MEMORANDUM

TO: Dr. Rick Giardino, Dean
Office of Graduate Studies

FROM: Larry Oliver, Associate Dean
College of Liberal Arts

SUBJECT: Reorganization of the Modern and Classical Languages

The College of Liberal Arts proposes to divide the Department of Modern and Classical Languages (MODL) into two departments: a Department of Hispanic Studies and a Department of European and Classical Languages and Cultures. A Center of Language Learning and Research is also being proposed. The individual proposals to restructure MODL are attached. They have been approved by the MODL faculty, the Liberal Arts Planning and Resources Committee, the Liberal Arts GIC, and the Liberal Arts Council. I request that the proposals to divide MODL into two new departments be placed on the agenda of the next Graduate Council/Graduate Operations Committee meeting. (The proposal to create the Center of Language Learning and Research will be submitted to the University Research Council.) Below is a cut & paste of the resolutions that were approved by the Liberal Arts Council on September 17, 2003, along with background information that explains the rationale for restructuring the Department. If you have any questions, please do not hesitate to call me.

Background Information

In the 1980's, the Department of Modern and Classical Languages comprised a number of language sections, all of similar size. These sections were: French, German, Spanish and a composite section that was made up primarily of faculty in Classics and Russian (the department also has or has had at various times a single tenured or tenure-track faculty member in Chinese, Italian and Japanese who was also included in this composite section). Since that time, partly as a reflection of national trends in language enrollments and partly as a result of local decisions, that composition of the language sections has shifted. The Spanish section grew in size, while other sections shrank.

The current structure of the Department of Modern and Classical Languages recognizes the need for specialization in different language areas (courses are offered under the rubric of Classics, French, German, Russian, Spanish as well as that of "MODL"). The proposed change to separate into two departments would continue to recognize the need for such specialization while allowing for the different programs to develop further in response to broader disciplinary shifts.

TAMU has until now combined all the languages except English into one department, whereas other peer institutions have long acknowledged disciplinary groupings by organizing language study into Spanish and Portuguese, Hispanic Studies, Romance Languages, Germanic and Slavic Languages and so on. The proposed change brings TAMU more into line with peer institutions while better serving the needs of the state.
RESOLUTION 1: The Liberal Arts Council approves the following new department formation proposals:

The Department of European and Classical Languages and Cultures

Description: The existing B.A. degrees in French, German, and Russian will be transferred to the Department of European and Classical Languages and Cultures, along with planning authority in the TAMU Table of Programs for M.A.'s in French, Russian and German and responsibility for the minors in French, German, Russian, Greek and Latin. The proposed name — Department of European and Classical Languages and Cultures — aims to represent advances in scholarly and curricular interaction among faculty and students of the various relevant languages, literatures, cultures and disciplines represented, and to encourage research and instruction with a European focus beyond national and chronological Boundaries.

Hispanic Studies Department

Description: The Department of Hispanic Studies will incorporate the existing B.A. degree in Spanish, the existing minor in Spanish, the existing M.A. degree in Modern Languages with a concentration in Spanish, and the proposed Ph.D. degree in Hispanic Studies. The proposed department name reflects the pan-Hispanic focus (including, but not limited to Spain, Africa, Latin America, the Caribbean and the United States) as well as the multidisciplinary interests which will characterize the new department.

RESOLUTION 2: The Liberal Arts Council approves the following new center proposal:

Center of Language Learning and Research (CeLLaR)

Description: The proposed Center for Language Learning and Research (CeLLaR) will be devoted to providing services related to language learning and research ranging from instruction in less commonly taught languages to language-bound activities such as translation to research on language acquisition.

Cc: Dr. Charles A. Johnson
Dr. Craig Kallendorf
Substantive Administrative Change

Name of Institution: Texas A&M University
Change Request: To create a Department of Hispanic Studies

Proposed date for implementation of administrative change: September 1, 2004

Persons to be contacted for further information about administrative change:

Craig Kallendorf  
Professor and Interim Head  
Dept. of Modern & Classical Languages  
TAMU  
Phone: 979-845-2164  
e-mail: kalendrf@tamu.edu

Charles A. Johnson  
Dean  
College of Liberal Arts  
TAMU  
Phone: 979-845-5141  
e-mail: cjohnson@tamu.edu

Signatures:

Campus Chief Executive Officer  
Date

System Chief Executive Officer  
Date

Governing Board Approval Date:
## I. CHANGE REQUEST

### A. Describe the exact administrative change proposed.

The proposed administrative change is the product of self-assessment and external review findings recommending the creation of a separate department of Hispanic Studies. The proposed change would pave the way for the creation and elimination of the following administrative units: 1) create a new Department of Hispanic Studies (HISP) in the College of Liberal Arts by separating the current section of Hispanic Studies (Spanish) from the Department of Modern and Classical Languages (MOCL); 2) complement a request to create a new Department of European and Classical Languages and Cultures (EURO) in the College of Liberal Arts; and 3) dismantle the current Department of Modern and Classical Languages. A parallel proposal to create a Center for Language Learning in the College of Liberal Arts, devoted to the study of less commonly taught languages, is also being sent forward.

The Department of Hispanic Studies will incorporate the existing B.A. degree in Spanish and the M.A. in Modern Languages with an option in Spanish, as well as the pending Ph.D. degree in Hispanic Studies. The proposed name, Hispanic Studies, will cover the entire range of scholarship and instruction in the language, literature, and culture of the Spanish-speaking world, reflecting the pan-Hispanic focus (including, but not limited to, Spain, Africa, Latin America, the Caribbean and the United States), as well as the multidisciplinary interests which will characterize the new department.

The existing B.A. degrees in French, German, and Russian will be transferred to the Department of European and Classical Languages and Cultures, along with planning authority in the TAMU Table of Programs for M.A.'s in Modern and Classical Languages with options in French, Russian, and German, and responsibility for the minors in French, German, Russian, and Classical Studies. The proposed name—Department of European and Classical Languages and Cultures—aims to represent advances in scholarly and curricular interaction among faculty and students of the various relevant languages, literatures, cultures, and disciplines represented, and to encourage research and instruction with a European focus beyond national and chronological boundaries.

### B. Explain in detail and project for 5 years the current administrative load under the present organizational structure and that expected under the proposed structure. Explain the rationale for the projections. Cite number of faculty, teaching assistants, research projects, majors, minors, etc. If the request calls for dividing an existing administrative unit, provide information relative to the projected size of the new unit as well as the size of the old unit.

The administrative load of the affected departments would change in a number of ways.
Currently the Department of Modern and Classical Languages is administrated by a Department Head, an Assistant Department Head, a Director of Graduate Studies, a Director of Undergraduate Studies, a Director of Hispanic Studies, and one departmental Advisor.

In order to accommodate the long-range planning and daily administrative needs associated with an academic unit, HISP will need a department head, a director of graduate studies, and a director of undergraduate studies/advisor; EURO will need a department head and a director of undergraduate studies/advisor. Hence, the current position of Head of Modern and Classical Languages will transfer to EURO, and a new position of head will be created for HISP. The current positions of Director of Hispanic Studies and Assistant Department Head will be eliminated.

