MINUTES

OF THE

MEETING OF THE

BOARD OF REGENTS

OF

THE TEXAS A&M UNIVERSITY SYSTEM

HELD IN

COLLEGE STATION, TEXAS

March 24, 2011

(Approved May 26, 2011)
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CONVENE – THURSDAY, MARCH 24, 2011

A regular meeting of the Board of Regents of The Texas A&M University System was convened by Chairman Morris Foster at 10:00 a.m., Thursday, March 24, 2011, in the Board Meeting Room on the campus of Texas A&M University, College Station, Texas. The following members of the Board were present:

- Mr. Morris Foster, Chairman
- Mr. James P. Wilson, Vice Chairman
- Mr. Phil Adams
- Dr. Richard A. Box
- Ms. Elaine Mendoza
- Ms. Judy Morgan
- Mr. Jim Schwertner
- Mr. Cliff Thomas
- Mr. John D. White
- Mr. Cresencio Davila, Student Regent

(Secretary’s Note: Governor Rick Perry appointed Regents Mendoza, Morgan and Thomas on February 7, 2011, to serve as Members of the Board of Regents of The Texas A&M University System. Regent Mendoza replaced Mr. Gene Stallings. Regent Morgan replaced Ms. Ida Clement Steen and Regent Thomas replaced Mr. Lupe Fraga.)

Chairman Foster announced that a quorum of the Board was present.

RECESS TO EXECUTIVE SESSION

Chairman Foster announced that the Board would recess to executive session to consider matters as permitted by Chapter 551, Sections 71, 72 and 74 of the Texas Government Code. He said in accordance with the law, no final action, decision, or vote with regard to any matter considered in the executive session will be made or taken.

(Secretary’s Note: The Board met in executive session from 10:00 a.m. until 11:40 a.m.)

RECONVENE IN OPEN SESSION AND RECESS

Chairman Foster reconvened the meeting in open session at 11:40 a.m. in the Board Meeting Room. He announced that the Board met in executive session on March 24, 2011, from 10:00 a.m. to 11:40 a.m. and considered executive session agenda items and conferred with the Chancellor, several system and university administrators and system attorneys on personnel, real property and legal matters. Chairman Foster announced that the Board would recess and reconvene at 2:00 p.m., at the Bernard C. Richardson Zone (The Zone) on the campus of Texas A&M, College Station, Texas.
RECONVENE BOARD MEETING

At 2:03 p.m., Chairman Foster reconvened the meeting in the Zone and announced that a quorum was present. He said the Board met in executive session on March 24, 2011, from 10:00 a.m. to 11:40 a.m., and considered executive session agenda items and conferred with the Chancellor, several system and university administrators, and system attorneys on personnel, real property and legal matters.

INVOCATION

Chairman Foster called on Ms. Stephanie Florez, a Biomedical Science and Chemistry student at Texas A&M, who presented the invocation.

CHAIRMAN’S REMARKS

Chairman Foster welcomed everyone to the meeting. He extended a special welcome to newly appointed Regents Mendoza, Morgan and Thomas.

ELECTION OF OFFICERS

Chairman Foster announced that in accordance with the Bylaws of the Board of Regents of the Texas A&M University System, at the first regular meeting or special meeting following the appointment and qualification of the three new members regularly appointed in odd years, the first business in order was the election of the Chairman and Vice Chairman. Chairman Foster asked for nominations for Chairman of the Board. The Board took action as set forth below:

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MINUTE ORDER 049-2011

ELECTION OF DR. RICHARD A. BOX
AS CHAIRMAN OF THE BOARD OF REGENTS,
THE TEXAS A&M UNIVERSITY SYSTEM

Regent Schwertner nominated Regent Box for the office of Chairman of the Board of Regents. Regent White seconded the nomination and moved that nominations cease, which was approved by unanimous vote. Chairman Foster declared that Dr. Richard A. Box was elected as Chairman of the Board of Regents.

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Chairman Box said he was overcome with appreciation and the awesome responsibility of the office. He thanked Regent Foster for the exemplary job he had done for the A&M System in his role as Chairman. He said Regent Foster chaired the Board at a time of unrest throughout the A&M System, and praised his excellent leadership and
executive management ability. He said it was now a time of stability, efficiency and strength. He added that Regent Foster’s tremendous economic foresight had prepared the A&M System for the current challenging financial times. On behalf of the Board, Chairman Box thanked Regent Foster for his distinguished service to the Board and the A&M System.

Chairman Box asked for nominations for the position of Vice Chairman of the Board. The Board took action as set forth below:

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MINUTE ORDER 050-2011

ELECTION OF MR. PHIL ADAMS
AS VICE CHAIRMAN OF THE BOARD OF REGENTS,
THE TEXAS A&M UNIVERSITY SYSTEM

Regent Thomas nominated Regent Adams for the position of Vice Chairman of the Board of Regents. Chairman Box asked if there were any other nominations. Regent White moved that nominations cease. By a unanimous vote, Phil Adams was elected Vice Chairman of the Board of Regents.

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Vice Chairman Adams said it was an honor to serve on the Board. He said it was his pleasure and a great honor to serve the Board as Vice Chairman for the two-year term. He applauded the Board’s decision to elect Chairman Box.

Vice Chairman Adams said Regent Foster had helped in a monumental way and set the table for them to exercise financial discipline throughout the A&M System. He said they knew that federal and state governments, university systems, public schools and every public sector had reached points of being unsustainable. He added that he believed Chairman Box and the Board would continue to make good decisions, and they appreciated those in attendance that were vitally important to formulate policy and carry out what they were trying to do.

Regent White said remarkable progress was made under very tough circumstances and commended the Board as a whole and particularly Regents Foster and Wilson. He said the leadership combination was remarkable and added his respect to Regent Foster and the very tough issues he had handled gracefully and directly. He thanked Regent Wilson for all he had done for the Board, the 12th Man Foundation and the A&M System.

Chairman Box echoed the Board’s appreciation to Regent Wilson for his outstanding work as Vice Chairman over the past two years, and looked forward to continuing his efforts on the many different issues that confronted the Board.
Chairman Box said he wanted to reflect back on the important items and good things that had taken place under Regent Foster and Regent Wilson’s tenure. He said the A&M System had renewed its commitment to the longstanding legacy of service and this commitment was to the students, as they provided high quality education, not financed solely on their backs or their parents’ backs and as they served historically underrepresented areas of the state. He added that this commitment was also to the veterans as they developed programs such as Project Military Friendly, which worked to ensure that veterans and dependent students received the maximum benefits available for their service, and successful transition to civilian life.

Chairman Box said the commitment was also to the 25 million taxpayers of Texas as they worked to operate at a high level of efficiency in realizing cost savings, and as a complete and integrated system. He said the service side of the A&M System through the seven state agencies and Texas A&M Health Science Center was exemplary and second to none. He commended all who had participated in moving the A&M System forward, but said there was more to do and a greater role to play in the future of this state, nation and the world. He said the A&M System had a presence all over the globe and they wanted to make it better and added that he looked forward to continuing the great legacy of service over the next two years and it was an honor to be Chairman of this great Board and System.

**CHANCELLOR’S REMARKS**

Chancellor Mike McKinney thanked Regents Foster and Wilson for their service as Chairman and Vice Chairman.

Chancellor McKinney said learning was any university’s goal, but teaching was the A&M System’s commitment. He said the Teaching Excellence Awards program began in 2008. He pointed out that the program was continually modified based on students and faculty feedback and added that the name of the award was changed to the “Student Recognition Award for Teaching Excellence.” He said in fall 2011, 279 faculty members across the A&M System (from 1,074 participants) received awards totaling $697,500 ($2,500 each). He said Texas A&M was still not a very strong participant, but with the help and commitment of faculty members, student leaders and other campus leaders, changes would be made to increase participation, prestige and recognition that accompanied these awards. He said the program worked well system-wide, and the faculty members receiving these awards represented the top 25%, recognized by the students.

Chancellor McKinney announced a new program, the Chancellor’s Academy of Teacher Educators, to honor faculty members who had a significant impact on teacher preparation in a wide range of academic discipline such as history, agricultural education, science and teacher education. He said members must demonstrate exceptional creativity, enthusiasm and passion for teaching at the undergraduate and/or graduate level. He said each member received a $1,000 stipend provided by the Chancellor’s Century Council and a special commemorate medallion bearing the A&M System seal.

Chancellor McKinney said the Chancellor’s Century Council’s annual meeting would be at Texas A&M on March 31 and April 1.
Chancellor McKinney reported that four A&M System members competed in the Lone Star Conference, Division II football: A&M-Commerce, Texas A&M University-Kingsville, Tarleton State University and West Texas A&M University (WTAMU).

Chancellor McKinney said Texas A&M made world news for studies that documented the existence of people in North America about 15,000 years ago, approximately 2,500 years earlier than scientific evidence previously indicated. He said Texas A&M Professor, Dr. Michael Water, who was a highly respected anthropologist, served as director of the renowned Center for the Study of First Americans.

**Legislative Session**

Chancellor McKinney said these were the toughest times he had seen in 30 years of dealing with the legislative process. He said the budget affected everything they did, but they must continue to run the universities, agencies and A&M System.

Dr. Nancy Dickey, President of the Texas A&M Health Science Center, said Chancellor McKinney asked her to present the expansion status of the College of Medicine (COM) in light of the legislative economic times. She said in 2007, there was a widespread, national call to increase the number of physicians produced by 30%, and Texas’ need was even greater. She said they requested an increase in class size for the COM and received funds from the legislature to begin the expansion with a special item in 2007 and 2009. She added that they began with 64 students per class in 2006 and would admit 200 students in fall 2011, a 200% increase. She said the 2007 action instructed them to increase size, create a Round Rock campus, and expand to a full, four-year program in Temple and College Station. She added that in the last four years, they had opened a building on a 50-acre campus in Round Rock with medicine, nursing and a small cadre of senior pharmacy students working there.

Dr. Dickey said they had maintained quality education and student satisfaction, despite the rapid growth, which was evidenced by their students’ board scores and the residency Match Day. She explained that Match Day was when every student in the country found out about postgraduate training. She said for the last five years they had exceeded the national average for number of students who matched (went into primary care), and at least as well as the average, in terms of the number of students who stayed in Texas.

Dr. Dickey said they might have heard about the over subscription for this year’s medical school class. She explained that it was a process to figure out how many students to invite when they received their acceptance letters simultaneously, and the COM accepted more students than were expected to show up. She said 250 students accepted positions in a class that was to have 170 students. She said they encouraged students to take a year of travel or additional education with guaranteed admission next year. Dr. Dickey said that by increasing a class size to 200, they believed they could make the numbers work.

Dr. Dickey said they had built an innovative model of medical education, which included a full, four-year experience in Temple and in College Station, accomplished with
one faculty member. She explained that a student in College Station would receive a televised lecture from a faculty member in Temple, and then the next hour that would reverse. She reported that Round Rock was a clinical campus and students primarily worked with local physicians, which allowed them to be extraordinarily cost effective. Dr. Dickey said she hoped that cost effectiveness would encourage the legislature to fund this expansion and said the Texas A&M Health Science Center, with the 200 students this fall, would have contributed more than one third of the 30% growth the state needed. She said they were looking at curriculum at the two four-year campuses, and added that they attempted to emphasize the unique strengths of each campus, and students had opportunities to spend time in Temple, College Station, and possibly Round Rock.

Dr. Dickey advised that they were also looking at increasing independence for those two campuses, and were developing a relationship with Baylor University Medical Center in Dallas for more clinical training sites for third and fourth year students.

Chairman Box asked if it was a “guesstimate” they made as to how many students were accepted each year for those positions, versus how many came to Texas A&M or went elsewhere. Dr. Dickey replied in the affirmative. Chairman Box said there was no dynamic or metric to determine exactly how many students were accepted. Dr. Dickey replied in the affirmative. She said because it was a rolling admission, they sent the first acceptance letters in October, but they did not finish filling classes until January. She added that a student could hold several letters of acceptance well beyond the time they were assessing how many seats were left in the College of Medicine and then decline or accept their offer.

Legislative Update

Dr. Stanton Calvert, Vice Chancellor for Governmental Relations, presented the Legislative Update (a copy of which is on file in the Office of the Board of Regents).

Chairman Box asked when they would have an idea of the budget. Dr. Calvert replied by the middle or end of April. He said the House intended to present HB 1, their version of the budget, on April 1. He said the difference in the approach by the House and Senate this session was larger and they were up against seemingly immutable limits on revenue. Dr. Calvert said Senator Robert Duncan chaired the subcommittee appointed to find new revenue and they were looking at non-taxed revenue sources. He explained that the legislature could use funds directly or indirectly not necessarily in the treasury, either school districts, institutions of higher education or other agencies, like endowments. He added that currently they could not get a bill out of committee and off the floor with the funds they had at their disposal.

Vice Chairman Adams said the Senate could not get a bill out. Dr. Calvert said not with the revenue they had available. Vice Chairman Adams asked if he meant out of the Senate Finance Committee. Dr. Calvert replied in the affirmative, and said they were looking for funds. He said the senators were not willing to put their votes to the necessary cuts for public education and Medicaid based on the biannual revenue estimate provided by the Comptroller.
Chairman Box asked if higher education would be cut again. Dr. Calvert said it was possible. He said the large functional areas were so underfunded, with respect to what members were willing to attach their names to that they would look for funds wherever possible. He said the biggest issue in higher education was the absence of student financial aid funding, a priority on both sides.

Regent Wilson asked about the ARRA funds. Dr. Calvert said that was an acronym for federal stimulus funds. He said most ARRA funds went for worthwhile projects, but if there was no money, the project went away. He said the A&M System had the obligation and expense associated with educating students at Texas A&M University-Texarkana and Texas A&M Health Science Center’s COM. Regent Wilson asked if stimulus money was used for operating expenses. Dr. Calvert replied in the affirmative and said that was the only source of funds found in the last session for the two priorities -- the COM’s enrollment expansion and Texas A&M-Texarkana’s transition to a full four-year status.

Dr. Calvert said the degree to which institutions in the A&M System were cut varied greatly, but institutions had been cut as much as 40% or as little as 10%.

Regent Wilson asked if institutions that relied more on special item funding were hardest hit. Dr. Calvert replied in the affirmative. He said when special items were cut 25%, it had a more dramatic effect on those institutions because the formulas, the primary method of distributing funding to the universities, were cut 5% in the Senate and 10% in the House. He said the greater the extent an institution was funded with supplemental funds, the greater the cuts. Regent Wilson asked if that could reflect in their formula funding, if students were lost because special items were cut and consequently fewer students attended. Dr. Calvert said that could potentially happen in the future. He said no A&M System university was considering limiting enrollment and added that a student decline resulting from funding cuts would show up two years from now, but that was unlikely because of the model.

Chancellor McKinney said they wanted to keep the Board informed of what was going on in the Legislature and thanked Dr. Calvert for his assistance.

**A&M SYSTEM’S ANNUAL FINANCIAL REPORT FOR FY 2010**

Ms. B. J. Crain, Chief Business Officer, presented the report (a copy of which is on file in the Office of the Board of Regents).

Vice Chairman Adams said they needed to pay attention to the post employment benefits liability and possibly pre-fund it. Chairman Box agreed. Vice Chairman Adams said it was the state’s money, but there was $7.5 billion in assets and there could potentially be $7.5 billion in liabilities. He thanked Ms. Crain for the good report.

Regent Schwertner asked how many years they were amortizing unfunded commitments for employee benefits. Ms. Crain said 30 years and Regent Schwertner asked if the State Comptroller accepted that time span. Ms. Crain responded in the affirmative. Regent Schwertner said that was nearly the amount of unrestricted funds. Ms. Crain explained that was for all the employees currently working, projecting to the
future. Regent Schwertner said the Board should understand that there were contingent liabilities looming.

Vice Chairman Adams said three or four years ago, the Governmental Accounting Standards Board (GASB) began requiring public institutions to keep a balance sheet. He said prior to that, the Board did not have a strong awareness of this liability. He thanked Ms. Crain for “hitting them in the face” with it and said they needed to address ways to mitigate the liability. He added that they would keep their promise, but that they should think about mitigation. Ms. Crain said this liability was predominantly for health programs. She said in higher education that there were two retirement options: the Teacher Retirement System (TRS), where the state carried the liability on their books, and the Optional Retirement Program (ORP), where the A&M System managed the employees and there was no liability. Vice Chairman Adams asked if this was only ORP participants. Ms. Crain replied in the negative, and said this was for health programs only for the A&M System. She explained that this was not retirement liability, just health liability.

Regent Wilson said when the state asked about the type of reserves the A&M System had, would they respond that the entire A&M System had only $410 million in unencumbered reserves. Ms. Crain replied in the affirmative. Regent Wilson asked her to submit that in detail to the Board when it came time to look at the budget.

Chancellor McKinney said the percentage cut that went to either special items or formula funding was General Revenue (GR). He pointed out that A&M System universities had a different level of GR -- at Texas A&M, one-third of the budget was GR and at Texas A&M International University (TAMIU), it was probably 75%. He said a 10% cut in GR at Texas A&M was 10% of a third of the budget, while a 10% cut at TAMIU was 10% of 60% of the budget. He pointed out that when the state asked about reserves, they had to reshape the question, noting that the A&M System had $3.2 billion of assets with $1.7 billion in the bank that could not be taken, because most of the money was already committed. He added that the $400 million was unexpended, but not unintended.

**PERMANENT UNIVERSITY FUND UPDATE**

Mr. Bruce Zimmerman, Chief Executive Officer and Chief Investment Officer of The University of Texas Investment Management Company (UTIMCO), presented this update (a copy of which is on file in the Office of the Board of Regents).

Regent Wilson asked if the forward sale approved by the UTIMCO board last year was done. Mr. Zimmerman replied in the negative and explained that was the University of Texas (UT) System Board of Regents. He said it was UTIMCO’s authority or responsibility, but they had assisted in the analysis and served as subject matter experts. He added that the forward curves for oil and gas were not nearly where they were a number of years ago when the potential transaction was first discussed.

Chancellor McKinney asked about the endowment funds plus distribution/less contributions. Mr. Zimmerman explained that distributions were added, contributions were taken out and they were investment returns. Chancellor McKinney asked if they were adding the Available University Funds (AUF) received back into this.
Mr. Zimmerman replied in the affirmative and said contributions from the West Texas revenues were taken out. He said they had many contributions in and a lot of distributions out. He added that they had tried to exclusively capture investment returns. Chancellor McKinney said if they were getting 4.75% and continued to get the AUF and the AUF they ran the universities on were not in there, it would be a steeper graph. Mr. Zimmerman explained that the 101% to 100% was comparing "apples to apples," because it was investment returns to investment returns. He said it was probably down about 5 or 6%, because the net distributions were greater than the contributions, but if they only looked at investment returns, they had earned back what was lost.

Chancellor McKinney said one place the legislature would look for $5 billion was in quasi-endowment funds, which were not true endowments and could be changed by legislation. He said part of that would include tobacco settlement funds of approximately $1.1 billion. Mr. Zimmerman said that at the end of February, the Permanent Health Fund, which they were responsible for investing, was $1,000,040,000. He said $430 million was for a pool of 10, non-UT institutions and the Texas A&M Health Science Center was one of the institutions. Chancellor McKinney said he thought UT institutions received a portion of those funds. Mr. Zimmerman replied in the affirmative and said the other $570 million was spread across eight UT institutions. Chancellor McKinney said he understood that there was a top-line permanent health fund, which included nine health-related institutions. He asked what percentage of earnings was from the $430 million. Mr. Zimmerman said 10% of $430 million was for 10 institutions and they distributed about 4.8%. He added that the State Treasurer distributed $20 million to 10 different institutions and the formula was 70% divided evenly among the 10 non-UT institutions, 10% was based on actual instruction expenditures for the prior two years, 10% on actual research expenditures and the final 10% was based on unsponsored charity care for the past two fiscal years. He added that they could work with the State Treasurer to get the exact dollars, but it was approximately $2 million. Chancellor McKinney said the problem was that this was decided about 10 years ago and they were a quasi-endowment. He said of the $1 billion, they received one-tenth of the top part and the remaining went to the University of North Texas ($25 million), Texas Tech University ($50 million), Texas A&M ($25 million) and the UT System received $895 million.

Chairman Box asked Chancellor McKinney to find out more about that.

Regent Foster said some oil and gas royalties were sold forward and there was a trigger price. He asked if they had reached the trigger price. Mr. Zimmerman said no transaction had been affected; there had been no hedging or forward sale on the West Texas revenues. Regent Foster asked if that meant it had been dropped, or had not reached the trigger price. Mr. Zimmerman said he did not believe it had been dropped, but he did not think anyone was looking at it closely. He explained that this was not a UTIMCO decision, and in full disclosure, they provided data and analysis. He said for natural gas, the prices were well below what one would think was a trigger price. He said when they started looking at oil, the five-year forum curve was at $120, went up to $140, and was now at $101. He said they did not initially have reserve reports for the West Texas land, but began receiving reserve reports every year. He said for different reasons, the proven developed and producing reserves had grown. He added that if the objectives of a transaction were to hedge and forward sale for no more than 80% or 90% of proven
developed and producing reserves over a five-year period and generated $5 million, they were at the trigger price.

Regent Foster said that was the point he had made at the time of this debate, and thought the other regents agreed with him. He said this university still opposed selling oil forward and what was currently happening was the reason they argued it should not be selling oil forward. He said it could reach $130 by the end of the year, and if they had sold forward at $90 (the trigger price he remembered), they would all be very disappointed. Mr. Zimmerman explained that it was $150 when they were seriously looking at it. Regent Foster said but when it dropped to $60, discussions were held that if it ever reached $90, they would sell forward. Regent Foster said it was a bad practice to sell resources forward.

