequate space for the full range of academic functions. This, of course, is a university-wide problem which prompted former President Robert Gates to add a "13" Imperative to the Vision

2020 list which involved the *built environment*. Unable to add to our built environment unilaterally, we must rely on the university help.

Fortunately, the college will be able to occupy two, net-new, academic spaces by 2012 according to current projections. These are the new Arts and Humanities building which will house the Departments of English and Performance Studies and the renovated YMCA building, which will house our philosophy department. We will make full use of the spaces vacated when these several units take possession of their new space.

Still, by Office of Facilities Planning estimates the college will be over 50,000 SF short of the space required to function adequately. Space deficits are and will continue to be particularly painful for the Psychology Department, a unit currently occupying space in six buildings. This dispersion not only puts faculty work in “found” space of often marginal quality, it represents a challenge to faculty collaboration, research quality and graduate training.

We will continue to collaborate with the university to expand the space available to Liberal Arts faculty and students so they can do their best work. The college has routinely urged the university to consider the construction of two buildings, namely a psychology building and a social science building.

OBSTACLES TO SUCCESS

Texas A&M University will never reach its Vision 2020 goal of becoming a consensus top-10 public university without dramatically strengthening programs in the liberal arts. This assertion is supported not only by Imperative #4 of Vision 2020 but also by the teams of external program reviewers—most of them distinguished scholars at peer or better universities—who have assessed each of our twelve academic departments. In virtually every review, the reviewers have noted all or almost all of the following impediments to progress toward achieving academic excellence:

- 1. Inadequate space.** As the university’s recent SNAPS study demonstrated, many of our units occupy space that is inadequate in terms of quantity and/or quality. The most acute problem is the Psychology department. The space shortage in that department has forced several new hires to wait as long as TWO YEARS to be provided with the laboratory space they need to do their research. The new Arts and Humanities Building and the renovated YMCA building—which will not be ready for occupancy until 2012(?) will address the space needs of several departments, but not psychology.

2. **Low graduate stipends.** Every external review team along with comparative data collected by departments indicate that our doctoral stipends are dramatically uncompetitive with those of our peers and that the low stipends, along with fees that students must pay, prevent departments from recruiting the very best students.
3. **Low faculty salaries.** The most recent (2010) salary data assembled by OISP shows that average salaries for the College of Liberal Arts are at the 92nd percentile of our peers. The college has lost a number of outstanding faculty who have been “raided” by other institutions.

We understand that all three of the above impediments to progress are university-wide, but they are nonetheless real impediments to progress. The fourth impediment below is, however, is *unique to the College of Liberal Arts*:

Service teaching load. The College of Liberal Arts has the heaviest teaching load in the university and it has been increasing, as the following data from OISP indicate:

College of Liberal Arts Student Credit Hours (SCH):

Academic Year 2005: 277, 474
Academic Year 2006: 288,813
Academic Year 2007: 294, 875
Academic Year 2008: 302, 877
Academic Year 2009: 304, 253

Moreover, we must provide a large and increasing number of SCHs to Non-Majors. Our calculations indicate that roughly 80% of the undergraduate SCHs that our college generates are taken by non-majors.

While the college is committed to providing an excellent education to Liberal Arts majors and also delivering quality instruction to non-majors, especially in Core Curriculum classes, many departments must use funds from their operating budgets and/or salary savings from faculty departures to cover required classes, thus reducing their ability to achieve the above goals.

Appendix:

Indicators of Success or Achievement of Departments in the College of Liberal Arts

PLEASE NOTE: All indicators are to be considered for calendar year 2008.

National Prominence or Visibility

- Proportion of the Faculty with publication in top journals or with top presses, or nationally prominent artistic performances
- Proportion of the Faculty with competitive external grants
- Proportion of the Faculty with national awards or recognition (e.g., book awards)
- Rankings in National Research Council or commercial media outlets (e.g., *US News*), or by disciplinary groups, including comparative rankings of publication rates
- Placement of Graduate Students (particularly in Ph.D. granting institutions)
- Graduate Student grants, publication, external fellowships, and national awards
- Proportion and number of faculty offering “I” and “W” courses
- Proportion and number of faculty directing completed senior honors theses

Additionally, national recognition of faculty in professional association (e.g., President); editorships, associate editorships or editorial board memberships of top journals; memberships on grant award panels for national agencies; national teaching awards; or success in hosting national conferences; department efforts to enhance time to graduation and retention, department efforts to evaluate and enhance teaching (e.g., participation in CTE programs, organized department programs for teaching graduate assistants, etc.); faculty and graduate assistants (teaching) receiving teaching awards; faculty and graduate student involved in scholarship of teaching; department participation in LBAR courses and offering honors classes; department efforts to recruit and encourage participation in national honorary societies (e.g. Phi Beta Kappa, Phi Kappa Phi, etc.); undergraduates with confirmed applications to national and international awards (e.g. Fulbright, Marshall, Truman, Goldwater, Rhodes, etc.).