Because HISP will be granting graduate degrees (M.A. and proposed Ph.D.) and EURO initially will not, the position of Director of Graduate Studies will move to the Department of Hispanic Studies. In order to fulfill the advising function associated with academic units, the position of Director of Undergraduate Studies will transfer to HISP, and that of Undergraduate Advisor to EURO.

Staff needs for each of the new departments will include: Business Coordinator and Accounting Clerk (both positions @50%; to be shared by the two new departments); Administrative Secretary; and, a Computer/Technical Specialist to be hired and shared (@50%) by the two new departments.

The tables that follow summarize this narrative.

Table 1: Changes in Administrative Load

A. Current Structure:

<table>
<thead>
<tr>
<th>Department of Modern and Classical Languages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Head</td>
</tr>
<tr>
<td>Assistant Department Head*</td>
</tr>
<tr>
<td>Director of Graduate Studies</td>
</tr>
<tr>
<td>Director of Undergraduate Studies</td>
</tr>
<tr>
<td>Director of Hispanic Studies*</td>
</tr>
<tr>
<td>Undergraduate Advisor</td>
</tr>
<tr>
<td>Staff: Business Coordinator</td>
</tr>
<tr>
<td>Accounting Assistant</td>
</tr>
<tr>
<td>Administrative Secretary</td>
</tr>
</tbody>
</table>

*Positions to be eliminated.
## B. Proposed Structure:

<table>
<thead>
<tr>
<th>EURO</th>
<th>HISP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Head</td>
<td>Department Head</td>
</tr>
<tr>
<td>Director of Undergraduate Studies/Advisor</td>
<td>Director of Undergraduate Studies/Advisor</td>
</tr>
<tr>
<td></td>
<td>Director of Graduate Studies</td>
</tr>
<tr>
<td><strong>Staff: Business Coordinator (50%)</strong></td>
<td><strong>Staff: Business Coordinator (50%)</strong></td>
</tr>
<tr>
<td>Administrative Secretary</td>
<td>Administrative Secretary</td>
</tr>
<tr>
<td>Computer/Technical Specialist (50%)</td>
<td>Computer/Technical Specialist (50%)</td>
</tr>
<tr>
<td>Accounting Clerk (50%)</td>
<td>Accounting Clerk (50%)</td>
</tr>
</tbody>
</table>

## Table 2: Instructional Profile

### A. Current Profile:

<table>
<thead>
<tr>
<th>Department of Modern and Classical Languages</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>FTE Faculty</td>
<td>48.25</td>
</tr>
<tr>
<td>Full Professors</td>
<td>11</td>
</tr>
<tr>
<td>Associate Professors</td>
<td>15</td>
</tr>
<tr>
<td>Assistant Professors</td>
<td>7</td>
</tr>
<tr>
<td>Lecturers</td>
<td>15.25</td>
</tr>
<tr>
<td>GATs</td>
<td>12</td>
</tr>
<tr>
<td>GANTs</td>
<td>1</td>
</tr>
<tr>
<td>Majors</td>
<td>148</td>
</tr>
<tr>
<td>Minors</td>
<td>231</td>
</tr>
<tr>
<td>SCH</td>
<td>9118</td>
</tr>
</tbody>
</table>
B. Proposed Profile:

<table>
<thead>
<tr>
<th>EURO</th>
<th>HISP</th>
</tr>
</thead>
<tbody>
<tr>
<td>FTE Faculty</td>
<td>25.25</td>
</tr>
<tr>
<td>Full Professors</td>
<td>5</td>
</tr>
<tr>
<td>Associate Professors</td>
<td>11</td>
</tr>
<tr>
<td>Assistant Professors</td>
<td>2</td>
</tr>
<tr>
<td>Lecturers</td>
<td>7.25*</td>
</tr>
<tr>
<td>GATS</td>
<td>1</td>
</tr>
<tr>
<td>Majors</td>
<td>37</td>
</tr>
<tr>
<td>Minors</td>
<td>80</td>
</tr>
<tr>
<td>SCH taught</td>
<td>4459</td>
</tr>
<tr>
<td>FTE Faculty</td>
<td>23</td>
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<tr>
<td>Full Professors</td>
<td>6</td>
</tr>
<tr>
<td>Associate Professors</td>
<td>4</td>
</tr>
<tr>
<td>Assistant Professors</td>
<td>5</td>
</tr>
<tr>
<td>Lecturers</td>
<td>8</td>
</tr>
<tr>
<td>GATS</td>
<td>11</td>
</tr>
<tr>
<td>Majors</td>
<td>111</td>
</tr>
<tr>
<td>Minors</td>
<td>151</td>
</tr>
<tr>
<td>SCH taught</td>
<td>4659</td>
</tr>
</tbody>
</table>

*Includes lecturer in Japanese

The number of students taking Hispanic Studies courses is expected to increase significantly in coming years for at least three reasons: the increased visibility and recruiting efforts of the programs of the new department; the five-year joint BA/MPIA program currently being developed with the George Bush School of Government and Public Service; and the increasing Spanish-speaking population of Texas. It is also anticipated that if the proposed Ph.D. program in Hispanic Studies is approved, more high school teachers and students across Texas will view the new department as a first-tier option for undergraduate studies. Also undergraduate programs throughout Texas and the country will view the new department as a better choice for their students going on to graduate work in Hispanic Studies. Such developments are clearly in the best interests of the University and the State as the new department seeks to produce students who are bilingual and bicultural at a university level.
Table 3a
Projected Undergraduate Majors and Minors (Estimated) in Spanish/Hispanic Studies Over Five Years

<table>
<thead>
<tr>
<th>Majors</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
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<tbody>
<tr>
<td>return from previous year</td>
<td>111</td>
<td>121</td>
<td>131</td>
<td>141</td>
<td>156</td>
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<tr>
<td>new first year</td>
<td>38</td>
<td>41</td>
<td>43</td>
<td>48</td>
<td>52</td>
</tr>
<tr>
<td>transfers in</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>graduates this year</td>
<td>28</td>
<td>31</td>
<td>33</td>
<td>35</td>
<td>39</td>
</tr>
<tr>
<td>attrition</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Total, year end</td>
<td>121</td>
<td>131</td>
<td>141</td>
<td>156</td>
<td>171</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Minors</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>return from previous year</td>
<td>151</td>
<td>161</td>
<td>171</td>
<td>181</td>
<td>196</td>
</tr>
<tr>
<td>new first year</td>
<td>48</td>
<td>50</td>
<td>53</td>
<td>58</td>
<td>62</td>
</tr>
<tr>
<td>transfers in</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>graduates this year</td>
<td>38</td>
<td>40</td>
<td>43</td>
<td>45</td>
<td>49</td>
</tr>
<tr>
<td>attrition</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Total, year end</td>
<td>161</td>
<td>171</td>
<td>181</td>
<td>196</td>
<td>211</td>
</tr>
</tbody>
</table>

Table 3b
Projected M.A. and Ph.D. Graduates in Spanish/Hispanic Studies Over Five Years

<table>
<thead>
<tr>
<th>Current</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>M.A. 5</td>
<td>6</td>
<td>5</td>
<td>7</td>
<td>11</td>
<td>15</td>
</tr>
<tr>
<td>Ph.D.* N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

*Proposal currently under review

II. REASON FOR CHANGE

Provide a rationale for the proposed change including an assessment of its impact on the affected administrative unit(s) and on the institution as a whole.