**PROJECT MILITARY FRIENDLY UPDATE**

Mr. Jay Kimbrough, Special Advisor to the Board, presented this update. He advised that the Veterans Services Coordinators at the 11 A&M System campuses had reported significant increases in the number of veterans and dependents enrolled. Since fall 2009, the number of veterans and dependents throughout the A&M System’s universities had grown over 112%, from under 2,900 to more than 6,100 today. He reported that Texas A&M was nearing 1,400 veterans and dependents, up from 600 in the fall. He said of the 1.7 million Texas veterans, an estimated 90,000 more service members would transition from military active duty by 2015 and many would be seeking higher education opportunities.

Mr. Kimbrough said the GI Bill today provided approximately $52,000 in financial aid for a four-year degree program and added that Texas veterans and their dependents also had access to the Henson Hazelwood Act. He advised that Texas also now offered in-state tuition rates to a veteran leaving active duty from any state. He said these were important times for the A&M System and its continued leadership in supporting veterans. Mr. Kimbrough advised that they would host the third symposium this summer. He said they had also set up an interactive listserv, allowing veteran coordinators to communicate daily on a wide variety of issues, such as processing Veterans Affairs (VA) and Hazelwood certifications to finding better ways to create campus veteran’s organizations.

Mr. Kimbrough reported that as of last month, all A&M System universities were participants in the U.S. Marine Corps’ Leadership Scholar Program. He said this innovative program brought pre-screened and fully qualified marines leaving activity duty directly to the campus of their choice, with full GI Bill benefits, and they could expect more enrollments from this program starting next fall. He pointed out that the overriding challenge was to ensure that veterans seeking an education would receive the degrees they sought. He said this meant increased retention for veterans, currently at a 20% graduation rate, according to the VA. He added that increasing retention meant comprehensive support and interaction from admission to diploma; a holistic approach that integrated the veteran into the entire mindset of the academic life, not often easily followed from the mindset and experience of military duty.
Mr. Kimbrough said they were in Phase III of Project Military Friendly and were committed to providing effective and efficient higher education to veterans. He said to accomplish this, the A&M System would continue expanding networks, coordinating programs and extending their reach. He said that last year the State Auditor’s office issued a report on veteran’s services, calling for several improvements, notably expanded communications with the veteran community. He said various other universities and systems were expanding their veteran’s services and many focused on networking with other veteran’s support providers. Mr. Kimbrough recommended increased networking and extension of the A&M System’s efforts on behalf of our veterans and their dependents. He added that they would soon present the Board with detailed recommendations on how to take this project to the next level to serve our veterans and their families.

Mr. Kimbrough said Mr. Rod Davis, Veterans Coordinator at Tarleton was a very committed and key member to this entire team. He thanked the entire team and university presidents for their hard work.

Chairman Box said the Board appreciated all he did for the veterans. He said he liked the term used by Dr. Maria Hernandez Ferrier, President of Texas A&M University-San Antonio, when she referred to “Military Embracing.”

RECESS

Chairman Box recessed the meeting at 3:52 p.m.

(Secretary’s Note: The Committee on Finance convened at 3:52 p.m. and adjourned at 3:56 p.m. The Committee on Buildings and Physical Plant convened at 3:57 p.m. and adjourned at 4:04 p.m. The Committee on Academic and Student Affairs convened at 4:04 p.m. and adjourned at 4:25 p.m. The Policy Review Committee convened at 4:25 p.m. and adjourned at 4:27 p.m.)

RECONVENE BOARD MEETING

Chairman Box reconvened the meeting at 4:27 p.m., and announced that there were no requests for public testimony.

REPORT FROM THE COMMITTEE ON AUDIT

Regent Wilson, Chairman of the Committee on Audit, reported that the committee met earlier that day and discussed the Second Quarter Audit Report, the Audit Tracking Report, Management’s Responses to Audit Tracking Report, Briefing on the State Auditor’s Office Statewide Single Audit Reports for the Fiscal Year Ended August 31, 2010, and the Update on the EthicsPoint Hotline.

REPORT FROM THE COMMITTEE ON FINANCE

Vice Chairman Adams, Chairman of the Committee on Finance, reported that the committee met earlier the same day and approved Items 1 through 3 and recommended approval to the full Board.
On motion of Vice Chairman Adams, seconded by Regent Mendoza and by a unanimous vote, the following minute orders were approved (051 through 053):

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MINUTE ORDER 051-2011 (ITEM 1)

AUTHORIZATION TO ESTABLISH A QUASI-ENDOWMENT ENTITLED THE “WILLIAM A. ROBBA ENDOWMENT FOR GRADUATE STUDY IN PHYSICS,”
TEXAS A&M UNIVERSITY

The Board of Regents of The Texas A&M University System authorizes the President of Texas A&M University to establish a quasi-endowment account entitled the “William A. Robba Endowment for Graduate Study in Physics.” The account will be created with proceeds received from the estate of William A. Robba. Interest earnings will be used to support selected students with associated expenses of achieving advanced degrees within the Department of Physics.

MINUTE ORDER 052-2011 (ITEM 2)

AUTHORIZATION FOR THE PRESIDENT TO EXECUTE AND DELIVER THE OPERATING AGREEMENT WITH BAYLOR UNIVERSITY MEDICAL CENTER, THE TEXAS A&M HEALTH SCIENCE CENTER

Authority is hereby granted, upon review for legal form and sufficiency by the Office of General Counsel, to the President of The Texas A&M University System Health Science Center to execute and deliver the Operating Agreement with Baylor University Medical Center.

MINUTE ORDER 053-2011 (ITEM 3)

AUTHORIZATION TO ADMINISTER GOVERNMENT CLASSIFIED CONTRACTS, THE TEXAS A&M UNIVERSITY SYSTEM

The individuals occupying the following positions at The Texas A&M University System have been or will be processed for a personnel security clearance for access to classified information, to the level of the facility clearance granted to the A&M System, as provided for in the National Industrial Security Program Operating Manual. In addition, all replacements for such positions will be processed for security clearance.

Michael D. McKinney, Chancellor
*The Texas A&M University System*

B. J. Crain, Chief Business Officer
*The Texas A&M University System*
Kevin Gamache, Facility Security Officer  
*Texas A&M University*

Jeffrey R. Seemann, Chief Research Officer  
*The Texas A&M University System*

The Board of Regents delegates to the above named group all authority pertaining to the protection of classified contracts awarded to the A&M System by the Department of Defense or user agencies of its Industrial Security Program.

Members of the Board of Regents shall not have or require access to classified information disclosed to the A&M System. Board members can be effectively excluded from access to all classified information disclosed to the A&M System and do not occupy positions that would enable them to adversely affect the policies or practices of the member institutions, agencies, or health science center of the A&M System in the performance of classified contracts; therefore, members of the Board of Regents need not be processed for personnel clearance.

MEMBERS OF THE BOARD OF REGENTS

Richard A. Box, Chairman  
Phil Adams, Vice Chairman  
Morris E. Foster  
Elaine Mendoza  
Judy Morgan  
Jim Schwertner  
Cliff Thomas  
John D. White  
James P. Wilson, Jr.  
Cresencio Davila

REPORT FROM THE COMMITTEE ON BUILDINGS AND PHYSICAL PLANT

Regent Schwertner, Acting Chairman of the Committee on Buildings and Physical Plant, reported that the committee met earlier the same day and recommended approval of Items 4, 5 and 7 as presented.

On motion of Regent Schwertner, seconded by Regent White and by a unanimous vote, the following minute orders were approved (054 through 059):
MINUTE ORDER 054-2011 (ITEM 4)

AUTHORIZATION TO NEGOTIATE, EXECUTE AND DELIVER
A LEASE AGREEMENT FOR INSTRUCTIONAL AND EVENT SPACE
AT CITYCENTRE, HOUSTON, TEXAS,
TEXAS A&M UNIVERSITY

The Chancellor of The Texas A&M University System, or designee, following review for legal sufficiency by the Office of General Counsel, is authorized to negotiate, execute and deliver a lease agreement with Midway Companies for instructional and event space in Houston, Texas, at the CityCentre development, for an initial term of 10 years and upon such other terms and conditions as the Chancellor, or designee, deems appropriate.

MINUTE ORDER 055-2011 (ITEM 5)

AUTHORIZATION TO EXECUTE
A GROUND LEASE FOR AN ADDITIONAL PHASE OF ON-CAMPUS HOUSING,
TEXAS A&M UNIVERSITY-CORPUS CHRISTI

The Chancellor of The Texas A&M University System, or designee, following legal review by the Office of General Counsel, is authorized to negotiate and execute a ground lease agreement with Camden Property Trust for approximately 2.328 acres on the campus of Texas A&M University-Corpus Christi for the construction, maintenance and operation of an on-campus housing facility containing 75 beds. The term of the lease will commence upon execution and expire on August 31, 2035.

MINUTE ORDER 056-2011 (ITEM 7)

NAMING OF
“THE DR. ROBERT R. FURGASON CONFERENCE ROOM,”
TEXAS A&M UNIVERSITY-CORPUS CHRISTI

The conference room located in Room 339 of the Michael and Karen O’Connor Building on the campus of Texas A&M University-Corpus Christi is hereby named “The Dr. Robert R. Furgason Conference Room.”

MINUTE ORDER 057-2011 (ITEM 7)

NAMING OF
“THE JOHN J. BUCKLEY CONFERENCE ROOM,”
TEXAS A&M UNIVERSITY-CORPUS CHRISTI

The conference room located in Room 363 of the Michael and Karen O’Connor Building on the campus of Texas A&M University-Corpus Christi is hereby named “The John J. Buckley Conference Room.”
MINUTE ORDER 058-2011 (ITEM 7)

NAMING OF
“THE MELVYN N. KLEIN CONFERENCE ROOM,”
TEXAS A&M UNIVERSITY-CORPUS CHRISTI

The dean’s conference room located in Room 335 of the Michael and Karen O’Connor Building on the campus of Texas A&M University-Corpus Christi is hereby named “The Melvyn N. Klein Conference Room.”

MINUTE ORDER 059-2011 (ITEM 7)

NAMING OF THE “SEIBEL STUDENT SERVICE CENTER,”
TEXAS A&M UNIVERSITY

The new Student Services Building on the campus of Texas A&M University at Galveston is hereby named the “Seibel Student Service Center.”

(Secretary’s Note: Item 6 was withdrawn prior to the meeting.)

REPORT FROM THE COMMITTEE ON ACADEMIC AND STUDENT AFFAIRS

Regent White, Chairman of the Committee on Academic and Student Affairs, reported that the committee met earlier the same day and received an Academic Affairs Update for A&M-San Antonio. He said the committee approved Items 8 through 10. He said the Policy Review Committee also considered Items 9 and 10.

On motion of Regent White, seconded by Vice Chairman Adams and by a unanimous vote, the following minute orders were approved (060 through 062):
MINUTE ORDER 060-2011 (ITEM 8)


The Board of Regents of The Texas A&M University System approves the administrative changes recommended by Texas A&M University-Corpus Christi to rename the College of Science and Technology to the College of Science and Engineering, establish the School of Engineering and Computing Sciences within the College of Science and Engineering and eliminate the Department of Computing Sciences.

The Board also authorizes the submission of this request for the administrative changes to the Texas Higher Education Coordinating Board and hereby certifies that all applicable criteria of the Coordinating Board have been met.

MINUTE ORDER 061-2011 (ITEM 9)

APPROVAL OF NEW PROCEDURE 12.01.99.D1.01 (INSTITUTIONAL PROCEDURES FOR IMPLEMENTING TENURE), TEXAS A&M UNIVERSITY-CENTRAL TEXAS

The Board of Regents of The Texas A&M University System approves the new Procedure 12.01.99.D1.01, Institutional Procedures for Implementing Tenure, for Texas A&M University-Central Texas, as shown in Exhibit A.

MINUTE ORDER 062-2011 (ITEM 10)

APPROVAL OF REVISIONS TO RULE 12.03.99.H1 (FACULTY ACADEMIC WORKLOAD AND REPORTING REQUIREMENTS), TEXAS A&M UNIVERSITY-TEXARKANA

The Board of Regents of The Texas A&M University System approves the revisions to Texas A&M University-Texarkana’s Rule 12.03.99.H1, Faculty Academic Workload and Reporting Requirements, as shown in Exhibit B.

REPORT FROM THE POLICY REVIEW COMMITTEE

Regent Schwertner, Chairman of the Policy Review Committee, reported that the committee met earlier the same day to approve Items 9 through 11. He said Item 9 and
Item 10 were approved by the full Board through the Committee on Academic and Student Affairs. He said the committee recommended approval of Item 11.

On motion of Regent Schwertner, seconded by Regent Thomas and by a unanimous vote, the following minute order was approved (063):

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MINUTE ORDER 063-2011 (ITEM 11)

APPROVAL OF REVISIONS TO SYSTEM POLICY 08.01
(CIVIL RIGHTS PROTECTIONS AND COMPLIANCE),
THE TEXAS A&M UNIVERSITY SYSTEM

The revisions to System Policy 08.01 (Civil Rights Protections and Compliance), as shown in Exhibit C, are approved, effective immediately.
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ADDITIONAL ITEMS TO BE CONSIDERED BY THE BOARD

Dr. Bowen Loftin, President, Texas A&M, presented Item 12, a resolution to honor Mr. Greg Hall ’82, for his dedication, creativity and outstanding service that led to the rescue of miners trapped for 10 weeks in a San Jose mine near Copiapó, Chile.

Regent Schwertner said Mr. Hall had put Texas A&M on the map and was a hero. He said while he was in Santiago, Chile in December, everyone knew about Mr. Hall and Texas A&M.

Chairman Box thanked Mr. Hall and said rescue of the miners was the greatest and most suspenseful event he had seen. He said he watched it on television until the last miner was rescued. He added that Mr. Hall was a true hero, not only in Chile, but also in Texas and the entire nation. Chairman Box expressed his appreciation to Mr. Hall for all his good efforts.

Mr. Hall thanked Dr. Loftin and the Regents for inviting him and his family to the meeting. He said that it was an honor to be able to give something back to our country and to Texas A&M and that it was not only an area of higher education, but a way of life. He said he was extremely proud to be able to do something that reflected highly on the university that he cared so much about.

On motion of Regent Schwertner, seconded by Regent Foster and by a unanimous vote, the following minute order was approved (064):

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ADOPTION OF A RESOLUTION HONORING MR. GREG HALL
FOR HIS OUTSTANDING SERVICE AS THE DESIGNER OF “PLAN B,”
TEXAS A&M UNIVERSITY

Whereas, Greg Hall, a member of the Texas A&M University Class of 1982, majored in engineering technology and served Texas A&M University as the commanding officer of Squadron 11 of the Corps of Cadets and as a member of the Fish Drill Team; and

Whereas, Mr. Hall is a business leader of outstanding ability; and, his companies -- Drillers Supply SA in Chile and DSI American Manufacturing in Minnesota -- were part of the 2009 Aggie 100, a list of the fastest growing Aggie-owned or operated companies; and, he also owns Drillers Supply International Houston; and

Whereas, he developed the concept for and coordinated the implementation of “Plan B,” a joint effort involving many companies, technical experts and advanced drilling equipment, as well as other resources; and, tirelessly dedicated himself to guiding the rescue team that worked 24/7 for 33 days; and, then spent the last eight days at the site for the final 800 feet of drilling; and

Whereas, he has credited Texas A&M University’s Corps of Cadets for helping him meet the greatest challenge of his life by teaching him to make a plan, believe in it and execute it, because if you don’t give up, you won’t be beaten; and by teaching him how to delegate, how to lead and how to make decisions; and

Whereas, failure was not an option, on October 13, 2010, the rescue team succeeded in safely extracting all 33 miners through a 28-inch diameter shaft that extended more than 2,300 feet below the surface of the ground; and

Whereas, when speaking about the rescue, Mr. Hall wants people to know that “miracles still happen -- the rescue was God’s doing”; and

Whereas, Mr. Hall was formally honored by Texas A&M University President R. Bowen Loftin and The Texas A&M University System Board of Regents Chairman Morris E. Foster at Kyle Field during the game against Texas Tech on October 30, 2010; and

Whereas, Mr. Hall and his wife, Angelica ’80, reside in Cypress, Texas; and have three Aggie children: Greg ’06, senior Jacqueline and freshman Andrew; now, therefore, be it

Resolved, that we, the members of the Board of Regents of The Texas A&M University System, gratefully recognize the dedication, creativity and service of Mr. Hall as the designer of “Plan B” and recognize him as a leader of character dedicated to serving the greater good and thereby bringing honor and distinction to Texas A&M University; and, be it, further
Resolved, that this resolution be spread upon the minutes, and copies thereof be signed by the Chairman of the Board of Regents of The Texas A&M University System, and be presented to Mr. Hall and to the Archives of Texas A&M University as an expression of appreciation and respect for Greg Hall ’82.

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Dr. Loftin presented Items 13 through 18.

Regent Schwertner asked Dr. Karan Watson, Provost and Executive Vice President for Academic Affairs, if she could assure the Board that faculty members returning from faculty development leave would be monitored to verify that they had accomplished what they had intended. Dr. Watson replied in the affirmative.

On motion of Regent White, seconded by Vice Chairman Adams and by a unanimous vote, the following minute orders were approved (065 through 070).

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**MINUTE ORDER 065-2011 (ITEM 13)**

**REAPPOINTMENT OF**
THOMAS E. FARMER, SR., PAUL S. HILL, JAMES E. POZZI,
ALBERT P. SHANNON AND JONATHAN WHITWORTH TO THE
TEXAS A&M UNIVERSITY AT GALVESTON BOARD OF VISITORS,
TEXAS A&M UNIVERSITY

The Board of Regents of The Texas A&M University System hereby reappoints Mr. Thomas E. Farmer, Sr., Mr. Paul S. Hill, Mr. James E. Pozzi, Mr. Albert P. Shannon and Mr. Jonathan Whitworth to the Texas A&M University at Galveston Board of Visitors for a term of three years.

**MINUTE ORDER 066-2011 (ITEM 14)**

**AUTHORIZATION TO AWARD AN HONORARY DOCTOR OF LETTERS DEGREE TO HIS EXCELLENCY ABDULLAH BIN HAMAD AL-ATTIYAH, TEXAS A&M UNIVERSITY**

Texas A&M University is authorized to award an Honorary Doctor of Letters degree to His Excellency Abdullah bin Hamad Al-Attiyah.
MINUTE ORDER 067-2011 (ITEM 15)

AUTHORIZATION TO AWARD AN HONORARY DOCTOR OF LETTERS
DEGREE TO DR. JAMES C. STEVENS,
TEXAS A&M UNIVERSITY

Texas A&M University is authorized to award an Honorary Doctor of Letters degree to Dr. James C. Stevens.

MINUTE ORDER 068-2011 (ITEM 16)

AUTHORIZATION TO AWARD AN HONORARY DOCTOR OF LETTERS
DEGREE TO DR. CHARLES H. TOWNES,
TEXAS A&M UNIVERSITY

Texas A&M University is authorized to award an Honorary Doctor of Letters degree to Dr. Charles H. Townes.

MINUTE ORDER 069-2011 (ITEM 17)

APPROVAL OF ACADEMIC TENURE, MARCH 2011,
TEXAS A&M UNIVERSITY

The Board of Regents of The Texas A&M University System, in accordance with System Policy 12.01 (Academic Freedom, Responsibility and Tenure), hereby authorizes the granting of tenure to the following faculty members at Texas A&M University as set forth in Exhibit D, Tenure List No. 11-04.

MINUTE ORDER 070-2011 (ITEM 18)

GRANTING OF FACULTY DEVELOPMENT LEAVE FOR FY 2012,
TEXAS A&M UNIVERSITY

The Board of Regents of The Texas A&M University System, in accordance with System Policy 31.03, System Regulation 12.99.01 and Sections 51.101–108 of the Texas Education Code, authorizes faculty development leave to the faculty members as shown in Exhibit E, Faculty Development Leave List FY 2012, Texas A&M University.

Dr. Dominic Dottavio, President of Tarleton, presented Items 19 through 21. He said Mr. Kenneth Wyatt was a well-renowned western artist whose collectors included President Ronald Reagan, President George Bush and the Queen of England. He said Mr. Wyatt had done portraits of the King of Dubai and Mickey Mantle, among others.

On motion of Regent White, seconded by Regent Schwertner and by a unanimous vote, the following minute orders were approved (071 through 073).
MINUTE ORDER 071-2011 (ITEM 19)

AUTHORIZATION TO AWARD AN HONORARY DOCTORATE OF HUMANE LETTERS DEGREE TO MR. KENNETH J. WYATT, TARLETON STATE UNIVERSITY

Tarleton State University is authorized to award an Honorary Doctor of Humane Letters degree to Mr. Kenneth J. Wyatt.

MINUTE ORDER 072-2011 (ITEM 20)

APPROVAL OF ACADEMIC TENURE, MARCH 2011, TARLETON STATE UNIVERSITY

The Board of Regents of The Texas A&M University System, in accordance with System Policy 12.01 (Academic Freedom, Responsibility and Tenure), hereby authorizes the granting of tenure to the following faculty members at Tarleton State University as set forth in Exhibit F, Tenure List No. 11-04.

MINUTE ORDER 073-2011 (ITEM 21)

GRANTING OF FACULTY DEVELOPMENT LEAVE FOR FY 2012, TARLETON STATE UNIVERSITY

The Board of Regents of The Texas A&M University System, in accordance with System Policy 31.03, System Regulation 12.99.01 and Sections 51.101-108 of the Texas Education Code, authorizes faculty development leave to the faculty member as shown in Exhibit G, Faculty Development Leave List FY 2012, Tarleton State University.

Dr. Ray Keck, President of TAMIU, presented Item 22.