Internationalization

- Number of faculty with Fulbright Awards or other international fellowships
- Number of faculty invited to give plenary or keynote addresses abroad or other invited presentation abroad
- Number of international visitors brought to the Department, especially sponsorship of Fulbright visitors
- Number of speakers, programs, events, etc., relating to international topics that are targeted to or include undergraduate students

Additionally, creation of special undergraduate or graduate experiences in the international area (including study abroad classes), participation in International Studies program; hosting international conferences; engaging in research with international colleagues; contributing to international studies or curriculum in the University; students receiving international merit awards (e.g., Fulbright, Rhodes, Marshall, etc.).

Diversity

- Success in recruiting and mentoring faculty from under-represented groups
- Success in recruiting and mentoring graduate student from under-represented groups
- Efforts in recruiting and success in mentoring undergraduate students from under-represented groups

- Number of hosted speakers from under-represented groups
- Number of speakers, programs, events, etc., addressing diversity targeted to or including undergraduate students

Additionally, departmental successes in adding diversity to the department’s curricular offerings and programs to encourage graduate study by TAMU undergraduates from under-represented groups; participation in programs such as the “Pathways to the Doctorate” or in programs to encourage undergraduates to consider graduate programs; department participation in Women’s Studies, Hispanic Studies, and Africana Studies minor programs; hosting conferences, workshops, or seminars on diversity-related topics; successful department programs to enhance the climate relative to diversity in the department, among the faculty, and in the student body; faculty or students receiving diversity awards.

Department: _____

Information for 2008

National Prominence or Visibility

	Proportion of the faculty with publications in top journals or with top presses, or nationally prominent artistic performances**
	Proportion of the Faculty with competitive external grants**
	Proportion of the Faculty with fellowships from external agencies**
	Proportion of the Faculty with national awards or recognition (e.g. book awards)**
	Proportion and number of faculty offering “I” and “W” courses **
	Proportion and number of faculty directing completed senior honors theses

* Current rankings of Department in NRC, USNews, or disciplinary studies
Please list:

* Placement of Ph.D. Students (particularly in Ph.D. granting institutions)
Please list:

* Graduate Student external grants, publications, external fellowships, and national awards**

****Please list on attached sheet**

Additional information demonstrating major achievements in this area including: national recognition of faculty in professional association (e.g., President); editorships, associate editorships or editorial board memberships of top journals; memberships on grant award panels for national agencies; national teaching awards; or success in hosting national conferences; department efforts to enhance time to graduation and retention, department efforts to evaluate and enhance teaching (e.g., participation in CTE programs, organized department programs for teaching graduate assistants, etc.); faculty and graduate assistants (teaching) receiving teaching awards; faculty and graduate student involved in scholarship of teaching; department participation in LBAR courses and offering honors classes; department efforts to recruit and encourage participation in national honorary societies (e.g. Phi Beta Kappa, Phi Kappa Phi, etc.); undergraduates with confirmed applications to national and international awards (e.g. Fulbright, Marshall, Truman, Goldwater, Rhodes, etc.).

Department: _____

Information for 2008

Internationalization

	Number of Faculty with Fulbright Awards or other international fellowships**
	Number of Faculty invited to give plenary or keynote addresses abroad or other invited presentations abroad**
	Number of international visitors brought to the Department, especially sponsorship of Fulbright visitors
	Number of speakers, programs, events, etc., relating to international topics that are targeted to or the include undergraduate students

****Please list on attached sheet**

Additional information demonstrating major achievements in this area including creation of special undergraduate or graduate experiences in the international area (including study abroad classes), participation in International Studies program; hosting international conferences; engaging in research with international colleagues; contributing to international studies or curriculum in the University; students receiving international merit awards (e.g., Fulbright, Rhodes, Marshall, etc.).

Department: _____

Information for 2008

Diversity

* Success in recruiting and mentoring faculty from under-representative groups
Please give brief description(s) as appropriate:

* Success in recruiting and mentoring graduate students from under-represented groups
Please give brief description(s) as appropriate:

* Efforts in recruiting and success in mentoring undergraduate students from under-represented groups
Please give brief description(s) as appropriate:

	Number of speakers, programs, events, etc., addressing diversity targeted to or including undergraduate students
	Number of hosted speakers from under-represented groups

Please list:

Additional information demonstrating major achievements in this area including: departmental successes in adding diversity to the department's curricular offerings and programs to encourage graduate study by TAMU undergraduates from under-represented groups; participation in programs such as the "Pathways to the Doctorate" or in programs to encourage undergraduates to consider graduate programs; department participation in Women's Studies, Hispanic Studies, and Africana Studies minor programs; and hosting conferences, workshops, or seminars on diversity-related topics; successful department programs to enhance the climate relative to diversity in the department, among the faculty, and in the student body; faculty or students receiving diversity awards