There are four principal reasons for establishing a Department of Hispanic Studies.

1. A separate department recognizes the unique status of Hispanic language, literature and culture as the rapidly growing, second language and culture of Texas and the United States.
As a public university, in the era of the North American Free Trade Act (NAFTA), Texas A&M must be a leader in training ever-greater numbers of Texans in bilingualism and biculturalism at a university and professional level. A Department of Hispanic Studies can concentrate on this specific, most timely mission by providing the Hispanic component in such training and by promoting the Hispanic dimension in interdisciplinary collaboration with other departments such as Anthropology, English, History, Philosophy and Political Science, and in other colleges such as the The George Bush School of Government and Public Service and the College of Education and Human Development. Rather than treat bilingualism and biculturalism as an issue to be solved by a monolingual society, the Department of Hispanic Studies can take advantage of, and increase the opportunities for, bilingualism and biculturalism in Spanish and English.

2. A separate department will increase the University's ability to recruit and retain high-quality students and faculty in the study of Hispanic language, literature and culture.

Because faculty will be able to concentrate on the relevant disciplinary requirements and developments in Hispanic languages, literatures and cultures, a separate department of Hispanic Studies will free them from dealing with the competing demands of different language programs at markedly different stages of development. A separate department focused on Hispanic Studies, from a Texas and United States perspective, will allow for greater disciplinary productivity by faculty. That in turn will help attract the top undergraduate and graduate students who understand bilingualism and biculturalism in Spanish and English as a twenty-first-century strategy for achieving personal and professional success.

3. A separate department will provide the administrative structure and disciplinary focus common to all top-ranked programs of Hispanic Studies in the United States.

The current Hispanic Studies section of the Department of Modern and Classical languages is fundamentally concerned with the commonalities and particularities of Hispanic languages, literatures and cultures on both sides of the Atlantic Ocean and north and south of the Rio Grande. But it is currently housed in a conglomerate department offering mostly undergraduate courses in French, German, classical Greek, Italian, Japanese, Latin, Russian and Spanish. As an independent department the Hispanic Studies section, which by itself teaches more than half the Student Credit Hours (SCH) of the Department of Modern and Classical Languages, will be free to focus on its existing B.A. and M.A. degree programs and to serve more directly its undergraduate and graduate students. Moreover, should the proposal for a Ph.D. in Hispanic Studies now being reviewed by the Coordinating Board be approved, a new Department of Hispanic Studies would be the best option for providing the focus and energy necessary to coordinate successfully a full undergraduate-graduate program in this area.

Given the demographics of Hispanic population growth in Texas and all the United States, as well as the corresponding growth of programs of Spanish and Hispanic studies, a separate department of Hispanic Studies will allow students and faculty to concentrate
on the expanding future of things and people Hispanic. With 450 million world-wide speakers, Spanish is not only the second language of Texas and the United States, but also an official language of the United Nations and of the European Union. Furthermore, as a linguistic presence on the World Wide Web, Spanish is second only to English. As world-wide business, banking, media, government and cultural interests are drawing together all parts of the Hispanic world, a separate department of Hispanic Studies will naturally help prepare students to participate at a high level in the contemporary global Hispanic environment.

4. In accordance with the University’s Vision 2020 Plan to move TAMU to a top-ten public university, a separate department will contribute to achieving excellence and national prominence in Hispanic Studies, as well as promote the goals of further diversification and internationalization.

Surveys such as that by Goldberg et al., Research-Doctorate Programs in the United States, demonstrate that of the top half of nationally ranked programs in Hispanic-Spanish studies at public universities, all but two (Michigan, ranked 13th, and Cal-San Diego, 18th, in the overall public-private listing) are configured as departments of Spanish and Portuguese or Hispanic Studies. Mostly recently the Department of Spanish, Italian and Portuguese at the University of Kentucky changed its name to the Department of Hispanic Studies in its effort to increase its visibility and national reputation. A separate department will position TAMU’s Hispanic Studies programs in line with or in the vanguard of nationally ranked departments.

By creating a center for pan-Hispanic study and research, the Department of Hispanic Studies naturally links Spain (in Europe) and the Hispanic Americas (in North, Central, Caribbean and South America) in an ongoing project of identifying significant elements of cultural tradition and commonality on one hand, and national and regional difference on the other. In the world of globalization the separate department promotes knowledge and appreciation of how diverse cultures develop and interact.

III. ROLE AND SCOPE

If the proposed administrative change alters the role and scope of the institution, explain the nature of the change in role and scope and provide a rationale.

The current structure of the Department of Modern and Classical Languages recognizes the need for specialization in different language areas (courses are offered under the rubrics of Classics, French, German, Russian, and Spanish as well as that of "MODL"). The proposed change (to separate into two departments) would continue to recognize the need for such specialization while allowing for the different programs to develop further in response to broader disciplinary shifts. TAMU has until now combined all the languages except English into one department, whereas other peer institutions have long acknowledged disciplinary groupings by organizing language study into Spanish and
Portuguese, Hispanic Studies, Romance Languages, Germanic and Slavic Languages and so on. The proposed change brings TAMU more into line with peer institutions while better serving the needs of the state.

IV. ACCREDITATION

Describe any implications for accreditation or reaccreditation which the proposed administrative change may have.

Current accreditations will not be affected. There are no general accreditation agencies in Hispanic Studies or Spanish.

V. ADDITIONAL PROPOSALS

If the institution expects approval of the proposed change to lead to additional or related proposals in other areas, explain what would be proposed and when such proposals would be anticipated.

No additional proposals are contemplated. A proposal for a Ph.D. in Hispanic Studies is currently being reviewed by the Texas Higher Education Coordinating Board. A parallel proposal to create a new Department of European and Classical Languages and Cultures is also under review.
VI. RESOURCES

Table 4

<table>
<thead>
<tr>
<th>CURRENT SALARY FIGURE DISTRIBUTION</th>
<th>PROPOSED SALARY FIGURE DISTRIBUTION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TOTAL TEACHING SALARIES</strong></td>
<td><strong>TOTAL TEACHING SALARIES</strong></td>
</tr>
<tr>
<td>Classics, French, German, Russian:</td>
<td>Department of European and Classical</td>
</tr>
<tr>
<td>$1,218,713</td>
<td>Languages and Cultures: $1,218,713</td>
</tr>
<tr>
<td>Hispanic Studies: $1,117,704</td>
<td>Department of Hispanic Studies:</td>
</tr>
<tr>
<td></td>
<td>$1,117,704</td>
</tr>
<tr>
<td>Department of Modern and Classical</td>
<td></td>
</tr>
<tr>
<td>Languages: $2,336,417</td>
<td></td>
</tr>
</tbody>
</table>

A. Describe and project for 5 years any increases in personnel which would result from approval of the administrative change. Include administrators, faculty, graduate assistants, clerical, etc.