On motion of Regent White, seconded by Regent Schwertner and by a unanimous vote, the following minute order was approved (074).
MINUTE ORDER 074-2011 (ITEM 22)

APPROVAL OF ACADEMIC TENURE, MARCH 2011, TEXAS A&M INTERNATIONAL UNIVERSITY

The Board of Regents of The Texas A&M University System, in accordance with System Policy 12.01 (Academic Freedom, Responsibility and Tenure), hereby authorizes the granting of tenure to the following faculty members at Texas A&M International University as set forth in Exhibit H, Tenure List No. 11-04.

Dr. Flavius Killibrew, President of Texas A&M University-Corpus Christi, presented Item 23.

On motion of Regent White, seconded by Regent Schwertner and by a unanimous vote, the following minute order was approved (075).

MINUTE ORDER 075-2011 (ITEM 23)

APPROVAL OF ACADEMIC TENURE, MARCH 2011, TEXAS A&M UNIVERSITY-CORPUS CHRISTI

The Board of Regents of The Texas A&M University System, in accordance with System Policy 12.01 (Academic Freedom, Responsibility and Tenure), hereby authorizes the granting of tenure to the following faculty members at Texas A&M University-Corpus Christi as set forth in Exhibit I, Tenure List No. 11-04.

Dr. Steven Tallant, President of Texas A&M-Kingsville, presented Item 24.

On motion of Regent White, seconded by Regent Thomas and by a unanimous vote, the following minute order was approved (076).

MINUTE ORDER 076-2011 (ITEM 24)

APPROVAL OF ACADEMIC TENURE, MARCH 2011, TEXAS A&M UNIVERSITY-KINGSVILLE

The Board of Regents of The Texas A&M University System, in accordance with System Policy 12.01 (Academic Freedom, Responsibility and Tenure), hereby authorizes the granting of tenure to the following faculty member at Texas A&M University-Kingsville as set forth in Exhibit J, Tenure List No. 11-04.
Dr. Pat O’Brien, President of WTAMU, presented Item 25.

On motion of Regent White, seconded by Regent Foster and by a unanimous vote, the following minute order was approved (077).

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MINUTE ORDER 077-2011 (ITEM 25)

APPROVAL OF ACADEMIC TENURE, MARCH 2011,
WEST TEXAS A&M UNIVERSITY

The Board of Regents of The Texas A&M University System, in accordance with System Policy 12.01 (Academic Freedom, Responsibility and Tenure), hereby authorizes the granting of tenure to the following faculty members at West Texas A&M University as set forth in Exhibit K, Tenure List No. 11-04.

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Chairman Box presented Item 26.

Regent Foster said this was an important change to the Bylaws, and represented today’s environment. He said each Board meeting cost a significant amount of time and money and this would give the Chairman the flexibility to have fewer meetings -- the number of meetings needed. He said the Board would have the opportunity to go from six to four meetings per year, and save in excess of $350,000; consistent with today’s environment.

On motion of Regent Foster, seconded by Regent White and by a unanimous vote, the following minute order was approved (078):

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MINUTE ORDER 078-2011 (ITEM 26)

APPROVAL OF AMENDMENTS TO BYLAWS OF THE BOARD OF REGENTS,
THE TEXAS A&M UNIVERSITY SYSTEM

The amendments to Article I (Sections 1, 2 and 3), Article III (Section 2-g) and Article IV (Section 4) of the Bylaws of the Board of Regents, as described in Exhibit L attached, are approved effective immediately.

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Chancellor McKinney presented consent agenda items 27 through 29.
On motion of Regent Schwertner, seconded by Regent Mendoza and by a unanimous vote, the following minute orders were approved (079 through 081):

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MINUTE ORDER 079-2011 (ITEM 27)

AUTHORIZATION FOR THE PRESIDENT TO EXECUTE AN EMPLOYMENT CONTRACT WITH THE HEAD FOOTBALL COACH, HEISHMA NORTHERN, PRAIRIE VIEW A&M UNIVERSITY

Authority is hereby granted, upon review for legal form and sufficiency by the Office of General Counsel, to the President of Prairie View A&M University to execute an employment contract with Head Football Coach Heishma Northern.

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MINUTE ORDER 080-2011 (ITEM 28)

APPOINTMENT OF MS. KATHRYN FUNK-BAXTER AS EXECUTIVE VICE PRESIDENT FOR FINANCE AND ADMINISTRATION, TEXAS A&M UNIVERSITY-CORPUS CHRISTI

Effective May 1, 2011, Ms. Kathryn Funk-Baxter is hereby appointed Executive Vice President for Finance and Administration at Texas A&M University-Corpus Christi, at an initial salary of $177,000.

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MINUTE ORDER 081-2011 (ITEM 29)

APPOINTMENT OF DR. KENNETH R. HALL AS ASSOCIATE AGENCY DIRECTOR, TEXAS ENGINEERING EXPERIMENT STATION

Effective April 1, 2011, Dr. Kenneth R. Hall is hereby appointed Associate Agency Director of the Texas Engineering Experiment Station, at an initial salary of $259,000 per year.

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Chairman Box presented Item 30-a.

Upon motion of Regent Foster, seconded by Vice Chairman Adams and by a unanimous vote, the following minute order was approved (082).

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MINUTE ORDER 082-2011 (ITEM 30-a)

APPROVAL OF MINUTES, FEBRUARY 3-4, 2011 REGULAR MEETING AND MARCH 8, 2011 SPECIAL TELEPHONIC MEETING, BOARD OF REGENTS, THE TEXAS A&M UNIVERSITY SYSTEM

The Minutes of the February 3-4, Regular Board Meeting and the March 8, 2011 Special Telephonic Board Meeting are hereby approved.

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Chancellor McKinney presented consent agenda items 30-b and 30-c.

Upon motion of Regent Thomas, seconded by Regent Mendoza and by a unanimous vote, the following minute orders were approved (083 and 084).

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MINUTE ORDER 083-2011 (ITEM 30-b)

GRANTING OF THE TITLE OF EMERITUS/EMERITA, MARCH 2011, THE TEXAS A&M UNIVERSITY SYSTEM

In recognition of long and distinguished service to The Texas A&M University System, the Board of Regents hereby confirms the recommendation of the Chancellor, and confers the title of “Emeritus/Emerita” upon the individuals as shown in Exhibit M, Emeritus/Emerita Title List No. 11-04, and grants all rights and privileges of this title.

MINUTE ORDER 084-2011 (ITEM 30-c)

CONFIRMATION OF APPOINTMENT AND COMMISSIONING OF PEACE OFFICERS, THE TEXAS A&M UNIVERSITY SYSTEM

In accordance with System Policy 34.06 (Appointment, Commissioning and Authority of Peace Officers), the Board of Regents of The Texas A&M University System confirms the appointment and commissioning of the campus peace officer by the President of the respective system member university, in accordance with the requirements of the law, and as shown in Exhibit N, attached to the official minutes, subject to taking the oath required of peace officers.

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ADJOURNMENT

There being no further business, on motion of Regent White, seconded by Regent Schwertner and by a unanimous vote, the meeting was adjourned at 4:58 p.m. March 24, 2011.

Vickie Burt Spillers
Executive Secretary to the Board

VBS:gak

(Gwen Kirby, Senior Office Associate, Office of the Board of Regents transcribed these minutes.)
Exhibit A (Item 9)

Institutional Procedures for Implementing Tenure
Approved
New Expected Review
Supplements System Policy 12.02

PURPOSE: To establish supplemental guidelines at Texas A&M University–Central Texas (TAMU-CT) regarding institutional procedures for implementing tenure.

1. INTRODUCTION

This procedure of Texas A&M University-Central Texas (hereinafter referred to as TAMU-CT or the University) provides guidelines for faculty tenure and promotion according to the policies and regulations of The Texas A&M University System (hereinafter referred to as the System). Admission to the tenured faculty and promotion in rank are not granted to any faculty member by right. They are privileges extended by the University community to faculty meeting defined standards in accordance with System policy. Because the academic profession has always been protective of its standards and its collective reputation, rigor in applying these standards is the best protection it can afford its membership.

2. WRITTEN TERMS OF FACULTY EMPLOYMENT

For the purposes of this procedure, a faculty member is any full-time or part-time employee of TAMU-CT with a teaching appointment, including instructors and lecturers, and visiting, ad interim, and clinical members of the faculty. The term of all faculty appointments shall be for a fixed period of nine months (September through May) unless otherwise stated. All appointments are subject to annual renewal or non-renewal unless they are 1) Tenure Track appointments, and tenure has been granted, or 2) they are Professional Track appointments, and a three-year renewable appointment has been granted. Employment during the summer months (June through August) is not guaranteed but is determined by the needs of the University and the availability of faculty.

3. ELIGIBILITY AND GUIDELINES FOR TENURE

3.1. Eligibility: To be eligible for the granting of tenure, a faculty member must be a full-time employee of TAMU-CT who holds the academic rank of at least Associate Professor (or will be promoted to the rank of Associate Professor concurrently with the granting of tenure) and is on a Tenure Track appointment. Application for promotion to Associate Professor may include application for tenure and must meet the provisions for years in rank as provided herein.
3.2. **Probationary Period:** The probationary period for a faculty member on a Tenure Track appointment shall range from a minimum of three (3) to a maximum of seven (7) years of consecutive service at TAMU-CT, and the initial appointment letter shall clearly state the length of the probationary service. When it meets the needs of the University, candidates for new Tenure Track appointments with experience and service at other universities, and/or significant scholarly achievement, may be considered for less than the maximum probationary period.

3.3. **Tenure upon Appointment:** Upon the recommendation of the appropriate division director, a candidate whose initial appointment to the faculty is at the rank of Associate Professor or Professor, and who held the rank of Associate Professor or Professor and was tenured at another institution, may be eligible for tenure upon appointment. Approval of a recommendation for tenure upon appointment is granted by the Provost and the President of the University, for submission to and consideration by the System Board of Regents. However, faculty members awarded tenure at other institutions in The Texas A&M University System, or at any other institution, have no automatic claim to tenure at TAMU-CT. Tenure is granted only by the affirmative action of the System Board of Regents.

3.4. **Administrative Personnel:** Administrative personnel, such as division directors and program coordinators, who hold academic rank and tenure in addition to their administrative titles, retain their tenured status as faculty members, but administrative positions per se are not eligible for tenure. The appointment letter for a faculty with an administrative position should state the portion of the employee’s salary that is associated with the administrative position. Also, in such case, the appointment letter should state that the administrative position and the salary associated with such position may be terminated without cause.

3.5. **Extension of Probationary Period:** The probationary period for a faculty member on a tenure-track appointment may be extended upon petition by the faculty member, a concurring recommendation by the appropriate division director, and approval by the Provost. An extension may be approved when a faculty member encounters unanticipated circumstances that may seriously impede his or her progress toward demonstrating the qualifications for tenure and promotion. Circumstances that may justify the approval of such an extension include, but are not limited to, serious illness or injury; responsibility for the primary care of an infant or small child; responsibility for the primary care of a close relative who is disabled, elderly, or seriously ill; or other serious disruptions of the probationary period for unexpected reasons beyond the faculty member’s control. The probationary period shall normally be extended for one year, but a longer period may be requested for compelling circumstances.

3.6. **Division Criteria:** In addition to the criteria for promotion and/or tenure outlined in System policies and University procedures, each division may further define
the criteria for Scholarship, Teaching, and Service based on discipline norms. However, divisional guidelines and requirements must be in compliance with overall System policies and University procedures, and shall be submitted to and approved by the Provost and the University President.

3.7. **Application:** The evaluation of faculty applying for tenure and/or promotion shall be guided by approved divisional guidelines. Candidates shall submit application data packets to their division directors by the application deadline published in the University calendar. Data packets must include the candidates' vita and self-evaluation, student evaluations and grade distributions for the previous three years, and copies of supervisor evaluations. Scholarly reviews of a candidate's publications may also be included if available.

3.8. **Process of Review:** The division director shall submit the data packet along with his or her recommendations to the Division Tenure and Promotion Committee. This committee is chosen by election from the eligible faculty of the division and must include at least three members. When possible, the members of the committee should be tenured faculty, with at least one member from the candidate's own discipline. The Division Tenure and Promotion Committee shall submit its recommendations, together with the data packet and the division director's recommendations, to the University Academic Review Committee, which includes the division directors, one tenured representative from each division, and a representative of the Faculty Senate. The University Academic Review Committee shall elect its own chair. Recommendations must be in writing, must include the reasons for support or denial of a candidate's application, and must be made available to each candidate upon written request. The University Academic Review Committee shall forward its recommendations to both the Provost and the President of the University for their approval. Tenure is granted only by the affirmative action of the System Board of Regents.

4. **CATEGORIES OF PERFORMANCE**

4.1. All members of the faculty shall be evaluated for tenure and promotion on their accomplishments in each of three major Categories of Performance: Teaching, Service, and Scholarship. Although some quantitative measures of evaluation may be employed, excellence in performance is of primary importance (i.e., the quality, significance, and impact of accomplishments are of much greater importance than their numbers). For tenure and promotion, a high potential for continued excellence is required in addition to the determination of meritorious accomplishments. In most cases, the judgment of colleagues in the faculty member's discipline, internal or external to the institution, provide the best and most reliable basis for making sound decisions about tenure and promotion.

4.2. **Teaching:** Effective teaching is a minimum expectation for the granting of tenure and promotion, and no positive recommendation for tenure or promotion should be made when teaching effectiveness is in doubt. The evaluation of teaching
effectiveness should be as comprehensive as possible, and should be closely related to an individual’s scholarly/creative activities. Teaching at the university level is more than preparing and delivering lesson plans from textbooks. A faculty member's ability to teach well will be enhanced if he or she has a good comprehension of how knowledge in the discipline is developed and disseminated. An effective teacher establishes an environment conducive to learning, uses appropriate instruction to motivate students to think and analyze critically, communicates effectively, and instills a genuine desire in students to continue learning.

The evaluation of teaching effectiveness should be as comprehensive and consistent as possible. The process must include a systematic assessment of student opinions, as well as input from peers in the discipline. Factors in the evaluation may include but are not limited to: the level of the course; whether the course is required or an elective; the lab or lecture format of the course; examinations and projects; grading practices; and interaction with students outside the classroom (such as sponsoring student organizations).

Specific measures to be considered in assessing a faculty member’s teaching effectiveness include:

- Administrative evaluations
- Contributions to course and/or curricular developments
- Courses taught (including comments on size, level of rigor, and degree of difficulty of the subject)
- Responsibility for course administration or coordination (such as team-taught courses or coordination among sections)
- Development of new teaching techniques or methods
- Peer evaluations
- Preparation of instructional materials
- Student evaluations (based on a summary of three years of student evaluations, with grade distributions)
- Thesis or research mentorship

Faculty members are also encouraged to conduct self-assessments in their classes. At the faculty member’s discretion, these evaluations may accompany student evaluations in the data package that the faculty member prepares for tenure and/or promotion consideration. While not indicative of quality teaching per se, the teaching of overloads, large sections, and independent study courses does constitute a substantial service to the University and should be explicitly considered in promotion and/or tenure decisions.

4.3. Criteria for Assessing Teaching Effectiveness: Faculty members plan, prepare, and organize courses and lessons for optimal learning.

- Provide a syllabus that outlines clear expectations, including learning outcomes, goals, grading rubrics, evaluations, assignments, etc.
• Give evidence that lectures, materials, activities for class are periodically updated
• Organize courses to achieve specific goals

Faculty members establish and maintain a current command of the subject.
• Read and engage in current research/literature in field with intent to revise course materials to maintain current perspectives in student knowledge

Faculty members employ instructional processes for optimal engagement and learning.
• Establish clear objectives; prepare lessons that have a logical flow
• Make students feel safe to ask questions, present alternative ideas, and test theory
• Listen to and observe student responses for assessment purposes; adjust as necessary
• Use class time effectively; vary pace and format to maximize learning and meet a variety of learning styles
• Employ voice quality and gestures that are not distracting;

Faculty members provide intellectual and inspirational leadership in awakening new interests in students.
• Course content and related competence is rigorous
• Higher-order, critical thinking is required to master field
• Ethics and moral dimensions are explored

Faculty members develop appropriate measures as evidence of learning.
• Evaluation methods match content/competence to be mastered (exams, projects, research, presentation, recitals, exhibits, etc.)
• Criteria for evaluation and all assignments are clear, thorough, and measurable

4.4. Service: Service that a faculty member renders to communities, agencies, or organizations in his/her professional capacity shall be considered in assessing qualifications for advancement to the rank of Assistant Professor and senior ranks. A list of service activities is provided below. The list is intended to provide examples; the order of items is alphabetical and not meant to suggest priority. There may be other activities that will qualify as service as well. It is expected that the level of participation and responsibilities (demonstrated by leadership roles) will be higher for senior ranks in all areas of service. Each instructional division may designate other specific activities that are unique to a certain field as being appropriate within this category.

University Service
• Advising students (include number of advisees per semester)
• Assisting students in career development and employment searches
• Assisting with university-sponsored events
• Speaking to partner community college classes as guest lecturer or as participant in a recruitment event; participating in a faculty exchange with a partner community college
• Engaging community college partner faculty in the development of transfer, articulation agreements, MOUs, etc.
• Enhancing professional development, including activities that enhance ability to perform services, such as training to be an accreditor, advisor, or consultant, or attending workshops, seminars, or meetings relevant to service activities
• Making unique contributions to the success of the University through new approaches or systems improvements in University functions
• Participating in faculty career development (e.g., faculty mentor program, search committees, faculty development workshops)
• Presenting seminars, brown-bag programs, or demonstrations
• Serving as a consultant in other disciplines and/or departments
• Serving as chair or member of university committees, taskforces, ad hoc committees
• Serving in part-time administrative position, such as division head or program coordinator
• Sponsoring student organizations

4.5. Service to the Profession: Service to the profession includes involvement in state, regional, national, and international groups within one’s discipline, and contributions to the University. Examples of activities and participation include:
• Attends professional conferences and workshops
• Edits a professional journal or serves as referee for such journal
• Holds office or serves on committees of professional organizations
• Is a member of a professional association related to the discipline
• Serves as program chair, session moderator, or paper discussant at professional conference. Conducts extracurricular seminars, workshops, demonstrations, or comparable creative activities (activities unrelated to regular classroom teaching)

4.6. Community and Public Service: Demonstration of citizenship and community leadership includes:
• Assisting in campus and community charitable projects
• Involvement in community activities in ways that enhance the image of the University and/or makes contributions to its larger community
• Participation in other service activities, such as continuing education, external training, and improvement of business, industry, governmental, and not-for-profit organizations such as religious institutions, and public and private schools
• Serving as an officer on a professional board (not related to the faculty member’s academic discipline)
• Serving as a consultant in areas of professional expertise
• Serving on boards or committees in areas of professional expertise

4.7. Scholarly or Artistic Endeavor: Fundamental to the definition of scholarship is the critical and accurate synthesis and dissemination of knowledge. The term research is understood to mean systematic, original investigation directed toward the generation, development, and validation of new knowledge, or the solution of contemporary problems. Creative work is understood to mean original or imaginative accomplishment in literature, the arts, or the professions.

The faculty member's scholarly work should both contribute to the discipline and serve as an indication of professional competence. To qualify as scholarship or creative work, the results of a scholarly or artistic endeavor must be disseminated and subject to critical peer evaluation in a manner appropriate to the field in question, with the peer reviewed, scholarly publication as the standard by which scholarship is often judged. However, scholarship and artistic endeavor can take many forms (as indicated in the list below), and the criteria for judging the original or imaginative nature of research or creative work must be evaluated in the context of generally accepted standards prevailing in the applicable discipline or professional area as reflected in each division's tenure and promotion guidelines.

Evidence of scholarship documented by a member of the faculty should demonstrate growth toward sustained scholarly productivity as well as the integration of scholarly work and teaching. It may include, but is not limited to the following examples:
• Peer-reviewed scholarly journal article in the discipline
• Published book, chapters within a book, editor of a professional book
• Original creative writing (e.g., theatrical play, musical piece)
• Public performance of an art form
• Public display of a visual art form in a juried setting
• Acknowledged grant award and carrying out sustained grant activity
• Acknowledged leadership and guidance to faculty colleagues in research or creative activity
• Patent and/or other commercialization of research
• Invited or juried oral presentation of current research and/or policy analysis at regional, national, or international conferences
• Invited peer reviewer for journals, granting agencies, performances, etc.
• Editor or associate editor of a scholarly or professional journal, or fulfilling editorial assignments
5. GUIDELINES FOR APPOINTMENT AND PROMOTION IN RANK

5.1. Minimum University expectations and guidelines for initial appointment and/or promotion in faculty rank are as follows:

**Assistant Professor:** The candidate must demonstrate competence in the subject matter of the courses to be taught by the completion of an appropriate, discipline-specific doctorate or professional degree, and/or full-time teaching or appropriately related work experience, with evidence of potential for scholarly achievement in ways appropriate to the discipline. (NOTE: Assistant Professor is the typical entry rank for new employees in tenure-track faculty positions who have limited or no previous full-time experience in higher education and/or related work experience in practical/real world settings.)

**Associate Professor:** The candidate must have completed a minimum of three years of service at the rank of Assistant Professor in an accredited college or university, must provide evidence of sustained competence and growth in the discipline, and must demonstrate significant contributions to teaching, service, and scholarly or artistic endeavor as measured against those of contemporaries, and as expected of a tenured faculty member. Scholarship must be sufficient to verify continuing growth in the candidate’s discipline, and must include at least one peer-reviewed publication or reviewed creative activity.

**Professor:** The candidate must have a minimum of ten years of full-time teaching experience in an accredited college or university, with a minimum of five years at the rank of Associate Professor; must provide evidence of mastery in the discipline and a record of excellence in teaching, service, and scholarly or artistic endeavor as measured against contemporaries, and as expected of a tenured faculty member seeking promotion to the University's highest academic rank. Scholarship must show evidence of both maturity and a continuous commitment to the candidate's discipline, and must include at least three peer-reviewed publications or reviewed creative activities.