Additional Staff: 50% Computer/Technical Specialist to be shared with EURO. The existing Business Coordinator and Accounting Clerk will be shared by the two new proposed departments, and the existing Administrative Secretary will transfer to HISP. Ten new graduate assistant positions form part of the independently proposed Doctor of Philosophy Degree Program in Hispanic Studies.

Current faculty in Hispanic Studies are:

Virginia Adán-Lifante. Assistant Professor. Ph.D., University of California, Santa Barbara. Caribbean culture and literature.


José Antonio Caraballo. Senior Lecturer. M.A., Texas A&M University. Language Instruction.

Richard Curry. Associate Professor. Ph.D., Arizona State University. Twentieth-century Hispanic poetry; Hispanic film.


Juan Carlos Galdo. Assistant Professor. Ph.D., University of Colorado. Contemporary Latin American Narrative.

Brian Imhoff. Associate Professor. Ph.D., University of Illinois. Hispanic Linguistics and Philology; Romance Linguistics.

Hilaire Kallendorf. Assistant Professor. Ph.D., Princeton University. Spanish Golden Age literature; comparative literature.

Alessandra Luiselli. Assistant Professor. Ph.D., University of New Mexico. Colonial Latin American Literature.


Manuel M. Martín-Rodríguez. Associate Professor. Ph.D., University of California, Santa Barbara. Chicano/a literature; Mexican novel.

Francisca M. Miller. Senior Lecturer. Licenciatura, Universidad de San Fernando de La Laguna (Spain). Advanced Grammar.

Stephen Miller. Professor. Ph.D., University of Chicago. Modern and contemporary Peninsular literature; comparative literature.


José Pablo Villalobos. Assistant Professor. Ph.D., University of California, Irvine. Chicano/a literature and culture; Mexican literary narrative.

B. Describe and project for 5 years any increases in salaries for administrators or other professional persons which would result from approval of proposed change.

The new department head, to be selected by means of an internal search, will require a
contract extension from nine to twelve months. Contract extensions for other
departamental administrators are currently in the budget of the Department of Modern and
Classical Languages and will be reallocated to HISP.

C. Describe any expansion of the institution's course inventory which would result
from approval of the proposed change.

No expansion of the course inventory would result from the creation of a Department of
Hispanic Studies. (There is a course inventory revision and expansion that forms part of
the independently proposed Doctor of Philosophy Degree Program in Hispanic Studies.)

D. Describe any changes in facilities (additions, renovations, alterations, etc.) that
would be required as a result of approval of the proposed change.

The new Department of Hispanic Studies will require a departmental office with space
for the Head, two staff assistants, photocopying and computer assistance, and a storage
room in the Academic Building; a conference room; at least four designated classrooms
with two of them in the Academic Building to facilitate media requirements for multi-
media courses; and access to the Language Laboratory. The Department of Modern and
Classical Languages presently includes such facilities, which will be reassigned to the
proposed Department of Hispanic Studies. Necessary renovations to the area that will
house the proposed department's administrative offices will be finished before the
reorganization takes effect.

E. Provide an itemization of new equipment that would be required during the next
5 years as a result of the proposed change.

Some new equipment will be required as a result of the proposed change. New office
furniture and equipment (computer, printer, etc.) will be required for the new position of
Head of Hispanic Studies. Faculty and staff currently in the Department of Modern and
Classical Languages will continue to have access to equipment and supplies assigned to
them. Otherwise, there will be only modest expenses associated with the implementation
of a new department, including creation of a departmental web site, stationery,
integration of phone lines, and such.

| VII. COSTS |

On the attached form, provide an estimate of additional costs to the institution
which would result from approval of the proposed administrative change. Also
provide sources of funding to cover these increased costs as indicated.

Funds for staffing and for any other expenses associated with this administrative change
will come from existing sources generated through retirements, resignations, relocation
and appropriate formula funding as recommended by the Texas Higher Education
Coordinating Board.
Appendix A

ADMINISTRATIVE ORGANIZATION AND DEGREE OR PROGRAM LEVEL

<table>
<thead>
<tr>
<th>Baccalaureate</th>
<th>Masters</th>
</tr>
</thead>
</table>

CURRENT

Department of Modern and Classical Languages

- B.A. in French
- B.A. in German
- B.A. in Russian
- B.A. in Spanish
- M.A. in Mod. Langs. with option in Spanish and planning authority for options in French, German, and Russian

PROPOSED

Department of Hispanic Studies

- B.A. in Spanish
- M.A. in Mod. Langs. with option in Spanish
- Ph.D. in Hispanic Studies (under review)

Department of European and Classical Languages and Cultures (EURO)

- B.A. in Classics (in preparation)
- B.A. in French
- B.A. in German
- B.A. in Russian
- M.A. in Mod. Langs. with planning authority for options in French, German, and Russian
Substantive Administrative Change

Name of Institution: Texas A&M University

Change Request: To create a Department of European and Classical Languages and Cultures

Proposed date for implementation of administrative change: September 1, 2004

Persons to be contacted for further information about administrative change:

Craig Kallendorf
Professor and Interim Head
Dept. of Modern & Classical Languages
TAMU
Phone: 979-845-2164
e-mail: kalendrf@tamu.edu

Charles A. Johnson
Dean
College of Liberal Arts
TAMU
Phone: 979-845-5141
e-mail: cjohnson@tamu.edu

Signatures:

________________________________________________________
Campus Chief Executive Officer

________________________________________________________
System Chief Executive Officer

Governing Board Approval Date:
Proposal for a Department of European and Classical Languages and Cultures

I. CHANGE REQUEST

A. Describe the exact administrative change proposed.

The proposed administrative change would pave the way for the creation and elimination of the following administrative units:

(1) Create a new Department of European and Classical Languages and Cultures (EURO) in the College of Liberal Arts from the current Classics, French, German, Italian, and Russian sections of the Department of Modern and Classical Languages (MOCL).

(2) Create a new Department of Hispanic Studies in the College of Liberal Arts from the current Spanish Section of the Department of Modern and Classical Languages (MOCL).

(3) Eliminate the current Department of Modern and Classical Languages

In addition, a parallel proposal to create a Center for Language Learning and Research, to be housed in the College of Liberal Arts, is also under review.

The existing B.A. degrees in French, German, and Russian will be transferred to the Department of European and Classical Languages and Cultures, along with planning authority in the TAMU Table of Programs for M.A.'s in Modern and Classical Languages with options in French, Russian, and German, and responsibility for the minors in French, German, Russian, and Classical Studies. The proposed name--Department of European and Classical Languages and Cultures--aims to represent advances in scholarly and curricular interaction among faculty and students of the various relevant languages, literatures, cultures, and disciplines represented, and to encourage research and instruction with a European focus beyond national and chronological boundaries.

The Department of Hispanic Studies will incorporate the existing B.A. degree in Spanish and the M.A. in Modern Languages with an option in Spanish, as well as the pending Ph.D. degree in Hispanic Studies. The proposed name, Hispanic Studies, will cover the entire range of scholarship and instruction in the language, literature, and culture of the Spanish-speaking world, reflecting the pan-Hispanic focus (including, but not limited to, Spain, Africa, Latin America, the Caribbean and the United States), as well as the multidisciplinary interests which will characterize the new department.
B. Explain in detail and project for 5 years the current administrative load under present organizational structure and that expected under the proposed structure. Explain the rationale for the projections. Cite number of faculty, teaching assistants, research projects, majors, minors, etc.... If the request calls for dividing an existing administrative unit, provide information relative to the projected size of the new unit as well as the size of the old unit.

The present organizational structure of the current Department of Modern and Classical Languages is as follows: the department is administered by a Department Head, an Assistant Department Head, a Director of Graduate Studies, a Director of Undergraduate Studies, Director of Hispanic Studies, and an undergraduate Advisor.

The proposed new departments of European and Classical Languages and Cultures and Hispanic Studies) will have an administrative structure that consists of a Department Head and a combined Director of Undergraduate Studies/Advisor.

The proposed new department of Hispanic Studies will have an administrative structure that consists of a Department Head, a Director of Graduate Studies, and a Director of Undergraduate Studies/Advisor.

For a narrative description of how the existing administrative structure of the Department of Modern and Classical Languages would be divided up between the two proposed new departments, along with additional projected staff needs, see section VI, "Resources."

The tables on the following pages summarize this narrative:

Table 1: Changes in Administrative Load

A. Current Structure:

<table>
<thead>
<tr>
<th>Department of Modern and Classical Languages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Head</td>
</tr>
<tr>
<td>Assistant Department Head*</td>
</tr>
<tr>
<td>Director of Graduate Studies</td>
</tr>
<tr>
<td>Director of Undergraduate Studies</td>
</tr>
<tr>
<td>Director of Hispanic Studies*</td>
</tr>
<tr>
<td>Undergraduate Advisor</td>
</tr>
<tr>
<td>Staff: Business Coordinator</td>
</tr>
<tr>
<td>Accounting Assistant</td>
</tr>
<tr>
<td>Administrative Secretary</td>
</tr>
</tbody>
</table>

*Position to be eliminated
B. Proposed Structure:

<table>
<thead>
<tr>
<th>EURO</th>
<th>HISP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Head</td>
<td>Department Head</td>
</tr>
<tr>
<td>Director of Undergraduate Studies/</td>
<td>Director of Undergraduate Studies/</td>
</tr>
<tr>
<td>Advisor</td>
<td>Advisor</td>
</tr>
<tr>
<td></td>
<td>Director of Graduate Studies</td>
</tr>
<tr>
<td>Staff: Business Coordinator (50%)</td>
<td>Staff: Business Coordinator (50%)</td>
</tr>
<tr>
<td>Administrative Secretary</td>
<td>Administrative Secretary</td>
</tr>
<tr>
<td>A. Current Profile:</td>
<td>Computer/Technical Specialist (50%)</td>
</tr>
<tr>
<td>Computer/Technical Specialist (50%)</td>
<td></td>
</tr>
<tr>
<td>Accounting Clerk (50%)</td>
<td>Accounting Clerk (50%)</td>
</tr>
</tbody>
</table>

Table 2: Instructional Profile
A. Current Profile:

<table>
<thead>
<tr>
<th>Department of Modern and Classical Languages</th>
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</thead>
<tbody>
<tr>
<td>FTE Faculty</td>
<td>48.25</td>
</tr>
<tr>
<td>Full Professors</td>
<td>11</td>
</tr>
<tr>
<td>Associate Professors</td>
<td>15</td>
</tr>
<tr>
<td>Assistant Professors</td>
<td>7</td>
</tr>
<tr>
<td>Lecturers</td>
<td>15.25</td>
</tr>
<tr>
<td>GATs</td>
<td>12</td>
</tr>
<tr>
<td>GANTs</td>
<td>1</td>
</tr>
<tr>
<td>Majors</td>
<td>148</td>
</tr>
<tr>
<td>Minors</td>
<td>231</td>
</tr>
<tr>
<td>SCH</td>
<td>9118</td>
</tr>
</tbody>
</table>
B. Proposed Profile:

<table>
<thead>
<tr>
<th></th>
<th>EURO</th>
<th>HISP</th>
</tr>
</thead>
<tbody>
<tr>
<td>FTE Faculty</td>
<td>25.25</td>
<td>FTE Faculty</td>
</tr>
<tr>
<td>Full Professors</td>
<td>5</td>
<td>Full Professors</td>
</tr>
<tr>
<td>Associate Professors</td>
<td>11</td>
<td>Associate Professors</td>
</tr>
<tr>
<td>Assistant Professors</td>
<td>2</td>
<td>Assistant Professors</td>
</tr>
<tr>
<td>Lecturers</td>
<td>7.25*</td>
<td>Lecturers</td>
</tr>
<tr>
<td>GATS</td>
<td>1</td>
<td>GATS</td>
</tr>
<tr>
<td>GANTS</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Majors</td>
<td>37</td>
<td>Majors</td>
</tr>
<tr>
<td>Minors</td>
<td>80</td>
<td>Minors</td>
</tr>
<tr>
<td>SCH taught</td>
<td>4459</td>
<td>SCH taught</td>
</tr>
</tbody>
</table>

*Includes lecturer in Japanese

The number of students taking courses in European and Classical Languages and Cultures will increase in the coming years, due to updated curricula, increased offering of large enrollment courses and planned additional programs. We expect that the wider exposure provided by the larger courses will impact the number of majors and minors. Increases are also expected once the Classics major and Italian minor currently being planned are approved. The smaller administrative unit will allow the department greater control in managing and promoting student enrollment. Furthermore, it will allow future development of undergraduate and graduate programs that combine the talents of faculty from separate European languages sections.

Table 3a
Projected Undergraduate Majors and Minors (Estimated) in EURO over Five Years

<table>
<thead>
<tr>
<th>Majors*</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
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<tbody>
<tr>
<td>return from previous year</td>
<td>37</td>
<td>42</td>
<td>48</td>
<td>54</td>
<td>62</td>
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<tr>
<td>new first year</td>
<td>14</td>
<td>16</td>
<td>18</td>
<td>22</td>
<td>23</td>
</tr>
<tr>
<td>transfers in</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>graduates this year</td>
<td>9</td>
<td>10</td>
<td>12</td>
<td>14</td>
<td>15</td>
</tr>
<tr>
<td>attrition</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Total, year end</td>
<td>42</td>
<td>48</td>
<td>54</td>
<td>62</td>
<td>70</td>
</tr>
</tbody>
</table>

*Approximately 50% French, 25% German, 25% Russian
<table>
<thead>
<tr>
<th>Minors*</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>return from previous year</td>
<td>80</td>
<td>90</td>
<td>100</td>
<td>110</td>
<td>125</td>
</tr>
<tr>
<td>new first year</td>
<td>30</td>
<td>33</td>
<td>35</td>
<td>40</td>
<td>44</td>
</tr>
<tr>
<td>transfers in</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>graduates this year</td>
<td>20</td>
<td>23</td>
<td>25</td>
<td>27</td>
<td>31</td>
</tr>
<tr>
<td>attrition</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Total, year end</td>
<td>90</td>
<td>100</td>
<td>110</td>
<td>125</td>
<td>140</td>
</tr>
</tbody>
</table>

*Approximately 40% French, 25% German, 25% Classics, 10% Russian

II. REASON FOR REQUEST

Provide a rationale for the proposed change including an assessment of its impact on the affected administrative units and on the institution as a whole.