6. TENURE, FINANCIAL EXIGENCY, AND PHASING OUT OF PROGRAMS

6.1. If a faculty member is notified that he or she has been selected for termination on the basis of a bona fide financial exigency or program reduction/termination, the faculty member shall have ten (10) business days to request a hearing before The Grievance and Appeals Committee of the Faculty Senate. The Grievance and Appeals Committee members are elected in accordance with Faculty Senate rules. This committee shall make recommendations to the Provost and the President of the University on the merits of any appeal.
7. **LOSS OF TENURE**

7.1. Tenure is relinquished when a faculty member:
- retires;
- resigns; or
- is dismissed for cause pursuant to System Policy 12.01 and this procedure;
- or
- is not employed with TAMU-CT for more than one calendar year, unless on approved leave of absence.

(NOTE: Individuals who accept full-time employment in another part of the System, provided that such persons formally notify their directors annually by March 1 of their desire to retain their tenured positions and their requests are approved by the appropriate administrators, may retain their tenured position at the University. However, this retention of tenure at the University does not constitute the granting of tenure at the other System institution, since tenure at a specific System institution is granted only by the affirmative action of the System Board of Regents and does not transfer to any other System institution. If a request is denied, the individual may return to the tenured University position formerly held or relinquish tenure at the University.

8. **RESOLUTION OF PROBLEMS OF PROFESSIONALISM IN TENURED OR NONTENURED FACULTY**

8.1. When a program coordinator or other immediate supervisor has reason to believe that a faculty member, whether Tenure or Professional Track, is performing at levels below professional standards (e.g., exhibiting professional incompetence, continuing or repeated substantial neglect of professional responsibilities, moral turpitude, etc.), he or she should communicate those concerns to the faculty member. The supervisor and faculty member should resolve the issue immediately, if possible, or should develop a written plan for resolution.

(NOTE: If a problem is particularly serious or ongoing, it may threaten the faculty member's continued employment at TAMU-CT. The Texas A&M University System Policy 12.01, Academic Freedom, Responsibility and Tenure, defines good cause for dismissal and explains the procedures that must be followed for nonrenewal of untenured faculty members at the end of a term contract.)

When the above-mentioned attempt at resolution does not resolve the problem, and a supervisor believes that good cause may exist for dismissal of a tenured faculty member or untenured faculty member during the term of a contract, he or she should consult the System policy on Academic Freedom, Responsibility and Tenure for guidance on what may constitute good cause for dismissal of a tenured faculty member. System policy outlines procedures that must be followed and requires that "... a bona fide effort ... should be made to achieve a satisfactory resolution of difficulties through preliminary inquiry, discussion, or confidential
mediation.” The supervisor must consult with his or her division director and the Provost before notifying a faculty member that good cause for dismissal may exist. The supervisor should also consult with the senior faculty in the department. If, after these consultations, good cause for dismissal still appears to exist, the supervisor must notify the faculty member.

At any stage during efforts to resolve a problem in professionalism, the faculty member may appeal (only one appeal) to the Grievance and Appeals Committee of the Faculty Senate. Through preliminary inquiry and/or confidential mediation, the Grievance and Appeals Committee shall attempt to provide a recommendation for mutually agreeable resolution.

If the potential cause for dismissal of a faculty member can be eliminated or corrected, the supervisor and the faculty member shall develop a plan for resolution of the problem. The plan must not require the use of University resources beyond those available to other faculty. The faculty member shall be given a specified and reasonable amount of time to correct the matter (usually, at least one calendar year). If, for a tenured or Tenure-Track faculty member, the plan includes increased expectations for scholarship/creative endeavors, the amount of time allowed for the faculty member to show satisfactory progress may be up to three years. During this time, the faculty member shall meet at least once every three months with his/her supervisor (and division director, if requested by the faculty member) to review progress.

If, at the end of the specified period of time, the faculty member has not sufficiently resolved the problem, the University shall initiate the dismissal process. In some cases, because of the nature or seriousness of the cause for dismissal, correction of the problem may be impossible, and the University reserves the right to begin termination proceedings immediately. (NOTE: The University is not obligated to provide a faculty member with a remediation program before beginning the process to dismiss for cause.)

9. PROCESS FOR DISMISSAL OF TENURED FACULTY, OR FOR NONTENURED FACULTY DURING THE TERM OF A CONTRACT

9.1. Initiation of the Dismissal Process: The division director shall begin the dismissal process, after informing the Provost and the President of the University, by giving written notification to the faculty member that dismissal proceedings are being initiated and of the causes for dismissal. Due process provided for the dismissal of a tenured faculty member shall comply with the guidelines outlined in System Policy 12.01 on Academic Freedom, Responsibility and Tenure.

Unless a faculty member is summarily dismissed pursuant to Section 8.1, the faculty member is entitled to continued employment while the University’s due process procedures are carried out. Suspension of the faculty member from normal duties during dismissal proceedings is justified only if the welfare of the
faculty member or that of students, colleagues, or other employees is threatened by continuance, or if the continued presence of the faculty member would be materially and substantially disruptive of the regular operations of the University. Any such suspension should be with pay and with appropriate provisions for useful duties whenever possible.

9.2. **Right to a Hearing:** A faculty member requesting a hearing shall submit a notice of appeal to the system academic institution’s CEO within ten (10) business days of receipt of the notice of termination. The faculty member should direct this request to the Office of the President. The President shall provide information to the faculty member as to the procedural rights that the faculty member will have in the hearing. One of those rights is the right to challenge the membership of the Grievance and Appeals Committee by petition to the President.

The purpose of a hearing by the Grievance and Appeals Committee is to determine whether the faculty member should be removed from his/her position. The Grievance and Appeals Committee shall set a time for the hearing that will allow the faculty member thirty days in which to prepare a defense to the charges made and shall notify the faculty member of the time and place for the hearing. This notification shall include the names of the witnesses against the faculty member and the nature of the testimony of each. The Grievance and Appeals Committee’s hearing shall be closed unless the affected faculty member requests that it be open.

9.3. **Witness and Representation:** Witnesses may be added to the list at a later date for good cause. The faculty member should have the right to confront all adverse witnesses. Where unusual and urgent reasons move the Grievance and Appeals Committee to withhold this right, or where the witness cannot appear, the identity of any witness and any statement made should nevertheless be disclosed to the faculty member. Subject to these safeguards, statements may, when necessary, be taken outside the hearing and reported to it.

Both the faculty member and the University have the right to be represented by an advisor, to call witnesses, to question all witnesses who testify orally, to have a full stenographic record or electronic recording of the proceedings, and to be provided access to the record of the proceedings with the right to copy such record. The Grievance and Appeals Committee should allow oral arguments and written briefs by the President of the University or designated representative and by the faculty member or designated representative.

9.4. **Findings:** The committee shall formulate explicit findings with respect to each of the grounds for removal presented and shall recommend whether or not, in its judgment, there is good cause for dismissal. The committee’s findings and recommendations concerning dismissal, or such action as it deems appropriate, should be conveyed in writing to the President and the faculty member.

10. **ANNUAL PERFORMANCE REVIEW**
10.1. The best interests of the entire University—administration, faculty and students—demand that Tenure Track faculty receive detailed, written, constructive feedback on a regular and timely basis relative to the faculty member's progress toward eventual tenure and promotion. If areas of deficiency are present, they should be noted in detail, and specific actions to remedy those deficiencies should be provided. Subsequent feedback should specifically address the appropriateness of the faculty member's response to these concerns and suggested remedial actions, in addition to addressing any further concerns. Annual reviews will be conducted in an environment of openness and collegiality, with an emphasis on constructive development of the individual faculty member and the institution.

The focus of the annual review process shall vary from rank to rank. For faculty on a Professional Track appointment, the annual review process will serve primarily as an evaluation focusing on performance and the potential for reappointment. For tenured or Tenure Track faculty, the annual review must take into account that progress in a scholarly career is a long-term venture; therefore, a three to five year horizon may be necessary for the accurate evaluation of scholarly progress. Furthermore, the annual review process shall be conducted differently depending upon the different stages of a faculty member's career. For Tenure Track Assistant Professors, the annual review process must also indicate progress toward tenure and promotion. For all faculty, the process will be used to identify the faculty member's progress toward promotion.

The annual review will be part of the ongoing process of communication between the faculty member and the institution in which both institutional and individual goals and programmatic directions are clarified, the contributions of the faculty member toward meeting those goals are evaluated, and the development of the faculty member and the University is enhanced. In all cases, the annual review shall serve as the primary written documentation for evaluation of job performance in the areas of assigned responsibility and for merit salary increases.

A faculty member’s report of previous activities must be focused on the previous academic or calendar year and should allow a faculty member to point out the status of long-term projects and set the context in which annual activities have occurred. The report must incorporate teaching, scholarship and scholarly or creative activity, and service. Faculty members must submit short-term and long-term goals.

The division director shall summarize his or her evaluation and expectations of the faculty member's performance for the year on the University's annual performance review document. The faculty member shall indicate receipt by signing the document. The annual report must also include goals for the next year in teaching, scholarship, and scholarly or creative activity and service. This annual performance review, and any related documents, shall become a part of the faculty member’s personnel file. A conference shall be held between the division
director and the faculty member to discuss the written review and expectations for the coming year. In some cases, more frequent meetings at the written directive of the division director or the request of the faculty member may be necessary.

11. POST TENURE REVIEW

11.1. In compliance with System Policy 12.06, all tenured faculty members shall undergo formal, post tenure review every sixth year from the time they are tenured. Review for promotion of a tenured faculty member may count as post tenure review. The faculty member undergoing evaluation will submit the following documentation to his or her coordinator or other immediate supervisor: the faculty member’s vita and self-evaluation, student evaluations and grade distributions for the previous three years. Scholarly reviews of the candidate’s publications may also be included if available.

The supervisor shall prepare a summary of the evaluation, including an assessment of the faculty member’s effectiveness and contributions to the department and University. Copies of the supervisor’s summary and the report from any peer evaluation must be given to the faculty member no later than April 1 of the year of the review. The faculty member may submit a written response to the supervisor’s assessment or the peer evaluation. Such response must be submitted to the supervisor within ten days after receiving the supervisor’s summary. The supervisor shall prepare copies of the faculty member’s self-assessment, the supervisor’s summary, the peer assessment report, and the faculty member’s written response, if any, and shall distribute these copies to the faculty member, the division director, and the Provost by April 15 of the year of evaluation.

Should a faculty member receive a “does not meet expectations” rating in a post tenure review, the Provost shall convene an ad hoc peer-review committee to evaluate the teaching, service, and scholarship of the faculty member. The peer review committee shall use the same criteria as for an application for tenure. Two members of the ad hoc peer review committee shall be appointed by the division director, and one by the faculty member being reviewed. The findings of the peer review committee must be reported to the division director, Provost, and faculty member being reviewed within thirty days.

If the peer review committee identifies significant deficiencies, the division director and faculty member shall work together to develop a remedial professional development plan acceptable to the Provost. Steps leading to dismissal for cause should only be taken when good faith efforts at remediation have failed and when deficiencies remain substantial and chronic.

12. PROFESSIONAL-TRACK FACULTY
12.1. This procedure supplements System Policy 12.07 and recognizes the occasional need to appoint full-time faculty members in addition to regular tenured/Tenure Track full-time faculty. Individuals who are appointed to a Professional Track position should be carefully selected and uniquely qualified. They should be faculty who provide specialized services in support of the mission of the University. Appointment and promotion of Professional Track faculty at Texas A&M University-Central Texas must be based upon the experience and academic background of the candidate as well as the needs of the academic program.

12.2. **Professional-Track Faculty Positions:** Appointment to a professional faculty rank ordinarily requires completion of the appropriate terminal degree. Variance from this requirement may be made only by permission of the President of the University based on the recommendation of the Provost with confirmation of the appropriate faculty credentials. (NOTE: No more than twenty percent of the positions in any given program shall be designated as Professional Track without the permission of the President.)

In compliance with the University’s workload procedure, division directors, program coordinators, and the Provost are jointly responsible for ensuring workload equity between Professional Track and Tenure Track faculty. The specific terms of employment for all Professional Track faculty must be detailed in the appointment letter pursuant to System Policy 12.07, Section 3.1:

“All new Professional Track faculty members shall be provided with an appointment letter stating the initial terms and conditions of employment. Any subsequent modifications or special understandings in regard to the appointment, which may be made on an annual basis, should be stated in writing and a copy given to the faculty member. The appointment letter shall explicitly indicate the necessary teaching, research and/or service requirements expected of the Professional Track faculty member. Essential job functions for a position may vary depending upon the nature of the department in which the faculty member holds expertise, external funding requirements attached to the position, licensing or accreditation requirements, and other circumstances. It is, therefore, important that essential job functions for each faculty position be listed in the initial appointment letter. For example, all of the following that are applicable should be listed: teaching responsibilities, responsibilities for advising students, independent and/or collaborative research responsibilities, engaging in patient care, committee assignments, conditions imposed by external accrediting agencies, conditions for holding a named professorship or endowed chair, or a position that combines academic and administrative duties, and any other specific essential functions for the position in question. All appointment letters must indicate that the appointment is non-tenure track, and will expire upon the completion of the appointment, unless the appointment is extended pursuant to Section 3.2 of this policy, or unless the faculty member is dismissed pursuant to Section 5 of this policy.”
12.3. **Position Titles:** The position title selected for a professional-track faculty position must be approved by the appropriate division director and the Provost, and must not be readily confused with traditional tenure and tenure-track designations. Within the position title, the individual’s rank will be designated commensurate with the individual’s credentials and/or experience. For example, a Lecturer will be designated “Assistant Lecturer, Associate Lecturer, Senior Lecturer.” Clinical Faculty will be designated “Assistant Clinical Faculty, Associate Clinical Faculty, Senior Clinical Faculty.” The same pattern holds true for Research and Visiting Faculty.

**Lecturer**
Lecturer is a full-time teaching appointment, generally including service expectations, teaching loads, or fieldwork that substitutes for the lack of research expectations.

**Visiting Faculty**
Visiting faculty positions are annual, limited-term appointments, and duties may focus on teaching, research, or service. Ordinarily, a visiting faculty member either replaces a faculty member who is on leave or serves to facilitate faculty exchange programs with other universities.

**Research Faculty**
Research positions are reserved for faculty engaged in research programs of major scope that benefit the University. Usually, these positions are at least partly supported by exterior funding sources.

**Clinical Faculty**
Clinical faculty positions are full-time appointments of highly skilled and experienced practitioners (usually in nursing, health and behavioral sciences, social work, or teacher education) who address a specific need in a department or college. Their duties may or may not include teaching.

12.4. **Professional-Track Faculty Ranks:** Texas A&M University-Central Texas uses the same rank designations as described in System Policy 12.07:

**Assistant Professional Track Faculty**
This is an entry-level rank. Appointment to this rank generally requires the appropriate terminal degree. Promotion criteria include excellence in teaching for faculty with teaching responsibilities, and excellence in research or service, as appropriate for other appointments. Overall superior performance and potential for development are also expected as criteria for promotion.

**Associate Professional Track Faculty**
Appointment to this rank generally requires the appropriate terminal degree. It also requires significant experience related to the position responsibilities. Individuals holding the rank of Assistant Professional Track Faculty are eligible
to be considered for promotion to the rank of Associate Professional Track Faculty after at least five years as an Assistant Professional Track Faculty.

**Senior Professional Track Faculty**
Appointment to this rank generally requires the appropriate terminal degree and a record of sustained excellent performance in all areas. Individuals holding the rank of Associate Professional Track Faculty are eligible to be considered for promotion to the rank of Senior Professional Track Faculty after at least five years as an Associate Professional Track Faculty.

12.5. **Terms of Appointment:** Appointments for Professional Track faculty are for one year, renewable for the first three years of service. Faculty members who attain “excellent” ratings are eligible for three-year renewable appointments. For lecturers, summer teaching is not guaranteed. No professional-track appointments may exceed three years in length following the date of approval of this procedure.

12.6. **Review of Professional Track Faculty:** In conformity with System Policy 12.07, Section 4: “All Professional Track academic faculty will be reviewed on an annual basis by their department head or supervisor. Such review will include all requirements established in the initial letter of appointment and any additional requirements added during annual reviews.”

12.7. **Dismissal of Professional Track Faculty:** Professional Track faculty whose appointment has not expired can be dismissed for cause following the same guidelines and procedures as tenured faculty outlined in System Policy 12.01 and under “RESOLUTION OF PROBLEMS OF PROFESSIONALISM IN TENURED OR NONTENURED FACULTY” in the university tenure and promotion procedure. Likewise, termination for financial exigency follows the procedures set forth in System Policy 12.01 and the “TENURE, FINANCIAL EXIGENCY, AND PHASING OUT OF PROGRAMS” section of the university tenure and promotion procedure.

**Related System Policies:**
System Policy 12.01 Academic Freedom, Responsibility and Tenure
[http://policies.tamus.edu/12-01.pdf](http://policies.tamus.edu/12-01.pdf)

System Policy 12.02 Institutional Procedures for Implementing Tenure
[http://policies.tamus.edu/12-02.pdf](http://policies.tamus.edu/12-02.pdf)

System Policy 12.06 Post-Tenure Review of Faculty and Teaching Effectiveness
[http://policies.tamus.edu/12-06.pdf](http://policies.tamus.edu/12-06.pdf)

System Regulation 32.01.01 Complaint and Appeal Procedures for Faculty Members
[http://policies.tamus.edu/32-01-01.pdf](http://policies.tamus.edu/32-01-01.pdf)

System Policy 12.07 Fixed Term Academic Professional Track Faculty

SAP 12.01.99.D1.01 Institutional Procedures for Implementing Tenure
CONTACT OFFICE
Office of the Provost & Vice President for Academic and Student Affairs (254) 519-5447

APPROVAL DOCUMENT

SAP 12.02.99.D1.01
Institutional Procedures for Implementing Tenure

By affixing my signature in the space provided below, I hereby recommend SAP 12.02.99.D1.01 for approval:

RECOMMENDED:

[Signature] 02/16/2011
Interim Provost & VP for Academic and Student Affairs Date

By affixing my signature in the space provided below, I hereby approve SAP 12.02.99.D1.01

APPROVED:

[Signature]
President Date
Rule Statement

This rule establishes the faculty workload standards and procedures as well as the conditions under which the workload of faculty may be adjusted.

Reason for Rule

The purpose of this rule is to provide details, including operational and reporting responsibilities, regarding the faculty workload expectations at Texas A&M University-Texarkana.

Procedures and Responsibilities

1. TEACHING LOAD – (See System Policy 12.03 Faculty Academic Workload and Reporting Requirements)

2. EVALUATION OF TEACHING LOAD

2.1. The College Dean shall monitor and evaluate the workload of individual faculty members in his or her college to ensure compliance with this rule and approve and submit any teaching course load reduction requests to the Provost and Vice President for Academic Affairs (Provost/VPAA), designated by the President to authorize final approval. The President, Provost/VPAA, and College Dean shall ensure that academic and related duties are assigned equitably within the college.

2.2. The Academic Program Coordinator shall monitor the workloads of faculty within his or her department or program to ensure compliance with the University’s workload requirement and provides notice to the respective College Dean of all faculty members not in compliance with the University’s workload requirement.
3. **MINIMUM TEACHING LOAD STANDARDS**

3.1. **A-The** minimum full-time fall and spring semester teaching load for all university tenured or tenure track faculty teaching any combination of undergraduate and graduate courses is 12 semester credit hours (12 SCH) of classroom teaching for each semester. The minimum full-time fall and spring semester teaching load for all university tenured or tenure track faculty teaching only doctoral courses is 9 semester credit hours (9SCH) for each semester. Faculty teaching in a doctoral program may not elect to teach an overload during any semester. The minimum full-time fall and spring semester teaching load for all clinical faculty is 15 semester credit hours (15 SCH) of classroom teaching per semester. The load for combined summer terms for all full-time faculty is no more than six semester credit hours (6 SCH).

3.2. The respective College Dean, with approval from the Provost/VPAA, may reduce a faculty member’s teaching load by replacing one or more course assignments with any of the following:

3.2.1. **Administrative Assignments**—Administrative assignments that directly supplement the teaching function such as, but not limited to, heads of teaching departments and coordinators or directors of academic programs may be counted for part of a regular teaching load.

3.2.2. **Direct Instructional Activities**—Activities which include interaction with students related to instruction, preparation for such instruction, or evaluation of student performance may count for part of a regular teaching load. These may include, but are not limited to, supervision or coordination of laboratories or lectures utilizing teaching assistants, practica, internships, clinical assignments, or alternative learning activities.

3.2.3. **Independent Study Courses**—Upon prior approval by the Dean, independent study courses (identified as 489 and 589) may be translated into equivalent course semester credit hours (for the purpose of measuring teaching loads). Deans shall collect and maintain all data necessary to document such credit.

3.2.3.1. For 30 semester credit hours of graduate credit accumulated by a faculty member in independent study courses, a credit of three (3) semester credit hours may be awarded.

3.2.3.2. For 45 semester credit hours of undergraduate credit accumulated by a faculty member in independent study courses, a credit of three (3) contact hour equivalents may be awarded.

3.2.3.3. When combining undergraduate and graduate courses to equal a course reduction, graduate semester credit hours may be
converted to undergraduate semester credit hours by using a multiplier of 1.5.

3.2.3.4. All contact hour equivalent credit accrued via independent study courses may be applied during the semester in which the total credit for independent study reaches the minimum amounts indicated in 3.2.3.1 and 3.2.3.2 above, but no later than the next long (spring or fall) semester.

3.2.4. Research and Creative Activities—Although scholarship is expected of all tenured/tenure track faculty in addition to carrying a minimum teaching load as defined in 3.1 of this rule, limited faculty teaching and load credit may be granted for major scholarship activities, including conducting research that leads to publication and the development of creative works. Faculty teaching in a doctoral program are expected to achieve a minimum of one annual publication or an average of three (3) publications in the last three (3) years in a peer-reviewed journal to be eligible for merit. Additional activities may be required by the Dean based on the doctoral program discipline. The faculty annual performance evaluation will document the attainment of this expectation.