A. In 2002, the Department of Modern and Classical Languages conducted a review of the department by an external visitation committee. The single most significant recommendation issued by the committee in its final report (May 2002) was that the Department of Modern and Classical Languages should consider a structural re-organization. The Hispanic Studies section of the department would form its own, separate, department, the external committee wrote, and "We recommend establishing a Department of Classics, French, German, Italian, and Russian (with that name or another designation reflecting the consensus of the faculty)." This recommendation is the basis for the present request for administrative change.

Creating a separate Department of European and Classical Languages and Cultures will foster the creation of a coherent identity; it will lead to more effective administration; it will allow the department's research profile to grow; it will better meet the needs of undergraduates; and it will develop new leadership. The proposed new department would also enable the exploration of more interdisciplinary courses that would reflect the increasingly cross-disciplinary trends in higher education as well as in faculty research and interests.

For many years of Texas A&M's history, the Department of Modern Languages provided basic language teaching opportunities for the university's undergraduates. Students were able to major in a certain languages areas (such as French, German, and Spanish), but studies remained at the undergraduate level (except for the M.A. with an option in Spanish). The department was mainly viewed as a service unit within the larger university.
In the 1980s and 1990s, however, the composition of the department evolved. In part, these changes reflected regional priorities along with national and international events (the end of the cold war), reflecting as well the changing mission of the university and its status as a flagship research institution.

For the last two decades, the Department of Modern and Classical Languages has been struggling with an imbalance in the size of its language sections. These sections were: French, German, Spanish and a composite section that was made up primarily of faculty in Classics and Russian (the department also has or has had at various times a single tenured or tenure-track faculty member in Chinese, Italian, and Japanese who was also included in this composite section).

Already in the 1980s, but increasingly in the 1990s, national trends in language enrollments, combined with local decisions, have enabled the Spanish section to grow in size; at the same time, other sections have grown smaller. In order to allow all sections to realize their full potential, a formal separation into two departments now seems desirable.

B. The creation of language departments with specialized foci furthers the ambitions of Texas A&M University to become a top-ten public university as outlined in the University's Vision 2020 plan. The creation of the two new departments proposed here is also consistent both with the growth of the humanities at Texas A&M and with increased opportunities for internationalization in research and the curriculum.

Most of the institutions to which Texas A&M University regularly compares itself have more than one (foreign) language department. A redistribution into two academic and administrative units is consistent with the growth and development in the humanities necessary for A&M to promote its reputation as a top public institution. In the immediate future, the Department of European and Classical Languages and Cultures will move forward with plans already underway to propose a major in Classics and also a minor in Italian. Plans are also underway for a 5-year joint BA/MPA program in collaboration with the George Bush School of Government and Public Service. A select number of students will enroll in this program, which will allow them to earn a bachelor's degree in a language (one of the languages offered in the Department of European and Classical Languages and Cultures, for example) at the same time as they work towards a Masters in International Affairs in the Bush School.

III. ROLE AND SCOPE

The current structure of the Department of Modern and Classical Languages recognizes the need for specialization in different language areas (courses are offered under the rubric of Classics, French, German, Russian, Spanish as well as that of "MODL"). The proposed change (to separate into two departments) would continue to recognize the need for such specialization while allowing the different language programs to develop further
in response to broader disciplinary shifts. TAMU has until now combined all the languages (except English) into one single department, whereas other peer institutions have long acknowledged disciplinary groupings by organizing language study into departments of Romance Languages, Germanic Languages, Slavic Languages and so on. The proposed change brings TAMU more into line with peer institutions while continuing to serve the needs of the state.

IV. ACCREDITATION

Neither the Modern Language Association of America (MLA), the primary professional association of those involved in teaching modern languages, nor the American Philological Association (APA), the primary professional association of those involved in teaching classics, currently accredits academic programs in the United States.

V. ADDITIONAL PROPOSALS

Planning authority for a substantive B.A. degree program in classics will follow at a later time.

VI. RESOURCES

Table 4

<table>
<thead>
<tr>
<th>CURRENT SALARY FIGURE DISTRIBUTION</th>
<th>PROPOSED SALARY FIGURE DISTRIBUTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL TEACHING SALARIES</td>
<td>TOTAL TEACHING SALARIES</td>
</tr>
<tr>
<td>Classics, French, German, Russian: $1,218,713</td>
<td>Department of European and Classical Languages and Cultures: $1,218,713</td>
</tr>
<tr>
<td>Hispanic Studies: $1,117,704</td>
<td>Department of Hispanic Studies: $1,117,704</td>
</tr>
<tr>
<td>Department of Modern and Classical Languages: $2,336,417</td>
<td></td>
</tr>
</tbody>
</table>
A. Describe and project for 5 years any increases in personnel which would result from approval of the administrative change. Include administrators, faculty, graduate assistants, clerical, etc.

The creation of two new departments will entail the addition of two new administrative positions: a department head position for Hispanic Studies and a combined director of undergraduate studies/advisor in European and Classical Languages and Cultures.

Currently, the Department of Modern and Classical Languages has six administrative positions: Head, Assistant Head, Director of Graduate Studies, Director of Undergraduate Studies, Director of Hispanic Studies, and advisor. These would be distributed as follows:

Head: EURO
Assistant Head: eliminated
Director of Graduate Studies: HISP
Director of Hispanic Studies: eliminated
Director of Undergraduate Studies: HISP
Advisor: EURO

Because the Department of Hispanic Studies will be granting graduate degrees (M.A. and proposed Ph.D.), and EURO initially will not, the position of Director of Graduate Studies will move to that department. The Department of European and Classical Languages and Cultures will form a committee to coordinate future plans concerning those MA programs for which the department already has planning authority.

In order to fulfill the advising function associated with academic units, the position of Director of Undergraduate Studies will transfer to HISP, and that of undergraduate Advisor to EURO.

Each of the proposed new departments will require an Administrative Secretary; the existing Administrative Secretary position in MOCL will be transferred to HISP and Euro will require a new staff line for this purpose. The departments will share a business coordinator and an accounting clerk position (currently in MOCL) and a newly created computer/technical specialist position.

Current faculty in European and Classical Languages and Cultures are:

1. Classics

Ciccolella, Federica (Ph.D., Columbia University): Assistant Professor
   Field: Greek drama, Byzantine and Late Greek poetry, ancient novel, Latin poetry

Garrison, Elise (Ph.D., Stanford University): Associate Professor
   Field: Greek and Roman drama, classical mythology, ancient religion

Golsan, Ines Nancy (M. A., University of North Carolina): Lecturer.