3.2.5. Graduate Research Supervision—The following table shall be used to assign teaching load credit to tenured/tenure track faculty providing graduate research supervision:

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<th>Assignment</th>
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<td>Chair, Doctoral Dissertation Committee</td>
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Teaching credit accrued via this process may be applied during the semester in which sufficient credit is earned to substitute for one or more courses or in the immediate next long (spring or fall) term, as approved by the Dean.

3.2.6. Other Projects—Other projects that occur during an academic year may be considered as part of faculty workload as requested by the Dean and approved by the Provost/VPAA. These include, but are not limited to, major academic advisory activities, preparation of major documents (e.g., program and/or research grant proposals) in the fulfillment of
programmatic needs or accreditation requirements, and for performance
of duties in the best interest of the institution’s instructional program.

3.2.7. The Faculty who are assigned by the Dean to teach more than the
minimum load during any semester may do so as an overload and will be
provided additional compensation commensurate to the adjunct salary
rate. Overloads, including courses taught during a mini-term (May or
January) may be “banked” and credited toward a faculty’s teaching
assignment during the immediate next long (spring or fall) term or semester.

3.3. (See System Policy 12.03 Faculty Academic Workload and Reporting
Requirements)

3.4. All requests for teaching workload reductions shall be initiated by the faculty on
form “Faculty Teaching Workload Reassigned Time Request Form” and
submitted to the respective College Dean on a timeline that allows the completed
request (with Dean approval) to be submitted to the Provost/VPAA for final
approval no later than the published deadline for each semester. All requests,
including those related to the cancellation of classes during the spring or fall
terms, submitted after these deadlines will be considered on an individual basis
via discussion between the Dean and Provost/VPAA. Teaching course load
reductions related to the cancellation of summer classes will not be considered.

3.5. A report of activities and a copy of any deliverables (e.g., professional article) for
the reduced teaching load in a given semester will be due to the respective Dean
no later than 15 days after the last class day of the semester.

4. INSTITUTIONAL WORKLOAD RULE DEVELOPMENT AND REVISION

The President delegates the responsibility of recommending revisions to this rule to the
Provost/VPAA who may assign to or seek the assistance of additional personnel
(including faculty) and advisory bodies, as well as advice from legal counsel, as needed.
Any revisions of 12.03.99.H1 will be reviewed by the Administrative Council and
approved by the President prior to submission to the System office for final approval by
the Chancellor and Board of Regents.

5. REPORTS REQUIRED

5.1. The Registrar /Director of Admissions shall collect, analyze, compile, and
consolidate data necessary to generate the Faculty Report (CBM-008) required by
the Coordinating Board and the Faculty Workload Report as referenced in
sections 5.1 and 5.2 of System Policy 12.03. The Registrar shall submit all
related reports to the Provost/VPAA for review prior to submission to the
President for approval and then to the Chancellor and Coordinating Board. The
standard reporting format and deadlines as provided by the THECB will be
followed.
5.2.  (See System Policy 12.03 Faculty Academic Workload and Reporting Requirements)

Related Statutes, Policies, or Requirements

[System Policy 12.03 Faculty Academic Workload and Reporting Requirements](http://tamus.edu/offices/policy/policies/pdf/12-03.pdf)

Contact Office

Provost and Vice President for Academic Affairs
903-223-3004
08.01 Civil Rights Protections and Compliance

Approved December 5, 2008 (MO 411-2008)
Revised March 24, 2011 (MO -2011)
Next Scheduled Review: March 24, 2013

Policy Statement

The Texas A&M University System (system) will strictly comply with all applicable legal requirements prohibiting discrimination against employees, students, applicants for employment or the public.

Reason for Policy

This policy outlines the civil rights protections provided by the system to employees, students, applicants for employment and the public, and sets forth procedures and responsibilities for compliance with applicable laws and administrative regulations.

Procedures and Responsibilities

1. AUTHORITY AND SCOPE OF THE EQUAL OPPORTUNITY PROGRAM

1.1 The system will provide equal opportunity for employment to all persons regardless of race, color, sex, religion, national origin, age, disability, genetic information or veteran status, and will strive to achieve full and equal employment opportunity throughout the system.

1.2 No individual will, on the basis of race, color, sex, religion, national origin, age, disability, genetic information or veteran status, be excluded from participation in, or be denied the benefit of or be subjected to discrimination under any system program or activity.

1.3 The System Office of Equal Opportunity and Diversity, in coordination with the Office of General Counsel (OGC), is responsible for the system’s compliance with civil rights laws and regulations and affirmative action programs. This includes, but is not limited to, addressing charges or complaints filed with local, state and federal agencies, and audits of policies and procedures carried out by the U.S. Department of Labor’s Office of Federal Contract Compliance Programs, the Texas Workforce Commission’s Civil Rights Division and other state and federal affirmative action and civil rights compliance agencies.
1.4 The system promotes equal employment opportunity through its procedures, training, compliance with applicable legal requirements and other methods such as affirmative action programs authorized by federal regulations.

1.5 Retaliatory action of any kind is prohibited when taken against a complainant, witness or other person participating in a discrimination or related retaliation investigation, complaint, hearing or suit. Such retaliatory action will be regarded as a separate and distinct cause for complaint and possible disciplinary action, including dismissal.

2. RESPONSIBILITIES

2.1 Each system member chief executive officer (CEO) is responsible for equal opportunity, affirmative action and program accessibility in accordance with local, state, and federal laws and regulations and system policy.

2.2 The system director of equal opportunity and diversity, in coordination with the OGC, will serve as the liaison between system members and local, state and federal compliance agencies. The director is also responsible for the coordination of all reporting requirements for the system and its members under applicable state and federal regulations.

2.3 Each system member CEO will appoint an Affirmative Action Representative, a Title IX of the Education Amendments of 1972 Coordinator, a Section 504 of the Rehabilitation Act of 1973 Coordinator and other administrators who will oversee implementation of procedures to ensure compliance with legal and regulatory provisions under this policy.

3. PROCEDURES

3.1 The administrators appointed under Section 2.3 will inform the system director of equal opportunity and diversity as soon as a charge or complaint of discrimination, sexual harassment and/or retaliation, or notice of civil rights or affirmative action audit or other inquiry is received from a local, state or federal agency.

3.2 Each system member will develop and widely promulgate procedures for the receipt and processing of complaints of discrimination, sexual harassment, and/or related retaliation. These will include the identification of the member official(s) with jurisdiction over the various types of complaints that may be filed by faculty, staff, students and third parties.

3.3 Annually, each system member will develop, maintain and update a written affirmative action plan that follows the guidelines of the U.S. Department of Labor’s Office of Federal Contract Compliance Programs and the Texas Workforce Commission’s Civil Rights Division. These plans will be submitted to the system director of equal opportunity and diversity for compliance review.
Related Statutes, Policies, or Requirements

The Equal Pay Act of 1963

Title VII of the Civil Rights Act of 1964, as amended

The Age Discrimination in Employment Act of 1967

Title IX of The Education Amendments of 1972

The Rehabilitation Act Amendments of 1973, as amended

The Americans with Disabilities Act of 1990, as amended

The Genetic Information Nondiscrimination Act of 2008

Executive Order 11246, as amended, Office of Federal Contract Compliance Programs

Texas Labor Code Ch. 21, Employment Discrimination

U.S. Department of Labor, Office of Federal Contract Compliance Programs

Texas Workforce Commission, Civil Rights Division

This policy supersedes:

System Policy 13.01, Equal Educational Opportunity
System Policy 33.02, Equal Employment Opportunity
System Policy 34.01, Sexual Harassment

Contact Office

Office of the Chief of Staff
(979) 458-6203
<table>
<thead>
<tr>
<th>Name</th>
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<tr>
<td>Dr. Spencer T. Behmer</td>
<td>Assistant Professor</td>
<td>Entomology</td>
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<tr>
<td>Dr. Sergio Capareda</td>
<td>Assistant Professor</td>
<td>Biological &amp; Agricultural Engineering</td>
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<td>Dr. Paul J. de Figueiredo</td>
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<td>Dr. Sandun Fernando</td>
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<td>Dr. Raghupathy Karthikeyan</td>
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<td>Dr. Pingwei Li</td>
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**BUSH SCHOOL OF GOVERNMENT AND PUBLIC SERVICE**

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<td>Dr. Shanna Hagan-Burke</td>
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<tr>
<td>Dr. Steven Riechman</td>
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<td>Dr. Jia Wang</td>
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<td>Dr. Christopher Woodman</td>
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### DWIGHT LOOK COLLEGE OF ENGINEERING

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<td>Dr. Debjyoti Banerjee</td>
<td>Assistant Professor Mechanical Engineering</td>
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<tr>
<td>Dr. Raktim Bhattacharya</td>
<td>Assistant Professor Aerospace Engineering</td>
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<td>Dr. Kung-Hui Chu</td>
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<td>Dr. Shuguang (Robert) Cui</td>
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<td>Dr. Gioia Falcone</td>
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<td>Dr. Melissa Grunlan</td>
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<td>Dr. Mariah Hahn</td>
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<td>Dr. Tracy Hammond</td>
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<tr>
<td>Dr. Arum Han</td>
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<td>Dr. Stefan Hurlebaus</td>
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## DWIGHT LOOK COLLEGE OF ENGINEERING (Continued)

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## COLLEGE OF GEOSCIENCES

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# COLLEGE OF SCIENCE

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Dr. Spencer T. Behmer obtained his Ph.D. (Entomology) in 1998 from the University of Arizona and taught at the University of Oxford, before joining Texas A&M University in August 2005. Dr. Behmer enjoys teaching entomology to both majors and non-majors at Texas A&M. His key objective is to help students become more aware of the insects they encounter in their daily lives. He incorporates a number of different approaches and innovations in the classroom. In his first year he was recognized as the "Outstanding Professor" by the students in his Department and in 2007 he was nominated by the College of Agriculture and Sciences for the USDA award for Excellence in Teaching. His area of specialization is Insect Physiology and Behavior, in which he pursues three broadly defined areas: 1) physiological ecology, 2) insect sterol (cholesterol) biology, and 3) mechanisms of learning. His research uses a number of different insects, including grasshoppers, caterpillars, aphids, ants and fruit flies. Dr. Behmer’s research has both basic and applied implications and he has received funding from the United States Department of Agriculture, the National Science Foundation, the Biotechnology and Biological Sciences Research Council (based in the United Kingdom) and the Fire Ant Initiative Action Plan (from the state of Texas). One of his more significant research accomplishments includes demonstrating that particular plant sterols have significant negative effects on insect herbivores and that there is real potential in modifying plant sterol profiles to combat pest insects (recently he has filed a patent to develop this idea). At a more basic level, Dr. Behmer has shown that generalist herbivores (that overlap in terms of the plants they eat) may coexist by occupying unique nutritional feeding niches. Additionally, his research on learning has demonstrated that an animal’s physiological state at the time that it assigns value to a food can explain sub-optimal food choice behavior. His research has been widely covered in the popular press and in 2008 the College of Agriculture and Life Sciences recognized his research achievements by awarding him a Big 12 Faculty Fellowship.

Dr. Sergio Capareda received his Ph.D. (Agricultural Engineering) from Texas A&M University in 1990. During the period 1990-2003, Dr. Capareda held various academic and administrative appointments at the University of the Philippines Los Baños. In 2003, he returned to Texas A&M as a Visiting Research Scientist and in 2005 was appointed Assistant Professor of Biological and Agricultural Engineering. Dr. Capareda's 20 years as an educator have culminated in a very effective teaching philosophy; that is, students learn and retain from hands-on experience. He has earned the reputation of “master teacher” and plays an important role in ensuring graduate program diversity; he is the principal investigator on a USDA National Needs Fellowship Grant that offers scholarships to minority Ph.D. candidates with interest in pursuing research in bio-energy and is a Program Mentor for the Alfred P. Sloan Minority Ph.D. program. Dr. Capareda administers a well-funded research program in bio-fuels production including cellulose-derived ethanol, biodiesel and thermo-chemical conversion of biomass. To facilitate his research, Dr. Capareda established the Bio-Energy Testing and Analysis
Laboratory, one of the best equipped bio-energy laboratories in the nation. He collaborates with mechanical and chemical engineers and soil and crop scientists on the Texas A&M campus and with colleagues from Louisiana State University, Rice University and Texas Tech University. He has strong ties with industry, including the Texas Cattle Feeders Association, the Almond Board of California, the Texas Cotton Ginners Association, Chevron and Valero Energy Corporation. He has filed four patent disclosures on his bio-energy work. He has received one patent and one provisional patent; both are licensed for commercialization, demonstrating the value of his research. Dr. Capareda’s work in accelerating scientific development in bio-fuels conversion has been recognized through the Philippines Department of Science and Technology Balik-Scientist Award in 2010. Dr. Capareda is an active member of the American Society of Agricultural & Biological Engineers, serving in key roles on several technical committees. He is an associate editor of the International Journal of Integrated Energy Systems, an active national panel member for the USDA Waste Management Programs and a reviewer for the U.S. Department of Energy’s Research Program Evaluation Team.

Dr. Paul J. de Figueiredo
Plant Pathology & Microbiology Assistant Professor 09/01/11

Dr. Paul J. de Figueiredo earned his Ph.D. (Cell and Molecular Biology) from Cornell University in 1997. He joined the faculty of Texas A&M in 2005. He teaches undergraduate and graduate students majoring in Bioenvironmental Sciences, as well as in Plant Pathology and Microbiology. He has been a lead instructor for an entry level undergraduate course upon which the Bioenvironmental Sciences major rests. He teaches core courses that focus on the craft of writing and is an instructor for the major’s capstone course which integrates multiple levels of inquiry in the bioenvironmental sciences degree program. Dr. de Figueiredo also mentors students in the Texas A&M Honors and University Scholars programs. Under his mentorship, these students developed Invisible Jungle, an educational radio program that enhances the public’s awareness of and interest in the extraordinary world of microbes. Dr. de Figueiredo also mentors students in his research laboratory which focuses on elucidating plants and animal diseases and also has applications related to bioenergy. Dr. de Figueiredo’s research has attracted significant research support and recognition. He has been awarded competitive research grants from a number of federal agencies, including the National Institutes of Health, Department of Defense, National Science Foundation, USDA, as well as private foundations. He is also a fellow in the Alfred P. Sloan Minority Ph.D. program.

Dr. Sandun Fernando Biological & Agricultural Engineering Assistant Professor 09/01/11

Dr. Sandun Fernando received his Ph.D. (Agricultural and Biological Systems) in 2003 from the University of Nebraska-Lincoln. Following an academic appointment at Mississippi State University, he joined the Biological & Agricultural Engineering Department at Texas A&M University as Assistant Professor in 2008. Dr. Fernando is an innovative, creative and highly effective teacher as his students attest on their teaching evaluations. He was recognized with the spring 2010 Texas A&M University System SLATE Award (Student Led Award for Excellence in Teaching) and a Biological & Agricultural Engineering Department 2010 Excellence in Teaching Award. He has developed a new undergraduate course focused on the introduction of core science and engineering principles to sophomore/junior level undergraduate students. A second new course is a graduate level class that introduces nanoscale engineering principles to graduate students. Dr. Fernando strives to incorporate research into the education process. To that end, several of his National Science Foundation research grants
include a teaching component. One is aimed at training students from under-represented backgrounds, including women and minority ethnic groups. The teaching component of another NSF grant evaluates whether introducing academically-at-risk undergraduate students to research early in their undergraduate program can stimulate improved academic performance. Dr. Fernando's research focuses on nanoscale engineering applications to produce biologically-based fuels and power as replacements for petroleum-based liquid fuels; specifically for the production of hydrogen, biodiesel, and hydrocarbon fuels, as well as electricity generation from biofuel cells. His goal is to improve bio-fuel conversion technologies to a level that makes bioenergy economically viable through the development of nanocatalysts and nanocatalytic processes. Dr. Fernando's program is well recognized and has received broad support from federal and state agencies including the National Science Foundation and the Department of Energy. As a respected scientist, Dr. Fernando serves on federal scientific review panels to evaluate and recommend funding for proposals that have the highest potential to fulfill our energy needs. He renders his technical expertise in serving as a peer reviewer to a wide range of scientific journals and serves as an associate editor of the Transactions of the American Society of Agricultural and Biological Engineers.

Dr. Raghupathy Biological & Agricultural Assistant Professor 09/01/11 Karthikeyan Engineering

Dr. Raghupathy Karthikeyan received his Ph.D. (Engineering) from Kansas State University in 2001. Following a three-year postdoctoral appointment with the Kansas State University Non-Lethal Environmental Evaluation and Remediation Center, he joined the Department of Biological and Agricultural Engineering at Texas A&M University as an Assistant Professor in August 2005. As a vital contributor to the biological engineering curriculum, Dr. Karthikeyan has developed two new undergraduate courses. One of these courses, integrating biology and engineering principles, prepares our students for the emerging discipline of biological engineering. Our students overwhelmingly rank him as exceptional. In 2009 he received the Biological and Agricultural Engineering Excellence in Teaching Award and in the same year he was named a Montague Teaching Scholar in the Texas A&M University Center for Teaching Excellence. His area of expertise focuses on critical issues of water quality: providing insights into the movement, fate and control of emerging waterborne contaminants. The outcomes from his research program will have a direct effect on human health by providing advanced water and wastewater treatment processes and pollution control measures. Dr. Karthikeyan’s research in addressing water quality issues has already made an impact on the state of Texas. His research group has developed a modeling tool, Spatially Explicit Load Enrichment Calculation Tool (SELECT), to calculate potential E. coli loads in 12 impaired watersheds in Texas. The Plum Creek Watershed Protection Plan written based on the SELECT methodology was recognized as “a key watershed project” by the US EPA. This project was recognized with a Texas AgriLife Extension Team Superior Service Award. Dr. Karthikeyan is an active member of the American Society of Agricultural and Biological Engineers (ASABE) providing leadership as chair of the Soil and Groundwater Remediation Committee and serving as Associate Editor for Transactions of ASABE and Applied Engineering in Agriculture. On campus, he has established strong working relationships with the Texas Water Resources Institute, the Spatial Sciences Laboratory and numerous departments to foster interdisciplinary collaborative water quality research.

Dr. Pingwei Li Biochemistry/Biophysics Assistant Professor 09/01/11

Dr. Pingwei Li obtained a Ph.D. (Physical & Theoretical Chemistry) in 1996 from Peking University in China. He joined the Department of Biochemistry/Biophysics at Texas A&M University in 2005 after

Dr. Corliss Outley
Recreation, Park & Tourism Sciences
Assistant Professor 09/01/11

Dr. Corliss Outley received her Ph.D. (Recreation & Resource Development) in 2000 from Texas A&M University. From 1999–2006, she was on the faculty of the School of Kinesiology at the University of Minnesota. Dr. Outley joined the Department of Recreation, Park and Tourism Sciences at Texas A&M in 2006 as an Assistant Professor. She also serves as the Co-Director of Evaluation for the Center for Community Health Development in the School of Rural Public Health. Based on her extensive involvement in communities, Dr. Outley has also developed new and innovative courses in youth development that allow students to conduct community needs assessments focusing on youth issues. The inclusion of research and service learning in her courses provides her students the opportunity to apply classroom ideas and theories to everyday circumstances in order to actively work toward reducing risk in community youth populations. Dr. Outley was presented with the 2006 Outstanding Community Service Award by the University of Minnesota and was named a Howdy Camp namesake in 2009. Dr. Outley is also a founding member of the new College of AgriLife Youth Development Initiative. Dr. Outley conducts research on Youth Development during the out-of-school hours, with particular interest in racial/ethnic identity, cultural behaviors and built and physical environmental influences. Her research has been supported by the state of Texas and several federal agencies. Focusing her research on the intersection of neighborhood and race and the opportunities and challenges they present for enhancing the well-being of children has led to the development of a reputation as a leading community-based participatory research (CBPR) researcher and community trainer regarding urban youth of color. For instance, her work within the community has been documented in a 2004 PBS DragonFly TV spotlight on "real scientists" and highlights her involvement in community youth mapping and the ideal that communities must begin to embrace and encourage youth voice.
Dr. Gary Voelker obtained his Ph.D. (Zoology) in 1998 from The University of Washington and has held faculty appointments at several prestigious universities. Dr. Voelker joined the Department of Wildlife and Fisheries Sciences at Texas A&M University in 2008, where he also serves as Faculty Curator of Birds. Dr. Voelker brings his research and African field experiences to the classroom. He teaches Ornithology to undergraduate and Biogeography to graduate students. Dr. Voelker goes the extra mile to encourage and lead students to study abroad in countries such as South Africa. His passion includes bringing current research, scientific specimens and field experiences into the classroom. Dr. Voelker prides himself on providing students with a far more comprehensive knowledge of Ornithology and Biogeography than could be gained from textbook-only teaching. He further prides himself on requiring students to produce work that integrates ideas and concepts, which leaves them better prepared to cope with the rigors of being a wildlife professional. His areas of specialization are Ornithology and Biogeography. More concretely, his scholarship centers on using DNA to determine how avian species are related to one another and how geological and climatological events in Earth history may have driven these relationships. He has worked extensively in Africa and has described two new species of birds from that continent. His research, which has been funded by the National Science Foundation, has provided important insights as to how and when avian speciation has occurred at intercontinental scales, particularly in lineages that are distributed in Africa and Eurasia.

COLLEGE OF ARCHITECTURE

Dr. Cecilia Giusti Landscape Architecture & Urban Assistant Professor 09/01/11 Planning

Dr. Cecilia Giusti obtained her Ph.D. (Latin American Studies with emphasis in Economics and Community and Regional Planning) in 2001 from the University of Texas at Austin. That same year she joined the Landscape Architecture and Urban Planning Department at Texas A&M University as a Visiting Assistant Professor and in 2005 she started her tenure track position. Dr. Giusti approaches teaching with the philosophical conviction that learning empowers students to become full members of society, not only as professional individuals but most importantly, as citizens and human beings. She takes students to cities within the state to study hands on the use of research techniques and principles to create and propose real-life economic development plans. Linking her research with service and community engagement, Dr. Giusti is a Texas representative of the Latinos and Planning Division of the American Planning Association (APA). As part of an ongoing initiative of this organization at the national level, she brought to Texas A&M the first Dialogo (Dialogue) conference, which focused on Latinos and planning. Her research focuses on Economic Development and Planning in the context of sustainability; she combines measurements of economic growth with qualitative indicators of human and social development. More concretely, Dr. Giusti analyzed the variables of land tenure, physical infrastructure and mobility, home financing, gender and social participation along with measures of gross domestic product, to understand economic development as a component of sustainability. A primary location for Dr. Giusti’s research has been the U.S.–Mexico border, a region that challenges our understanding of basic concepts of development and planning. She has incorporated theories and methods ordinarily employed in the context of developing countries into the understanding of poverty and exclusion in the developed world. In doing so, she has researched marginalized communities, such as colonias, and other underrepresented populations, such as Latinos, in the United States. The importance of her work has been recognized by the U.S. Department of Housing and Urban Development (HUD) and the National Research Council of The National
Academies, through which she became one of 10 recipients nationwide of a research grant and was named HUD Urban Scholar.

Dr. Weiling He Architecture Assistant Professor 09/01/11

Dr. Weiling He obtained her Ph.D. (Architecture) in 2005 from the Georgia Institute of Technology. Dr. He teaches undergraduate and graduate classes in the Department of Architecture Design and Visual Communications. Her studio classes include work with material tectonics, model making, drawing and video editing, along with traditional three-dimensional form-giving and space-making. Her courses are highly valued by students and faculty because of their uniqueness. She offers a creative and effective means of immersing students in the exploration of spatial dimensions, spatial meaning and the experience of space. Her work promotes appreciation of the complex interactions between underlying structure and visible form. Moreover, she is known for her ability to weave together the fields of literature, arts and architecture to produce attractive visual and spatial projects that effortlessly convey complex spatial concepts. Her academic projects address the expansion of theoretical inquiries into architecture and visual thinking and the application of theory into teaching and practice. Her scholarly work includes various forms and media, such as scholarly papers, design projects, installation projects and watercolor paintings. Dr. He also publishes in prestigious peer reviewed journals and presents her work often at national and international conferences. Her international presence, particularly in China is noteworthy. Recently she was commissioned by the Chinese Forum of Contemporary Architectural Theories to translate to Mandarin Dr. Anthony Vidler’s book, The Architectural Uncanny.

Dr. Sarel Lavy Construction Science Assistant Professor 09/01/11

Dr. Sarel Lavy obtained his Ph.D. (Civil and Environmental Engineering) in 2006 from the Technion – Israel Institute of Technology and joined Texas A&M University in 2005. Dr. Lavy’s principal research interests are in the area of facility management, mainly in the healthcare and educational sectors, and particularly on topics of maintenance management, life cycle cost techniques, performance indicators and condition assessments. Dr. Lavy has also conducted research and published papers on topics related to construction safety, green and sustainable practices and terror mitigation design. Dr. Lavy has authored and co-authored more than 40 papers published in peer-reviewed journals and conference proceedings and collaborated in teams that have brought the university more than $175,000 in research grants. Dr. Lavy serves as an active reviewer for nine academic journals and he also serves on the Editorial Advisory Board for the journal of Facilities. Dr. Lavy has taught undergraduate and graduate classes in facility management, construction cost estimating and introduction to construction management. Dr. Lavy is a strong believer in incorporating real life experience into the classroom. As a result, his graduate courses include a class project in which students are given the chance to work with industry professionals on topics the students discuss inside the classroom. Another indicator of Dr. Lavy’s passion for teaching at the graduate level is the number of graduate students advised by him during his career at Texas A&M. Being involved in 35 student committees within a period of five years means that he is highly recognized by the graduate students for his quality of work and advice. Dr. Lavy serves as the Associate Director of the CRS Center for Leadership and Management in the Design and Construction Industry, College of Architecture, TAMU. Dr. Lavy has received two international awards: one for a journal paper acknowledged as the 2010 Highly Commended Award by Emerald Publishing Ltd. Another award was the Best Paper Award for a paper he published and presented in the Facilities Management and Maintenance Track at the 2010 International CIB World Congress (The International Council for Research and Innovation in Building and Construction).
Dr. Shannon Van Zandt earned her Ph.D. (City & Regional Planning) in 2004 from the University of North Carolina at Chapel Hill (UNC), and joined the Department of Landscape Architecture & Urban Planning at Texas A&M in 2005. She is also a member of the American Institute of Certified Planners (AICP). Since her arrival, Dr. Van Zandt has been appointed as a faculty fellow in the Hazard Reduction and Recovery Center, the Center for Housing and Urban Development and the Center for Texas Beaches & Shores, among others. She also founded and directs the College of Architecture’s Sustainable Housing Research Unit. Dr. Van Zandt closely aligns her research with her teaching, using her research projects to provide real-life experience for students. Using NSF-funded research, she involved (and funded) more than 30 students who studied social vulnerability, community recovery and resilience in the city of Galveston and surrounding area following the devastation caused by Hurricane Ike. Her and her students’ research will lead to improved public decision-making regarding the targeting of resources both prior and subsequent to natural disasters. A studio course associated with this project produced the most definitive population estimate available for post-Ike Galveston, and won the 2010 student project award from the Texas Chapter of the American Planning Association. Dr. Van Zandt’s research addresses equity issues related to the spatial distribution of housing opportunities for low-income and minority populations. She examines the market, non-market and social forces that form residential land use patterns and thus determines access to community goods and services, or alternatively, exposure to environmental or social hazards. Dr. Van Zandt is also known for her expertise on low-income homeownership and her accomplishments are taught to students in housing policy courses nationwide.

Dr. Wei Yan obtained his Ph.D. (Architecture) in 2005 from the University of California at Berkeley. He has also conducted post graduate studies at the Swiss Federal Institute of Technology, ETH Zurich, and holds an M.S. in Computer Science from the University of California. Dr. Yan’s teaching has been in the undergraduate and graduate courses in the multidisciplinary areas of visualization, design and computing. In addition to teaching core classes, Dr. Yan has introduced new courses in BIM, which fill-up fast every time they are offered. Students are exposed to a highly innovative and versatile researcher who motivates them to excel and inspires them to be creative. His work in automatically tracking humans in video recordings of architectural environments has been recognized has having great potential for replacing labor intensive methods in the heating and air conditioning industry with computerized video recordings. Dr. Yan has focused on Building Information Modeling (BIM) with a special emphasis on physical principle-based energy simulation, simulation of environmental behavior and using serious games in architectural education. BIM is an integrated database methodology that allows multiple applications like computer aided design, energy modeling, visualization, cost accounting and other applications to interoperate. His work has been recognized by his peers as evidenced by his Best Paper award for “Geometric, Cognitive, and Behavioral Modeling of Environmental Users,” in Design Computing and Cognition Journal – 2006. Dr. Yan’s work has been supported by external grants from the National Science Foundation (NSF), the National Endowment for the Humanities (NEH), the American Society of Heating Refrigeration and Air Conditioning (ASHRAE) and the Institute of Museum and Library Services, which are viewed as exceptional accomplishments for a young researcher in this field.
Dr. Domonic A. Bearfield received his Ph.D. (Public Administration) in 2004 from Rutgers, The State University of New Jersey. Dr. Bearfield joined Texas A&M University in 2005 as an assistant professor at the Bush School of Government and Public Service. He teaches the core introductory course *Leadership and Public Administration*, which is required for all first-year students in the Master of Public Service and Administration program. He also teaches an important and much needed elective, *Ethics in Public Policy*. He is a popular, highly sought out teacher and mentor whose dedication to education is second to none. His research focuses on improving the understanding of public sector patronage, ethics and public management. In one recent paper he discovered that political appointments to key positions at Boston’s Logan International Airport were erroneously targeted by the media as key contributors to the security lapses that culminated with 9/11. In addition to holding numerous service roles at Texas A&M, he has served as Editorial Board Member for both the *Public Administration Review* and *The Journal of Public Management and Social Policy*. Dr. Bearfield’s honors include the Silver Star Award for teaching at the Bush School, the Summer Research Award from the University of New Hampshire and the Leadership Newark Fellowship.

Dr. Angela L. Bies received her Ph.D. (Comparative International Development and Education) in 2003 from the University of Minnesota. Dr. Bies joined Texas A&M University as visiting assistant lecturer at the Bush School of Government and Public Service in 2001 and achieved the position of assistant professor in 2003. She teaches core courses in the nonprofit management concentration of the Master of Public Service and Administration program. Dr. Bies’ honors include nomination for a Student-Led Teaching Award nomination at Texas A&M, the Texas A&M University/Physician’s Center Outstanding Mentor/Coach to Students and Advisees Award and an award for Best Managed Professional Research Project/Capstone, for a joint project involving both the Bush School and the Lyndon B. Johnson School at the University of Texas. Her research addresses critical issues in nonprofit management, organizations, finance and budgeting; philanthropy and fundraising; program evaluation; and comparative international development. For example, analyzing data from Louisiana and Texas after the Katrina and Rita hurricane disasters, she examined and offered improvements to how nonprofit organizations can assist events.

**MAYS BUSINESS SCHOOL**

Dr. H. Neil Geismar earned a Ph.D. (Management and Administrative Sciences) from the University of Texas at Dallas in 2003. He joined the Department of Information and Operations Management as an Assistant Professor in 2007. Dr. Geismar teaches both undergraduate classes and Ph.D. seminars. His approach to teaching is to engage the student’s interest, to show the relevance of the course material, to demonstrate quantitative techniques and their importance and to improve student’s writing skills. Dr. Geismar is a firm believer in learning by doing. He employs participatory learning techniques using software-based simulations to allow them to act as managers faced with tough, real-world decisions. His research philosophy follows his teaching approach. He addresses highly important problems and applied solutions in production scheduling, especially in the fields of robotic cell scheduling; supply
MAYS BUSINESS SCHOOL (Continued)

chain management, focusing on the coordination of the manufacturing and delivery functions through scheduling; and the currency supply chain in the United States. His papers have appeared in a number of highly-respected journals. He holds a Mays Faculty Fellowship for Research (2009-2013) and was awarded a Mays Business School Dean’s Performance Recognition Grant for Research (2008). He has also won a grant from the Defense Logistics Agency (2010-2011).

Dr. Gregory R. Heim  Information & Operations Management Assistant Professor 09/01/11

Dr. Gregory R. Heim received his Ph.D. (Business Management) in 2000 from the Carlson School of Management, University of Minnesota. He joined Texas A&M University in 2007 as an assistant professor. He has taught courses in the undergraduate program and masters program, demonstrating an ability to effectively work with different student audiences. In addition, the courses he teaches have been designated as the writing-intensive courses, requiring a great deal of effort on his part. His outstanding teaching has been recognized on a number of occasions during his tenure at Mays Business School. Dr. Heim received The Lockheed Martin Aeronautics Company Excellence in Teaching Award in 2009 and the Mays Teaching Performance Award in 2010. His research focuses on empirical studies of service and e-service operations, management of technology, quality management, mass customization and supply chain management. He received the Dean’s Office Research Summer Performance Grant in 2009 and a Summer Research Grant in 2010. Dr. Heim is an Associate Editor for the journals Decision Sciences and Journal of Operations Management and is an Editorial Review Board member of Journal of Service Research and Production and Operations Management.

Dr. Michael Ketzenberg  Information & Operations Management Assistant Professor 09/01/11

Dr. Michael Ketzenberg received his Ph.D. (Business Administration) in 2000 from the University of North Carolina, Chapel Hill. He joined Texas A&M University in 2007 as an Assistant Professor in the Department of Information and Operations Management. Prior to joining the Mays Business faculty, Dr. Ketzenberg taught for six years at Colorado State University and one year at George Mason University. He has taught and developed courses in all three programs - undergraduate, masters and Ph.D. The essence of his teaching philosophy is to engage students in active learning exercises. He is passionate about developing students’ problem solving, analytical and communication skills. While his students find his courses rigorous and challenging, they find also the opportunity to develop skills that will give them the edge in the market place. His research interests include value of information, management of closed loop supply chains and inventory management. Dr. Ketzenberg has several publications in leading academic and practitioner journals including Production and Operations Management, Journal of Operations Management and Harvard Business Review. This past year, Michael was named a Mays Faculty Fellow for his contributions to research.

Dr. David G. Sirmon  Management Assistant Professor 09/01/11

Dr. David G. Sirmon received his Ph.D. (Business Administration and Management) in 2004 from the W. P. Carey School of Business at Arizona State University. He joined the Mays School of Business at Texas A&M University in 2006 after two years on faculty at Clemson University. For Dr. Sirmon, teaching is a vocation. He delights in observing the growth and progress his students experience in the pursuit of excellence. Dr. Sirmon receives outstanding teaching evaluations, demonstrating that his
students welcome his high grading standards and challenging assignments. He is extensively involved in mentoring students, who participate in his research and are often included as co-authors in works published in the most prestigious journals. Dr. Sirmon’s research focuses on entrepreneurship and business strategy. He explores how CEOs, boards of directors and family owners use strategies to engage the environment to grow and create wealth. His research is published in prestigious journals including, *Academy of Management Journal*, *Academy of Management Review* and *Strategic Management Journal*. Dr. Sirmon was awarded a Best Paper Finalist in 2010 from *AMR*, the Emerging Scholar Research Excellence Award in 2005 from Clemson, and a Showcase Symposium Award from the Academy of Management in 2010.

**COLLEGE OF EDUCATION & HUMAN DEVELOPMENT**

Dr. Mary Margaret Capraro  
Teaching, Learning & Culture  
Assistant Professor  
09/01/11

Dr. Mary Margaret Capraro received her Ph.D. (Education Curriculum and Instruction) from the University of Southern Mississippi in 2000. She joined Texas A & M University in 2000 as a clinical professor in Mathematics Education. She earned a position as an Assistant Professor in the Department of Teaching, Learning, and Culture in 2007. She was previously employed with the Miami Dade County Schools as both a teacher and an assistant principal. Since coming to Texas A&M she has been able to tie teaching, her love of mathematics and research altogether. She believes in having high expectations for her students and encourages them to contribute through hands-on tasks. She is living her dream, teaching future teachers and conducting research to make the biggest difference with children in mathematics classrooms. Her research interests include teacher knowledge and preparation in mathematics education and student understanding of mathematical concepts. She has over 40 peer-reviewed articles, and 55 national and international presentations. She is currently co-principal investigator of the Aggie STEM (Science, Technology, Engineering, and Mathematics) Center and works extensively with public schools and school districts around Texas planning mathematics professional development and designing interdisciplinary project-based learning activities.

Dr. Dominique T. Chulp  
Educational Administration & Human Resource Development  
Assistant Professor  
09/01/11

Dr. Dominique T. Chulp received her Ed.D. (Education) from Harvard University in 2004. She joined Texas A&M University in 2004 as an assistant professor of adult education and Director of the Texas Center for the Advancement of Literacy and Learning (post held until 2008). She received a Recognition of Excellence Award in 2008, and she was recognized for her classroom teaching with a 2009 SLATE award. That same year, her contributions were recognized with a prominent Feminist Scholar Writers Award. Her students often include older adults who return to school because of an experience that puts them on the margins—the death of a child, a separation, a failed career. Dr. Chulp’s goal is to help them transform and take action in empowering ways. Her research interests include the socio-historical dynamics of women’s learning in early twentieth century prison reformatories, the politics and practice of contemporary corrections—prison and jail—education and adult literacy education. Dr. Chulp has been the Principal Investigator or Co-PI of 12 grants since 2004 totaling over $5.3 million in funding, and she procured $250,000 in graduate fellowship funds.
Dr. Jorge E. Gonzalez received his Ph.D. (School Psychology) in 2001 from the University of Nebraska-Lincoln. He joined Texas A&M University in 2004 as an assistant professor in the Department of Educational Psychology, school psychology program. As an educator, Dr. Gonzalez believes that active participation and promotion of new scholarship is an integral part of a student’s experience. His courses are dynamic instructional settings where the students become expert problem solvers who must draw on multiple learning experiences to succeed. His work focuses on causes and correlates of early reading difficulties in young children with a focus on adult-child interactive reading. Journals have included Journal of Special Education, Journal of Learning Disabilities, Journal of Emotional and Behavioral Disorders and Journal of Early Intervention. Research is supported by federally funded grants from U. S. Department of Education. Previously, he had been lead investigator on an Early Reading First (ERF) project titled Accelerating Children’s Early Literacy and Language (ACELL), an Institute of Education Sciences (IES) grant titled Words of Oral Reading and Language Development (WORLD).

Dr. Shanna Hagan-Burke earned her Ph.D. (Philosophy) at University of Oregon in 1998. She was an assistant professor at The University of Georgia before joining the Department of Educational Psychology at Texas A&M University in 2005. Dr. Hagan-Burke regularly teaches both undergraduate and graduate courses that are enhanced by an applied research agenda that keeps her connected with schools and current with a changing knowledge base of effective instructional practices. She is a member of the Special Education Program and specializes in positive behavioral supports, early literacy and academic interventions for students with concomitant behavioral and academic problems. She has secured over 2.8 million dollars in competitive external grants to fund her research, teaching and service projects.

Dr. Jeffrey Liew received his Ph.D. (Developmental Psychology) from Arizona State University in 2005. That same year, he joined the Department of Educational Psychology at Texas A&M University as an assistant professor. He is a teacher who aims to facilitate conditions that optimize all students’ learning. Dr. Liew encourages students to construct knowledge by situating their learning in personally meaningful contexts. Dr. Liew’s research includes social, emotional and personality development, with a focus on the roles of emotion and self-regulation in individuals’ academic, psychosocial and health-related outcomes. Through his research, he has addressed issues such as achievement and mental health disparities and childhood obesity. Dr. Liew was awarded the Texas A&M Children, Youth, and Families Initiative Seed Grant in 2006. In 2010, Dr. Liew was awarded research grants through the National Institute of Child Health and Human Development and the Hogg Foundation for Mental Health. He presently serves as consulting editor for Early Childhood Research Quarterly.
Dr. Sharolyn D. Pollard-Durodola received her Ed.D. (Education Curriculum and Instruction) in 2003 from the University of Houston. In 2004, she joined Texas A&M University as an Assistant Professor in the Bilingual Education Program. Teaching allows her to bridge research and practice and to impact students who are also bilingual teachers and school administrators in remote locations across Texas. Dr. Pollard-Durodola is a dedicated educator who uses technology to reach her far away students, but who also drives to those locations to interact with them in person rather than rely exclusively on distance education. Her research interests are in the area of early literacy in English and Spanish, with an emphasis on vocabulary acquisition and early reading interventions. She specifically focuses on developing intervention curricula that build on empirically validated instructional design principles and evaluating their impact on the language and reading development of English language learners and monolingual speakers of English. From 2005 to 2008, she was Co-principal Investigator on a U.S. Department of Education, Institute of Education Sciences (IES)-funded project that investigated the acceleration of vocabulary and listening comprehension skills in English and Spanish-speaking preschool children.

Dr. Steven Riechman received his Ph.D. (Exercise Physiology) in 2000 and master’s of public health in 2001 from the University of Pittsburgh where he also completed a post-doctoral fellowship in Human Genetics in 2002. Following three years at Kent State University, he joined Texas A&M University faculty in 2005 as an Assistant Professor in Health and Kinesiology and then Intercollegiate Faculty of Nutrition in 2006. Dr. Riechman is a versatile teacher who participates heavily in both the undergraduate and graduate program. His approach to teaching is to challenge “dogma”. His students are taught to challenge “facts” and study the material with an open mind. He has found that his approach leads students to become critical thinkers and highly creative individuals. Dr. Riechman was nominated for several teaching/mentoring awards (2003, 2007 and 2010), received a career enhancement award from the American Physiological Society (2007), received several research grants to study various aspects of skeletal muscle health and was named Fellow of the American College of Sports Medicine (2010). His research interests include skeletal muscle adaptations to microgravity, aging and exercise and nutritional countermeasures to prevent/treat chronic disease.

Dr. Jia Wang received her Ph.D. (Human Resource and Organization Development) from the University of Georgia in 2004. She joined Texas A&M University in 2007 as assistant professor of Human Resource Development program, after three years at Barry University, Florida, as assistant professor and Ph.D. program coordinator for the Fort Myers campus. Dr. Wang is the recipient of The Texas A&M University System’s SLATE award for Teaching Excellence in 2009 and the finalist of University Council for Workforce and Human Resource Education Outstanding Assistant Professor in 2010. Dr. Wang is a tireless educator. She has developed and taught different courses, implemented new technologies to enhance the learning experience of her students, led students to China, sponsored three interns, directed undergraduate research experiences and advised a myriad of doctorate and masters students. Dr. Wang’s research focuses on human resource development in China, crisis management and learning within organizations. She currently serves on the Editorial Board for three
Dr. Christopher Woodman received his Ph.D. (Physiological Sciences) from the University of Arizona in 1995. After graduating he moved to the University of Missouri to complete a post-doctoral fellowship in Biomedical Sciences. In 2000, he became a Research Assistant Professor in Biomedical Sciences at the University of Missouri. He joined Texas A&M in 2006 as an Assistant Professor in the Department of Health and Kinesiology. A large component of his teaching activities occurs outside of the classroom, reaching out to and mentoring students is for Dr. Woodman the best way to develop skills and nurture their love and passion for discovery. His primary research interest is to determine how the cardiovascular system changes with age that increases one’s risk for developing cardiovascular disease. Dr. Woodman has received research support from the National Institutes of Health and the American Heart Association.