Kallendorf, Craig (Ph.D., University of North Carolina): Professor and Interim Head
   Field: Ancient and Renaissance epic, the classical tradition, history of rhetoric
Konrad, Christoph (Ph.D., University of North Carolina): Associate Professor
Field: Roman history, Greek and Roman historiography, Roman institutions
Oberheiman, Steven (Ph.D., University of Minnesota): Professor
Field: New Testament criticism, history of early Christianity, social history of the ancient world

2. French

Bracher, Nathan (Ph.D., University of Texas): Associate Professor
Field: Society, culture and politics in France from 1900 to the present; history and memory of World War II; issues of history and memory in the journalism of François Mauriac and in the cultural criticism of Tzvetan Todorov
Golsan, Richard (Ph.D., University of North Carolina): Professor
Field: Politics and contemporary French fiction; the memory of Vichy in France; comparative approaches to the ideological debates of postwar France and those of France in the 1990s
Hawthorne, Melanie (Ph.D., University of Michigan): Professor
Field: Nineteenth-century French fiction (Rachilde in particular); women's and gender studies
Larson, Ruth (Ph.D., Yale University): Associate Professor
Field: Feminine education in the early modern period; twentieth-century French ethnography (Michel Leiris in particular); the modern French intellectual
Schaile, Cheryl D. (M.A., Purdue University): Senior Lecturer
Schoolcraft, Ralph (Ph.D., Emory University): Associate Professor
Field: Nineteenth- and twentieth-century French prose; twentieth-century French literary institutions (the publishing industry, the Goncourt prize, the practice of pseudonymous authorship); the intersections of politics, literature, and propaganda (e.g., 'Literary Gaullism')
Vionnet-Bracher, Françoise (Ph.D, University of Texas): Senior Lecturer

3. German

Haase, Fee-Alexandra (Ph.D., Tübingen), Lecturer
Field: German and comparative linguistics, rhetoric, and communication
Laane, Tiu (Ph.D., Harvard University): Associate Professor
Field: Eighteenth- and nineteenth-century literature, German women's movement, symbolism and imagery
Powell, Larson (Ph.D., Columbia University): Assistant Professor
Field: Philosophical aesthetics, film and musicology, comparative literature
Shandley, Robert (Ph.D., University of Minnesota): Associate Professor
Field: German cultural history, film studies, history and representation of the Holocaust
Steppich, Christoph (Ph.D., State University of New York at Albany): Associate Professor
Field: Medieval German literature; the Arthurian novel; the age of Renaissance, Humanism, and Reformation in Germany
Williams, Eric (Ph.D., University of California at Berkeley): Associate Professor
Field: Modernism; Georg Trakl

4. Italian

Ciccolella, Federica: see Classics

5. Russian

Bakolmann, Irina (M. A., St. Petersburg Pedagogical University): Senior Lecturer.
Cooke, Leighton Brett (Ph.D., University of California, Berkeley): Professor and Interim
Assistant Head.
Field: Russian language, literature, and artistic culture; Polish language, literature,
and artistic culture; science fiction literature; biopoetics
Cooke, Olga Muller (Ph.D., University of London): Associate Professor
Field: Twentieth-century Russian novel, Gulag literature, women in Russian
culture
Rich, Elizabeth (University of Michigan): Associate Professor
Field: Contemporary Russian literature, Russian linguistics, Russian theater and
drama

B. Describe and project for 5 years any increases in salaries for administrators
or other professional persons, which would result from approval of proposed
change.

None. Contract extensions for administrators of the new EURO department are already in
the present MOCL budget.

C. Describe any expansion of the institution’s course inventory, which would
result from approval of the proposed change.

No new courses will be required to create the proposed Department of European and
Classical Languages and Cultures.

D. Describe any changes in facilities (additions, renovations, alterations, etc.)
that would be required as a result of approval of the proposed change.

The EURO department will require, in addition to offices for faculty, a departmental
office with space for the Head, two staff assistants, photocopying and computer
assistance, and a storage room—all located in the Academic Building; a conference
room; at least four designated classrooms, with two of them in the Academic Building to
facilitate media requirements for multi-media courses (given the trend toward multi-
media teaching); and access to the Language Laboratory. The Department of Modern &
Classical Languages presently includes such facilities, which will be reassigned to
EURO. Necessary renovations to the area that will house the proposed department’s
administrative offices will be finished before the reorganization takes effect.
E. Provide an itemization of new equipment that would be required during the next 5 years as a result of the proposed change.

In addition to workstations for present faculty, the new EURO department will require sufficient workstations for the departmental administrators and staff, plus a photocopy machine and a fax machine.

The Department of Modern & Classical Languages presently has such equipment. Depending on the space allocated, some new furniture may be required. Beyond this, there will be only modest expenses associated with the implementation of a new department, for items such as stationery, new business cards, integrations of phone and electronic mail lines, etc.

VII. COSTS

On the attached form, provide an estimate of additional costs to the institution, which would result from approval of the proposed administrative change. Also provide sources of funding to cover these increased costs as indicated.

Funds for staffing and for any other expenses associated with this administrative change will come from existing sources generated through retirements, resignations, reallocation and appropriate formula funding as recommended by the Texas Higher Education Coordinating Board.
Appendix A

ADMINISTRATIVE ORGANIZATION AND
DEGREE OR CERTIFICATE PROGRAM

<table>
<thead>
<tr>
<th>DEGREE</th>
<th>Baccalaureate</th>
<th>Masters</th>
</tr>
</thead>
<tbody>
<tr>
<td>CURRENT</td>
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<td></td>
</tr>
<tr>
<td>Department of Modern and Classical Languages</td>
<td>B.A. in French</td>
<td>M.A. in Mod. Langs.</td>
</tr>
<tr>
<td></td>
<td>B.A. in German</td>
<td>with option in Spanish</td>
</tr>
<tr>
<td></td>
<td>B.A. in Russian</td>
<td>and planning authority</td>
</tr>
<tr>
<td></td>
<td>B.A. in Spanish</td>
<td>for options in French,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>German, and Russian</td>
</tr>
<tr>
<td>PROPOSED</td>
<td></td>
<td></td>
</tr>
<tr>
<td>and Cultures (EURO)</td>
<td>B.A. in French</td>
<td>with planning authority</td>
</tr>
<tr>
<td></td>
<td>B.A. in German</td>
<td>for options in French,</td>
</tr>
<tr>
<td></td>
<td>B.A. in Russian</td>
<td>German, and Russian</td>
</tr>
<tr>
<td>Department of Hispanic Studies</td>
<td>B.A. in Spanish</td>
<td>M.A. in Mod. Langs.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>with option in Spanish</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ph.D. in Hispanic</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Studies (under review)</td>
</tr>
</tbody>
</table>
Concept Paper for the Center for Language Learning and Research (CeLLaR)

I. Center Identification

The present concept paper proposes the establishment of the Center for Language Learning and Research (CeLLaR) to be devoted to providing services related to language learning and research ranging from instruction in less commonly taught languages to language-bound activities such as translation to research on language acquisition. The responsible administrative unit would be the College of Liberal Arts at Texas A & M University, College Station.

II. Statement of Mission and Goals of the Center

As Texas A & M University seeks to fulfill the goals set out in Vision 2020, it becomes increasingly apparent that there is a need to provide support for the attainment of objectives related to internationalization. Regular curricular offerings in modern foreign languages at Texas A & M are limited to French, German, Italian, Japanese, Russian and Spanish. Yet the complexities of world politics, the exigencies of a "global marketplace," and issues of cultural diversity make knowledge of many other less traditional languages popular and necessary. At the same time, the complexities of some TAMU students’ degree plans and the exigencies of their semester-by-semester schedules make alternate delivery systems of traditionally taught languages and of other less commonly taught languages attractive and necessary.