Dwight Look College of Engineering

Dr. Debjyoti Banerjee received his Ph.D. (Mechanical Engineering) in 1999 from the University of California-Los Angeles. He joined Texas A&M in January 2005 as a tenure track assistant professor in the Department of Mechanical Engineering after finishing six years of industrial experience. Dr. Banerjee has taught courses in the general area of thermal sciences at the undergraduate and graduate levels. He has taught three required undergraduate courses and two graduate level courses. Dr. Banerjee has used the Center for Teaching Excellence resources to be an effective classroom teacher. He has supervised the research work of 21 graduate students. Dr. Banerjee has developed novel methodologies to manipulate transport properties of fluids using nanotechnology techniques. He is a recipient of a best journal paper award by the American Society of Mechanical Engineers (ASME) and three U.S. patents. Dr. Banerjee’s papers are published in prestigious journals such as ASME Journal of Heat Transfer and International Journal of Heat and Mass Transfer. In recognition of his outstanding performance in research, Dr. Banerjee was recognized with a Texas Engineering Experiment Station Select Young Faculty Award. Dr. Banerjee’s research is supported by the Office of Naval Research, NSF, Air Force Research Laboratories, DARPA and DOE. On three occasions, Dr. Banerjee has been selected as an American Society of Engineering Education Summer Faculty Fellow. Dr. Banerjee is an active member of the ASME K-6 Committee on Energy Systems.

Dr. Raktim Bhattacharya received his Ph.D. (Aerospace Engineering) in 2003 from the University of Minnesota. He joined the Texas A&M Department of Aerospace Engineering faculty as a tenure track assistant professor in fall 2005. Dr. Bhattacharya joined Texas A&M with one year post doctoral fellow experience at Cal Tech and one year of industry experience. Dr. Bhattacharya has taught courses in the general areas of systems dynamics and controls. He has taught three courses at the...
undergraduate level. At the graduate level, Dr. Bhattacharya has developed two new courses on trajectory optimization of aerospace systems and design of flight control systems. He has supervised the research work of nine graduate students. Dr. Bhattacharya has developed computationally efficient techniques to solve an important class of aerospace control problems with stochastic parametric uncertainties. His research is supported by NSF, NASA and AFOSR. Dr. Bhattacharya’s research work has appeared in prestigious journals such as Automatica and American Institute of Aeronautics and Astronautics (AIAA) Journal of Guidance, Control, and Dynamics. Dr. Bhattacharya has served as an Associate Editor of the Institute for Electrical and Electronics Engineers (IEEE) conference on control applications and has organized an NSF sponsored workshop on Smart Transportation Systems.

Dr. Kung-Hui Chu Civil Engineering Assistant Professor 09/01/11

Dr. Kung-Hui Chu received her Ph.D. (Civil and Environmental Engineering) from the University of California at Berkeley in 1998. She joined Texas A&M as a tenure track assistant professor in fall 2005 and is on the faculty of Texas A&M Interdisciplinary Water and Toxicology programs. Prior to joining Texas A&M, she was on the faculty of Biotechnology at the University of Tennessee, Knoxville (2002-2005). Prior to that, she held a post doctoral fellow position at UC-Berkeley and environmental engineer positions in industry. Dr. Chu has taught one undergraduate and four graduate level courses in the general area of environmental engineering. She developed one new graduate course on advanced biological treatment in environmental engineering and one graduate seminar on emerging topics in environmental engineering. Dr. Chu has made use of the Center for Teaching Excellence resources to further her teaching effectiveness. She has supervised the research work of ten graduate students, three undergraduate students and one post-doctoral fellow. Dr. Chu works in the general areas of biodegradation and biotransformation. Her research is supported by NSF, the Texas Higher Education Coordinating Board and the National Institute for Environmental Health Sciences. Dr. Chu has published her work in prestigious journals such as Environmental Science and Technology and her work is well cited. Dr. Chu is a recipient of the Texas Engineering Experiment Station Select Young Fellow Award. Dr. Chu serves as the graduate advisor for environmental engineering graduate students in the department of civil engineering.

Dr. Shuguang (Robert) Electrical & Computer Assistant Professor 09/01/11
Cui Engineering

Dr. Shuguang Cui received his Ph.D. (Electrical Engineering) from Stanford University in 2005. He joined the Texas A&M Electrical and Computer Engineering Department faculty as a tenure track assistant professor in June 2007. Prior to joining Texas A&M, Dr. Cui was a tenure track assistant professor at the University of Arizona (August 2005-May 2007). Dr. Cui teaches courses in the area of communications. He has taught two undergraduate and one graduate course. Dr. Cui developed a graduate level course on optimization of communication systems. He has supervised the research work of 14 graduate students. Dr. Cui’s research focuses on energy efficient communication in wireless networks. His research is supported by NSF, the U.S. Office of Air Force Research (AFOSR), and Department of Defense. Dr. Cui is a recipient of the prestigious AFOSR Young Investigator Award. His papers are published in the flagship journal of the Institute of Electrical and Electronics Engineers. Dr Cui is the recipient of two best conference paper awards. Dr. Cui has held four editorial positions and has served as chair of the Technical Program Committees of three conferences.
Dwight Look College of Engineering (Continued)

Dr. Gioia Falcone Petroleum Engineering Assistant Professor 09/01/11

Dr. Gioia Falcone received her Ph.D. (Chemical Engineering) from the Imperial College, London in January 2006. She joined the Texas A&M Petroleum Engineering Department in January 2006 as a tenure track assistant professor. Dr. Falcone came to academia with nearly six years of industrial experience. Dr. Falcone teaches in the areas of reservoir modeling, petroleum production, enhanced oil recovery and carbon dioxide sequestration. She has taught two undergraduate and four graduate level courses. She has supervised the research work of 16 graduate students. Dr. Falcone is a lead author on a recently published book on multi-phase flow metering. Her research on metering of multiphase flows is well published and she is a recipient of one patent. On two occasions, Dr. Falcone has been awarded the Society of Petroleum Engineers (SPE) Young Professional Paper Certificate which is a very prestigious honor. Dr. Falcone has been selected to serve on an international panel to review research proposals for the Norwegian Research Council.

Dr. Melissa Grunlan Biomedical Engineering Assistant Professor 09/01/11

Dr. Melissa Grunlan received a Ph.D. (Chemistry) in 2004 from the University of Southern California. She joined Texas A&M as a tenure track assistant professor in the Department of Biomedical Engineering in August 2005. Prior to that, she was a post-doctoral fellow in the Department of Chemistry at Texas A&M. Dr. Grunlan is recognized as an outstanding teacher by her students and her colleagues. She is a recipient of the college level Association of Former Students Distinguished Achievement Award in Teaching. Dr. Grunlan has developed two new laboratory modules for a junior level laboratory class. She has supervised the research work of eight graduate and 15 undergraduate students. Dr. Grunlan specialization is in the area of biomaterials. She developed a new course on polymeric biomaterials which is offered as a dual level course. Dr. Grunlan’s research involves tailoring polymer structures at the molecular level to alter properties of polymers so that they may be effectively used in medical devices. Her research is supported by NSF and NIH. Dr. Grunlan is well published and is regarded as a national leader in biomaterials by her peers. She has co-organized a symposium for the American Chemical Society. Dr. Grunlan is known for mentoring undergraduate students and particularly for mentoring underrepresented minority students.

Dr. Mariah Hahn Chemical Engineering Assistant Professor 09/01/11

Dr. Mariah Hahn received a Ph.D. (Electrical Engineering) in 2004 from the Massachusetts Institute of Technology. Dr. Hahn joined Texas A&M as a tenure track assistant professor in the Department of Chemical Engineering in August 2005 and holds an adjunct appointment with the department of Biomedical Engineering. Prior to that, she was a post-doctoral fellow in Bioengineering at Rice University. Dr. Hahn teaches courses in the areas of engineering biology, chemical engineering kinetics and tissue engineering. Dr. Hahn developed a new course on tissue engineering and drug delivery which was offered as a dual level course. She made significant contributions to the development of the sophomore level engineering biology course. Dr. Hahn has supervised the research work of 11 graduate students and she has mentored over 25 undergraduate students. She has co-authored papers with her undergraduate students. Dr. Hahn’s research in tissue engineering has furthered the field of regenerative medicine. Her research is supported by NSF and NIH. Dr. Hahn is a recipient of the prestigious NSF CAREER Award. Her research work is very well cited. Dr. Hahn’s
other recognitions and honors include the American Society of Engineering Education GSW Young Faculty Award and the American Chemical Society PROGRESS/Dreyfus Lectureship Award. Dr. Hahn was selected to attend the National Academy of Engineering 2010 Frontiers of Engineering Symposium. She served as a chair and vice-chair of the American Institute of Chemical Engineers (AIChE) Women’s Initiative Committee (WIC). Dr. Hahn has mentored two local area middle school female students in the design and execution of science fair projects.

Dr. Tracy Hammond  Computer Science and Engineering  Assistant Professor  09/01/11

Dr. Tracy Hammond received a Ph.D. (Computer Science) from the Massachusetts Institute of Technology in February 2007. Dr. Hammond joined Texas A&M as a tenure track assistant professor in the Department of Computer Science and Engineering in September 2006. Dr. Hammond teaches courses in the areas of sketch recognition and computer human interactions. She has taught one undergraduate and three graduate level courses. Dr. Hammond is credited with developing two new graduate courses on haptics and sketch recognition. She has supervised the research work of nine graduate students. Dr. Hammond works in the area of artificial intelligence and computer human interactions with emphasis on sketch and gesture recognition. Her research is funded by NSF and the Defense Advanced Research Projects Agency (DARPA). Dr. Hammond has published papers in highly selective and prestigious conferences such as the American Computing Society (ACM) Conference on Computer Human Interaction (CHI); the International Joint Conference on Artificial Intelligence (IJCAI); and the International Conference on Intelligent User Interfaces (IUI). Dr. Hammond has co-edited a special issue on Sketch Computing in the Journal of Visual Languages and Computing.

Dr. Arum Han  Electrical & Computer Engineering  Assistant Professor  09/01/11

Dr. Arum Han received a Ph.D. (Electrical and Computer Engineering) from Georgia Tech in 2005. Dr. Han joined the Texas A&M Electrical and Computer Engineering Department faculty as a tenure track assistant professor in August 2005. In 2006, Dr. Han received a joint appointment with the Department of Biomedical Engineering. Dr. Han teaches courses in the area of biosensors. He has taught a challenging sophomore level course on circuit theory. He has developed one undergraduate, one graduate and one dual level course in the general areas of biosensors and bio-micromechanical systems. Dr. Han has supervised the research work of nine graduate students and three post-doctoral fellows. Dr. Han has effectively used the resources of the Center for Teaching Excellence to enhance his teaching effectiveness. Dr. Han’s research involves the development of nano and micro systems for biological and medical systems and his research is supported by NSF, NIH, USDA and industry. Dr. Han’s papers have appeared in highly selective conferences and prestigious venues such as the Lab on a Chip Journal. Dr. Han has significantly contributed towards recruiting female students to the Texas A&M electrical engineering program.

Dr. Stefan Hurlebaus  Civil Engineering  Assistant Professor  09/01/11

Dr. Stefan Hurlebaus received a Dr.-Ing. (Mechanical Engineering) from the University of Stuttgart, Germany in 2002. He joined Texas A&M as a tenure track assistant professor in the Department of Civil Engineering in fall 2005. Prior to joining Texas A&M, Dr. Hurlebaus was the Head of the Adaptive Structures Group in the Institute of Applied and Experimental Mechanics at
the University of Stuttgart. He has taught three undergraduate level and two graduate level courses. He has developed a new graduate course on smart materials. Dr. Hurlebaus has used the Center for Teaching Excellence resources to become an effective classroom teacher. Dr. Hurlebaus is recognized as an outstanding teacher by his students and colleagues. He is a recipient of the departmental Birdwell Award for Teaching Excellence; the American Society of Civil Engineers ExCEED New Faculty Award for Excellence in Civil Engineering Education; and the College of Engineering Caterpillar Teaching Excellence Award. Dr. Hurlebaus has supervised the research work of 18 graduate students. Dr. Hurlebaus’ specialization is in the areas of structures and vibrations at the undergraduate and graduate levels. Dr. Hurlebaus’ research advances techniques to monitor health and non-destructive testing of structures. His research is supported by the National Science Foundation, the Association of American Railroads and the National Cooperative Highway Research Program. Dr. Hurlebaus’ research is published in prestigious archival journals such as the Journal of Acoustical Society of America and the American Society of Civil Engineers Journal of Structural Engineering. Dr. Hurlebaus is an active participant in undergraduate recruiting events such as Aggieland Saturday and serves on the editorial board of The Open Acoustics Journal.

Dr. Anxiao (Andrew) Jiang  Computer Science and Engineering

Dr. Anxiao Jiang joined Texas A&M as a tenure track assistant professor in the Department of Computer Science and Engineering in August 2005. Dr. Jiang received his Ph.D. in Electrical Engineering from the California Institute of Technology (Cal Tech) in June 2004. Prior to joining Texas A&M, Dr. Jiang was a post-doctoral fellow at Cal Tech. Dr. Jiang teaches in the general areas of information theory, sensor networks and storage systems. He has taught one undergraduate course, one dual level course and four graduate courses. Dr. Jiang is credited with developing four new graduate courses on storage systems and wireless networks. He has supervised the research work of five graduate students. Dr. Jiang works in the area of flash memories. His work treats the flash memory as an information channel and applies coding theory to optimize system performance. Dr. Jiang’s work is supported by NSF. He is a recipient of the prestigious NSF CAREER Award. Dr. Jiang has published in prestigious journals, such as the Institution of Electrical and Electronics Engineers (IEEE) and highly selective conferences. He is a recipient of the IEEE Communications Society Best Paper Award. Dr. Jiang has served as a Co-Organizer and Co-Chair of the IEEE Global Communications Workshop on Application of Communication Theory to Emerging Memory Technologies.

Dr. Roland Kaunas  Biomedical Engineering

Dr. Roland Kaunas joined Texas A&M as a tenure track assistant professor in the Department of Biomedical Engineering in August 2005. Prior to that, he was a post-doctoral fellow in bioengineering at the University of California (UC)-San Diego. Dr. Kaunas graduated with a Ph.D. (2003) in bioengineering from UC-San Diego. Dr. Kaunas teaches courses in the areas of engineering biology and mechanobiology. Dr. Kaunas has developed two new courses, one engineering biology course at the undergraduate level and the second one on mechanobiology (a dual level course). He has effectively used the Center for Teaching Excellence resources to enhance his teaching. Students of the Biomedical Engineering Society selected Dr. Kaunas to receive the department’s Commitment to Students Award. Dr. Kaunas has supervised the research work of five graduate and 10 undergraduate students. In particular, he has mentored underrepresented minority students. Dr. Kaunas studies the effect of mechanical forces on cells with applications to vascular cell-mechanobiology. His research is
supported by NSF, NIH and the American Heart Association. Dr. Kaunas has published papers in very prestigious journals such as *Proceedings of National Academy of Sciences* and *Journal of Cell Biology*. Dr. Kaunas has co-organized and co-chaired tracks and sessions at the American Society of Mechanical Engineers Bioengineering conference.

Dr. Duncan Maitland  Biomedical Engineering  Associate Professor  09/01/11

Dr. Duncan Maitland received a Ph.D. (Biomedical Engineering) in 1995 from Northwestern University and joined the Texas A&M Department of Biomedical Engineering in January 2008 as a tenure track associate professor. Prior to joining Texas A&M, Dr. Maitland had a very distinguished career at Lawrence Livermore National Laboratories. Dr. Maitland teaches courses in the area of biomedical electronics. He has taught one undergraduate and one graduate level course. Dr. Maitland has successfully used the Center for Teaching Excellence resources to further his teaching. He has supervised the research work of 10 graduate students and the majority of them hold federal fellowships. Dr. Maitland is credited for mentoring and guiding them to win these prestigious fellowships. Dr. Maitland applies shape memory polymers to medical devices to treat cardiovascular diseases such as strokes. His research is funded by NSF, DOE and NIH. Dr. Maitland is well published and is a recipient of 12 U.S. patents. Some of the devices invented by Dr. Maitland are already used in humans. Dr. Maitland chairs the NIH Bioengineering Research Partnership Review Panel.

Dr. Sean McDeavitt  Nuclear Engineering  Assistant Professor  09/01/11

Dr. Sean McDeavitt received a Ph.D. (Nuclear Engineering) from Purdue University in 1992. He joined Texas A&M as a tenure track assistant professor in the Department of Nuclear Engineering in August 2006. Prior to that, he spent three years as a faculty member at Purdue University. He joined Purdue University in 2003 after 11 years of experience at Argonne National Laboratories. He has taught two undergraduate and two graduate courses. Three of these four courses were developed by Dr. McDeavitt. He has supervised the research work of 20 graduate students. Dr. McDeavitt's specialization is in the general area of nuclear materials. Dr. McDeavitt’s research focuses on nuclear materials and fuel cycles. His research is supported by the U.S. Department of Energy, the U.S. Department of Homeland Security and Idaho National Laboratories. Dr. McDeavitt, through his scholarship and teaching, has established Texas A&M University’s Nuclear Engineering Department as a premier place for research in nuclear materials. Dr. McDeavitt has served on the Executive Committee of the *American Nuclear Society* Materials Science and Technology Division.

Dr. Alexander  Electrical & Computer Engineering  Assistant Professor  09/01/11

Sprintson  Engineering

Dr. Alexander Sprintson received his Ph.D. (Electrical Engineering) from Technion - Israel Institute of Technology, Israel in 2003. He joined the Texas A&M Electrical and Computer Engineering Department faculty as a tenure track assistant professor in August 2005. Prior to joining Texas A&M, he was a post-doctoral fellow at the California Institute of Technology during 2003-2005. Dr. Sprintson teaches courses in the general areas of digital logic and networks. He has taught three courses at the undergraduate level and three courses at the graduate level. Dr. Sprintson developed all three of the graduate courses in the area of networks. He is credited with revamping laboratory manuals for two sophomore courses and developing and teaching honors sections for one sophomore and one junior course. Dr. Sprintson has coauthored a book on networks. He has supervised the
research work of 18 graduate students. Dr. Sprintson works in the areas of network algorithms, network coding and network survivability. He is very well published, highly cited and holds three U.S. patents. Dr. Sprintson’s research is supported by NSF and Qatar Telecommunications. He is a recipient of the prestigious NSF CAREER Award. Dr. Sprintson serves as an associate editor of the *Institution of Electrical and Electronics Engineers Communication Letters* and *Computer Networks Journal*.

Dr. Pavel Tsvetkov Nuclear Engineering Assistant Professor 09/01/11

Dr. Pavel Tsvetkov received a Ph.D. (Nuclear Engineering) from Texas A&M University in 2002. He joined Texas A&M as a tenure track assistant professor in the department of Nuclear Engineering in fall 2005. Dr. Tsvetkov served as a visiting assistant professor in the department of Nuclear Engineering from 2003-2005. Dr. Tsvetkov teaches courses in the areas of nuclear systems design, safety and advanced reactors. He is a prolific and effective teacher. He has taught five undergraduate courses and four graduate courses. Dr. Tsvetkov has developed four out of the nine courses that he has taught. He has supervised the research work of 17 graduate students. Dr. Tsvetkov’s teaching activities include publishing papers in nuclear engineering education and serving as a round table panelist on nuclear engineering education at national forums. Dr. Tsvetkov is recipient of the college level *Caterpillar Teaching Excellence Award*. Dr. Tsvetkov’s research focuses on advanced reactors. He has published in prestigious journals such as the *Nuclear Engineering and Design*. Dr. Tsvetkov’s research is supported by DOE, the Nuclear Regulatory Commission and national laboratories. Dr. Tsvetkov has organized U.S.-Russia Nuclear University Consortium Workshops.

Dr. Tiffani Williams Computer Science and Engineering Assistant Professor 09/01/11

Dr. Tiffani Williams received a Ph.D. (Computer Science) from the University of Central Florida in 2000. She joined Texas A&M as a tenure track assistant professor in the Department of Computer Science and Engineering in August 2005. Prior to joining Texas A&M, Dr. Williams was a post-doctoral research fellow at the University of New Mexico. Dr. Williams teaches courses in the areas of computational biology and bioinformatics. She has taught two undergraduate and four graduate level courses. Dr. Williams is credited with developing two new graduate courses in the areas of computational phylogenetics and computational bioinformatics. She has supervised the research work of five graduate students and works in the area of computational biology with an emphasis on developing high performance algorithms to reconstruct evolutionary history of organisms. Dr. Williams’s research is supported by NSF and the Defense Advanced Research Projects Agency. Her papers have appeared in selective conferences and she serves on the editorial board of *Systemic Biology*, a leading journal in the field of phylogenetics. Dr. Williams has contributed towards advancing diversity in the field of computing by serving as a co-chair of the Technical Program for the *Richard Tapia Celebration in Computing Conference*.

Dr. Xinghang Zhang Mechanical Engineering Assistant Professor 09/01/11

Dr. Xinghang Zhang received a Ph.D. (Materials Science and Engineering) in 2001 from North Carolina State University. He joined Texas A&M in January 2005 as a tenure track assistant professor in the Department of Mechanical Engineering after completing two years of post-doctoral experience from Los Alamos National Laboratories. There he held a prestigious director funded, post-
DWIGHT LOOK COLLEGE OF ENGINEERING (Continued)

doctoral position. Dr. Zhang teaches courses in the general area of materials science and engineering. He has taught two undergraduate and two graduate level courses. Dr. Zhang is credited with developing a new graduate level course on thin films. Dr. Zhang has supervised the research work of 13 graduate students. He has attended several seminars/workshops offered by the Center for Teaching Excellence. Dr. Zhang is viewed as a very effective teacher by his students. Dr. Zhang works in the general area of thin films. In particular, his major impact has been in the areas of mechanical effects of nanotwins and radiation tolerance of multilayers. Dr. Zhang’s research is supported by NSF, DOE and the U.S. Army Research Office. Dr. Zhang is a recipient of the prestigious NSF CAREER Award. His peers view Dr. Zhang as the authority on the study of mechanical effects of nanotwins. Dr. Zhang is the chair of The Minerals, Metals, and Materials Society Technical Committee on Chemistry and Physics of Materials.