The Center for Language Learning and Research (CeLLaR) will be focused on providing opportunities for language learning, whether these are opportunities for learning "less commonly taught" languages, or opportunities which allow for alternative methods of acquiring a knowledge of languages currently taught at TAMU, without competing with currently existing programs. The Center for Language Learning and Research (CeLLaR) will provide credit- and non-credit-bearing language-learning options. On a fee basis, and at the request of individuals or groups, or in cooperation with various University constituencies (i.e. the Bush School, the Mays College and Graduate School of Business), the Center will arrange for and conduct, or it will broker, instruction in languages which fall outside the purview of existing TAMU offerings; or it will arrange for and conduct, or it will broker, alternative methods of instruction (i.e. intensive summer) for French, German, Italian, Japanese, Russian and Spanish.

The Center for Language Learning and Research (CeLLaR) will have as one of its main goals offering and arranging for language-related services. In this area the Center will, on a fee basis, provide or broker the provision of translation/interpretation-related services, proficiency testing and certification, community outreach and services, and so on.

The Center for Language Learning and Research (CeLLaR) will encourage and foster research based on foreign languages or on language acquisition.

III. Justification

The value of internationalization and cultural diversity is universally acknowledged. This value has been formally recognized by the University in new, formal requirements in its Core Curriculum, mandated to broaden the perspectives of Texas A & M University students. The Vision 2020 report outlines twelve imperatives for the University which are intended to guide it
towards excellence. Among those imperatives is a desire to prepare students to survive and succeed in a more pluralistic, diverse, global environment. The Vision 2020 document suggests that Texas A & M graduates enhance their personal and academic credentials with an understanding of cultures outside their own.

To achieve the excellence to which the University aspires, as indicated in Vision 2020, the issue of internationalization and cultural diversity must be addressed on many fronts. Increasing opportunities for access to language-learning and language-related services is one method of broadening the experiences of Texas A & M students.

Some TAMU students need to learn a language taught at the University, but their schedules and/or degree plans prevent them from conventional language study.

IV. Potential Activities

One of the primary responsibilities of the CeLLaR will be to ascertain the language-learning needs of the University as they pertain 1) to languages outside the boundaries of current curricular offerings, and 2) to languages taught within the TAMU curriculum.

A major focus of the Center will be to set up classes in “less commonly taught” languages. This will involve identifying and contracting instructors, setting up individualized, technology-based programs, reporting credits (where applicable), purchasing instructional materials, ensuring the quality of Center offerings, and so on.

The Center will also be focused on setting up intensive summer classes for currently taught languages, identifying and contracting instructors for these courses, reporting credits (where applicable), purchasing instructional materials, and so on.

In an effort to make extramural language-learning opportunities available, the Center will engage in community outreach and services. In this area the Center will offer language courses for professionals (social workers, medical personnel, law enforcement, etc.), travel preparation courses, and so on. Additionally, the Center will offer or arrange for translation and interpretation services, proficiency assessment of job applicants, etc.

In an effort to make as many language-learning options as possible available to TAMU students, the Center will serve as a liaison or broker with other qualified language instruction providers to put TAMU students into these situations.

Primary among the Center’s language-related services will be providing and/or arranging for proficiency certification of language learners. This will involve the maintenance of language certificate programs and the granting of “portable” certification of proficiency.

It is also expected that the Center will attract funding which it will use, along with funds generated by the Center’s activities, to provide financial support for research related to language learning and related program development.

V. Governance and Advisory Structure

The Center will be located within the College of Liberal Arts. It will have a Director, who will report directly to the Dean of the College of Liberal Arts. There will be an Advisory Board which will include a representative from the office of the Dean of Liberal Arts, a representative from each of the language departments (Hispanic Studies, European and Classical Languages and Cultures), and one representative each from the Bush School and the Mays College and Graduate
School of Business. As new constituencies served by the Center emerge, a representative from each may be added to the Advisory Board. The Director will seek guidance from the Advisory Board during twice-yearly meetings with the Board, and on an ad hoc basis, on program, planning, funding, and service issues. A primary function of the Advisory Board will be to ensure that the Center operates as a complement to existing University programs. In this regard, the Advisory Board will ensure that Center initiatives do not compete with or undermine the integrity of regular University curricular offering. Also the Advisory Board will make certain any “profits” generated from Center activities are used to foster language-related learning and research.

VI. Resources

In terms of space and equipment, the Center will share currently existing language laboratory space with the proposed Departments of Hispanic Studies and European and Classical Languages and Cultures. Financial resources from the Dean of Liberal Arts will be needed for the salary of the Director, secretarial/clerical help, and seed money for early (two or three years?) Center activities.

It is expected that income generated from fees received for services and development activities will eventually be able to sustain the bulk, if not all, of the Center’s activities.

VII. Intra-System Collaborations

Knowledge of other languages is a valuable personal and professional asset, and language related services are increasingly in demand. For those reasons, members of the different language departments at Texas A & M University will clearly have an interest in the Center, as will the other various University constituencies mentioned above. As the Center grows its offerings, particularly in the area of distance- or technology-based language learning, it is expected that more widespread interest will be stimulated within the University and across the System as a whole.
MEMORANDUM

TO: Craig Kallendort, Interim Head
    MOCL

FROM: Jerry R. Strawser, Dean
      Mays Business School

SUBJECT: Support of Language Center

I have read the "Concept Paper for the Center for Language Learning and Research" that you sent me. I believe that this center might be helpful for a number of programs in the Mays Business School, and I am glad to give the proposal my support.

Please update our name to Mays Business School and keep me informed as you continue developing your plans.
September 16, 2003

Professor Craig Kallendorf
Interim Head, MOCL
Texas A&M University
TAMU M.S. 4238
College Station, TX 77843-4238

Dear Craig:

Permit me, on behalf of the George Bush School of Government and Public Service, to express our strong interest in the establishment, within the College of Liberal Arts, a language institute which would offer instruction in a variety of languages not taught elsewhere on our campus. As you know, the Bush School has a professional masters degree program in international affairs. It requires students to demonstrate a specified level of competence in a language other than their native tongue before graduation. Some of our students have language interests that are not captured in the existing modern foreign languages that the University offers continuously. Even more of our students would have an interest, I believe, in an intensive, “submersion” type program of instruction that moved more rapidly than most basic undergraduate courses. This would be particularly the case if it were available in the summer semester.

Beyond this immediate prospect of offering possible students for instructional programs of the proposed institute, I welcome its establishment as a vital contributor to moving Texas A&M University forward as an institution of higher learning with a global orientation. It is evident to me that the American universities in the forefront of international education have units within them that encourage teaching and research on a broad array of the languages spoken around the world. Vision 2020 aspires to have A&M join their ranks. The language institute is one vehicle toward that goal.

Sincerely,

Charles F. Hermann
Associate Dean for Academic Affairs and
Brent Scowcroft Chair in International Policy Studies

Office of the Dean
College of Liberal Arts

SEP 19 2003

REFER TO ______________________
COPY TO ______________________
FILE ______________________
FOR CALENDAR ______________________

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