Dr. Jun Zou
Electrical and Computer Engineering

Dr. Jun Zou received a Ph.D. (Electrical and Computer Engineering) from the University of Illinois at Urbana-Champaign (UIUC) in 2002. He joined the Texas A&M Electrical and Computer Engineering Department faculty as a tenure track assistant professor in August 2004. Prior to joining Texas A&M, he was a post-doctoral fellow at UIUC. Dr. Zou has taught courses in the areas of Electric Circuits, Electrical Properties of Materials and Micro-Electromechanical Systems (MEMS). Dr. Zou is credited with developing a graduate level course in MEMS. He is also credited with teaching a sophomore and a junior level required course that is very demanding. Dr. Zou has made use of the Center for Teaching Excellence resources to become an effective classroom teacher. Dr. Zou has developed MEMS devices to aid in early detection of esophageal cancer. His research is supported by NIH through Washington University. Dr. Zou is well published and is a recipient of three patents. One of Dr. Zou’s papers won the “First-Place Best Poster Award” in the Institute of Electrical and Electronics Engineers (IEEE) Sensor Conference (2008). Dr. Zou was awarded the “Distinguished Paper Award” at the 2010 Digestive Disease Week, a leading medical conference in digestive diseases. One of the papers co-authored by Dr. Zou in the IOP Journal of Micromechanics and Microengineering (JMM) was given a rare distinction of being named the feature article which would place it in the top 1% of all papers published in that journal during that year. Dr. Zou has served on several program committees of IEEE conferences on sensors.

COLLEGE OF GEOSCIENCES

Dr. Sarah Brooks
Atmospheric Sciences

Dr. Sarah Brooks earned her Ph.D. (Atmospheric Chemistry and Climatology) from the University of Colorado in 2002 and joined the Texas A&M atmospheric sciences department in 2005. Her research in atmospheric chemistry focuses on the complex and changing composition of atmospheric aerosols and their role in cloud formation. Dr. Brooks has taught a diverse range of courses, from freshman-level undergraduate classes to graduate seminars in a number of geosciences-related fields. She also created a much-needed course in laboratory methods, giving many students their first exposure to active field research and bridging the gap between the textbook and the real world. Dr. Brooks has also incorporated student participation into her personal research. She has mentored 11 undergraduate students, many of whom have been co-authors in resulting research publications and six graduate students, three of whom she is currently funding. Her area of research is currently one of the least
understood in atmospheric sciences, although it has application in a number of fields, including air quality and climate forecasts. The significance of Dr. Brooks’ research is reflected in her excellent funding record, with $2 million awarded from outside sources in five years, including the prestigious NSF CAREER Award and the Presidential Early Career Award in Science and Engineering. Her funding also reflects an unusually impressive array of sources for such a young researcher. She has received funding from NSF, NOAA, UCAR, USDA, EPA and DOE. Several of these are unusual sources for an atmospheric scientist and reflect her applied-research contributions in areas such as cattle-feed lots, frozen-food technology and regional air quality. As for service, Dr. Brooks’ record extends well beyond committee memberships and into the broader scientific community. Notably, she has recruited and mentored a large number of students from underrepresented groups within the atmospheric sciences, often actively recruiting from minority-serving institutions. Dr. Brooks will also soon host an El Salvadorian Fulbright Scholar with the goal of initiating a reliable air-quality monitoring program in San Salvador when the researcher returns to his home country.

Dr. Christopher Houser  Geography  Assistant Professor  09/01/11

Dr. Christopher Houser received his Ph.D. (Geography) from the University of Scarborough in June 2004. He joined the faculty of the Department of Geography at Texas A&M in 2007. His specialty is coastal morphology. In the short time that he has been in the College of Geosciences, he has made a significant impact in teaching, research and mentoring. In the classroom, Dr. Houser’s assignments deftly blend content in geography with techniques for collecting and analyzing geographic data. He consistently receives the highest teaching scores, sometimes by a wide measure, among all assistant professors in geography. Furthermore, he engages both graduate and undergraduate students in a wide variety of field courses to provide a high-impact learning experience for students. Last year, he secured a major NSF Research Experience for Undergraduates site award, which gives undergraduates the opportunity to investigate a cloud-forest watershed in Costa Rica, using the Texas A&M Soltis Center as a base. The program involves Texas A&M faculty from four departments in three colleges, which spotlights Dr. Houser’s collegiality and ability to work across disciplines. In the area of research, Dr. Houser is establishing a reputation for originality, depth and breadth. His reviewers especially commended him for being one of the few coastal geomorphologists to make fundamental contributions at small and large spatial and temporal scales. As the moderator for the worldwide geomorphology listserv, Dr. Houser facilitates information among the international community. One reviewer noted, his service as moderator has made him a household name among the global geomorphology community. At the college level, Dr. Houser has established a reputation as the “go-to” faculty member for initiatives that help recruit, mentor and provide high-impact experiences for students. He is, for example, the lead professor in GeoX, a weeklong summer program that will bring minority high school students to campus to expose them to the spectrum of geosciences. His ability to recruit other professors, organize field trips and speakers and work with the recruitment director to ensure the program’s success demonstrates the respect and confidence that both administrators and faculty members have for him.

Dr. Mark Lemmon  Atmospheric Sciences  Associate Professor  09/01/11

Dr. Mark Lemmon received a Ph.D. (Planetary Sciences) from the University of Arizona in 1994 and joined the College of Geosciences as an associate research scientist 2002. He was promoted to tenure-track faculty in 2005 as an associate professor. His specialty is planetary weather and atmospheric conditions, specifically on Mars and Titan. He is also renowned for designing the latest instruments and data processing for planetary exploration. Specifically, he participated in or led the teams that
COLLEGE OF GEO SCIENCES (Continued)

developed the Mars Exploration Rover and the Surface Stereo Imager, the “eyes” for the Phoenix Mars Lander that beamed back to Earth images that proved water existed on the red planet. Because of his high visibility in participating on NASA missions and his work in developing instrumentation for JPL, Dr. Lemmon is one of those professors whose experience provides Texas A&M students a learning opportunity unmatched at most other universities. Dr. Lemmon has integrated his interplanetary research and instrumentation expertise into undergraduate course curricula, and he relishes teaching large, introductory classes such as Introduction to Atmospheric Science. “Every day,” he writes, “I present something I find exciting and use it to grab their [students] attention or at least relate to their experiences.” Dr. Lemmon has also directly involved undergraduate students in his research, including one who actively participated in the Phoenix Mars Lander operations. She has now been admitted into the Ph.D. program to study under Dr. Lemmon. As a researcher, Dr. Lemmon’s work has been noted for his “critical scientific contributions to an array of NASA spacecraft missions.” Dr. Lemmon has been awarded approximately $1.5 million in research grants and contracts while at Texas A&M, and has published over 70 papers, 10 of which have appeared in Science and Nature often as the lead story or on the covers. Furthermore, he has received eight awards from NASA, including a rare, individual honor in 2010, the NASA Exceptional Public Service Medal, for his science leadership of the Phoenix Mars Lander instrument. The visibility of Dr. Lemmon’s work has brought substantial repute to his department and college and future efforts promise to generate valuable exposure for the University as a whole.

Dr. Julie Newman  Geology & Geophysics  Assistant Professor  09/01/11

Dr. Julie Newman received her Ph.D. (Geological Sciences) in 1993 from the University of Rochester and came to Texas A&M the same year as a post-doctoral research fellow in the Department of Geology and Geophysics. She began a tenure-track position as assistant professor at Texas A&M in 2005. Although she has made significant contributions in a highly competitive field, Dr. Newman’s real talent may ultimately lie in the classroom. Not only does she relish teaching courses at all levels, she also has taken a lead in her department to develop several new courses. For instance, she designed and taught two writing-within-the-curriculum courses. All faculty members in the department who teach Principles of Geologic Writing now use the curriculum that Dr. Newman devised. Her most recent recognition for teaching was to be named a Center for Teaching Excellence Montague Scholar. A structural geologist, Dr. Newman investigates the strength and behavior of Earth’s crust and mantle at plate boundaries. She distinguishes herself by an ability to integrate field, theoretical and experimental work to discover new information on how materials deform on a variety of scales. She has made significant findings in helping scientists better understand Earth’s physical processes. After reviewing Dr. Newman’s tenure package, Dr. Kate Miller, dean of the College of Geosciences, notes, “As a scientist whose research background is related, I can personally add that her research has strong potential to redirect existing thought on lithospheric deformation.” Her mentoring and service record is equally stellar, and she has received three highly competitive NSF grants. Another component in her portfolio is to organize wildly popular geology field days for local fifth graders, an event attracting up to 400 students and their teachers. As one reviewer notes, “Dr. Newman represents exactly the foundational-type scholar on which any major university stands and succeeds: dedicated to excellence and authority in scholarship, to distinction and creativity in teaching and attentive to building and maintaining the academic community.”
Dr. Kathleen O'Reilly earned her Ph.D. (Geography) from the University of Iowa in 2002 and came to the College of Geosciences as an assistant professor in 2006. Her specialty is in human geography. As a teacher, Dr. O'Reilly has led a large number of undergraduate classes, often with 250 to 350 students in a given semester. She has a history of strong student evaluations, and has a range of courses, including introductory-level and upper-level undergraduate and graduate courses. Classroom observations by peers indicate that Dr. O'Reilly is a highly organized and exceptionally well-prepared instructor who engages students and demands a focused educational environment. As a researcher, Dr. O'Reilly studies the spatial, societal and economic aspects of water resource development and sanitation in South Asia, as well as the political ecology of development NGOs. A peer reviewer characterized Dr. O'Reilly as “one of the five most important, up-and-coming development geographers today.” Her past research, indicating that women’s involvement in water resource NGO projects is largely superficial, even when female participation is an explicit goal, received significant attention and, as a result, Dr. O'Reilly received a $436,000 NSF CAREER Award to continue her study. Receiving a CAREER award is a formidable accomplishment for any researcher, but especially for one in the social sciences, including human geography. Through the award, Dr. O'Reilly will extend the educational impact of her research to her students, supporting four graduate students and establishing a graduate course focusing on the political ecology of water resources in the global south. In addition to teaching and research, Dr. O'Reilly has a “consistent and stellar” history of service involvement with the University, according to her peers. She has served on faculty search committees and is an active member of the department's Undergraduate Curriculum and Instruction Committee. Dr. O'Reilly also contributes as the geography department’s representative to the Glasscock Center for Humanities Advisory Board and has served as a mentor for gay students and with the Aggie Allies service organization.

Dr. Steven Quiring earned his Ph.D. (Geography) from the University of Delaware in 2005. He joined the faculty of the Department of Geography at Texas A&M University as an assistant professor that same year. In 2006, he also joined the faculty of the interdisciplinary graduate-level Water Management and Hydrological Sciences program. Dr. Quiring is known among his colleagues for his extraordinary energy and enthusiasm for teaching. His mentoring skills are evidenced by having graduated one Ph.D. and two master's students. He is currently mentoring four doctoral students and one master's student. Dr. Quiring's commitment to enhancing undergraduate student experiences prompted him to organize a spring-break study trip for undergraduates to the Texas A&M Soltis Center in Costa Rica. This summer he and a colleague will return to the Soltis Center for a longer period as part of an NSF Research Experience for Undergraduates (REU) grant. Dr. Quiring's dedication to students has been rewarded by a Teaching Excellence Award and recognition as a Center for Teaching Excellence Montague Scholar. A geographer focusing on hydroclimatology, Dr. Quiring studies how the climate system causes time and space variations in the hydrologic cycle. His specific research interests are in drought processes and prediction. He develops, tests, and compares methods and tools for monitoring and modeling hydroclimatic conditions in order to more objectively quantify drought onset and drought severity. His long-term goals are to be able to both understand what causes drought and find ways to better forecast seasonal droughts. Since coming to Texas A&M, he has developed expertise in forecasting hurricane impacts on electric power systems. Working with Texas A&M faculty in civil
COLLEGE OF GEOSCIENCES (Continued)

engineering, Dr. Quiring and his colleagues have developed systems that can predict the number of power outages and customers affected before a hurricane makes landfall. His work is a valuable tool for corporate and government decision-makers that contributes directly to the well-being of Texans. A colleague notes that Dr. Quiring is “among the top handful of climatologists” in his generation. Another adds that he is establishing a national reputation for his drought research. He brings his research interests into the classroom to demonstrate how basic research can translate to improving real-world problems.

Dr. Shari Yvon-Lewis Oceanography Assistant Professor 09/01/11

Dr. Shari Yvon-Lewis received her Ph.D. (Marine and Atmospheric Chemistry) from the University of Miami in 1994 and came to Texas A&M in 2004. Dr. Yvon-Lewis is a chemical oceanographer whose work is directed toward detecting changes in ocean and atmospheric circulation and how changes in climate affect ocean processes. She has taught multiple undergraduate courses and has been active in creating courses that help students achieve university requirements. She regularly teaches a one-credit course in climate change and the introductory oceanography course and has revised an upper-division course in chemical oceanography to meet to help environmental studies students fulfill the university’s writing-skill requirements. Dr. Yvon-Lewis has merited strong student evaluations in courses that reach students from across majors. As her department chair says, “She takes good care of her students.” She has also included her two Ph.D. students on several international research cruises and as co-authors in publications. Her research has garnered more than $645,000 in funding from NSF and NOAA, and she has been the lead or co-author for seven publications in prestigious journals, including Science. Dr. Yvon-Lewis had to develop complex technical equipment before conducting research and has spent 187 days at sea in the past six years. The extensive amount of data collected by Dr. Yvon-Lewis indicates the capacity to publish over the coming years and enhance her status as an international leader in her scientific field. Dr. Yvon-Lewis’ strong reputation in the academic community was demonstrated when she was included as an invited author in the 2006 World Meteorological Organization international assessment of stratospheric ozone depletion, prepared for the Montreal Protocol (the international agreement to reduce anthropogenic ozone-depleting substances). Dr. Yvon-Lewis has balanced these commitments with additional service for the University, as a member the Environmental Faculty, College of Geosciences and chair of the Graduate Recruiting/Academic Advisory Committee in Oceanography.

COLLEGE OF LIBERAL ARTS

Dr. Sheela Athreya Anthropology Assistant Professor 09/01/11

Dr. Sheela Athreya received her Ph.D. (Anthropology) in 2003 from Washington University in St. Louis. She received her M.A. from the University of Pennsylvania in 1996. She came to Texas A&M University in 2003 as a Visiting Assistant Professor of Anthropology, and then joined the Department in 2004 as an Assistant Professor. Dr. Athreya teaches undergraduate and graduate courses in physical anthropology, biological anthropology, human evolution, and human variation. She currently chairs five doctoral committees, is a member of six others, and frequently advises independent study courses or honors theses for undergraduate students. Many of these students have gone on to other prestigious graduate programs. Her courses reflect her passionate interest in evolution and challenge students to think critically about what they understand “race” to be as she instructs them in the “continuum of human biological variation.” Dr. Athreya’s research interests include human evolution in the Middle
and Late Pleistocene, and the origin of modern humans in Eurasia. She also works on quantitative morphometrics of the skull and modern human cranial variation. Dr. Athreya received National Geographic and National Science Foundation grant awards in 2006, and a National Science Foundation High Risk Research grant in 2009 for her fieldwork in the Lower Narmada Valley in Gujarat, western India. She has given invited lectures on her research in India and South Africa as well as at U.S. universities and other departments at Texas A&M.

Dr. Heidi A. Campbell  Communication  Assistant Professor  09/01/11

Dr. Heidi A. Campbell earned her Ph.D. (Philosophy) in 2002 from the University of Edinburgh. She joined the Department of Communication at Texas A&M University as an assistant professor in 2005. She teaches courses in Digital and Global Media, Popular Culture and Religious Communication. She participated in the College of Liberal Arts Summer Institute in Instructional Technology in 2007 and incorporates innovative technologies (wikis, blogs, and group podcasts) into her teaching. She participated in the Wakonse South Conference on College Teaching in 2007 and the College of Liberal Arts Diversity Learning Community in 2010. Dr. Campbell is a leader in the study of religion online and the influence of new media on religious communities, having published two books (most recently, When Religion Meets New Media, Routledge 2010), 13 journal articles, seven book chapters and numerous other articles on these topics. Her work has received grants from the American Academy of Religion and Templeton Foundation. She has been quoted or served as an expert on religion online in over 30 national and international news outlets including the Los Angeles Times, PBS’s Religion & Ethics Newsweekly, Australian ABC radio and the BBC World Service. Dr. Campbell has delivered plenary or keynote addresses at numerous conferences in the United States and abroad. She is on the editorial boards of the International Journal of Internet Ethics and the Journal of Technology and is an active member of the Association of Internet Researchers.

Dr. Suzanne L. Eckert  Anthropology  Assistant Professor  09/01/11

Dr. Suzanne L. Eckert received her Ph.D. (Anthropology) in 2003 from Arizona State University, Tempe. She came to Texas A&M University in 2004 as a Visiting Assistant Professor and then joined the Department of Anthropology in 2005 as an Assistant Professor. She teaches courses in the archeology of North America, gender in archaeology, the archeology of ceramics and others. She has supervised theses and independent projects for undergraduate anthropology majors and was the faculty sponsor for the department’s Society of American Archeology Ethics Bowl Debate Team in 2008 and 2009, guiding the team to first place in the national competition in 2008. Dr. Eckert researches prehistoric cultures in both the Southwestern United States and Western Polynesia, where her research interests include pottery technology and design, economic organization, ethnic identity, religion, and migration. Dr. Eckert runs archaeological projects in both New Mexico and American Samoa; has published peer-reviewed books (most recently Pottery and Practice: The Expression of Identity at Pottery Mound and Hummingbird Pueblo, University of New Mexico Press 2008), journal articles and volume chapters; is the recipient of multiple grants including ones from the National Science Foundation and the Wenner-Gren Foundation; and directs the ceramics laboratory in the Department of Anthropology.
Dr. Katherine Carté Engel received her Ph.D. (History) in 2003 from the University of Wisconsin-Madison. She joined the Texas A&M University faculty in 2004 as an assistant professor of history. She specializes in and teaches early American history and American religious history. In addition to regular course offerings in these topics at the graduate and undergraduate level (including writing intensive and honors sections) she has advised undergraduate honors theses and offered independent study course for students. She has participated in the Fasken Teaching discussions in the college and has added innovations to her teaching with the use of instructional technology. Dr. Engel is particularly interested in teaching her students how to use primary sources and has worked with the Bush Presidential Library to offer them experience with such material. Her research interests include religion and economic life, the relationship between religious and political identity, evangelicalism, and international Protestantism. Her book, Religion and Profit: Moravians in Early America received the Dale W. Brown award for the best book in Pietist and Anabaptist studies. She has received fellowships from the McNeil Center for Early American Studies (2004) and the American Philosophical Society (2009). A highly competitive fellowship from the American Council of Learned Societies (2010) is supporting work her second book, Breaking Ties: International Protestantism in the Age of the American Revolution. Dr. Engel is president of the Pietism Studies Group, an affiliate of the American Society of Church History.

Dr. Lisa Geraci received her Ph.D. (Experimental Psychology) in 2001 from Stony Brook University and conducted post-doctoral research at Washington University from 2001–2005. She joined Texas A&M University as an assistant professor in 2005. She teaches undergraduate courses in introductory psychology, human cognitive processes and graduate courses on memory and consciousness. Dr. Geraci integrates her research findings into her teaching by showing students how they can improve learning and retention by applying major cognitive theories about memory to their own learning activities. In addition to her regularly scheduled classes, Dr. Geraci supervises independent study and lab work for a large number of students, with whom she meets weekly. Her students have been recognized for their research in a variety of ways, including awards at Texas A&M Student Research Week. Dr. Geraci’s research interests include explicit and implicit memory, memory and aging, and metamemory. Dr. Geraci has published numerous journal articles and book chapters that have been cited extensively in the professional literature. She has received research funding from the National Institute on Aging’s Alzheimer’s Disease Research Center and was a recipient of the American Psychological Association’s Dissertation Award in 2001. She has recruited former students for participation in her research on aging and memory. Dr. Geraci is a member of the Faculty Senate and serves on the senate subcommittee on diversity.

Dr. Stefanie Harris received her Ph.D. (Comparative Literature) in 1999 from Emory University. She joined the Department of European and Classical Languages and Cultures at Texas A&M University in 2008, after serving as an assistant professor of German and Comparative Literary Studies at Northwestern University. She teaches courses on 20th and 21st century German literature, film, and German language and culture and has offered a variety of independent study courses. Dr. Harris takes a multi-media approach to teaching, incorporating literary texts, poems, films, videos, non-fiction
essays and newspaper accounts, audio files and photographs with her lecture materials. Her students are required to share ideas through discussion in an on-line forum. Dr. Harris is the author of *Mediating Modernity: German Literature and the “New” Media, 1895-1930* (Penn State University Press, 2009), which examines the response of German and American literary authors to the emerging media of photography, film and sound recording. Dr. Harris’ research focuses on 20th and 21st century German literature and film. Her scholarship engages interdisciplinary approaches to literature and media, aesthetics and politics, literary theory, media theory and film studies. She is author as well of numerous published articles on twentieth-century German literature, photography and film. Dr. Harris is currently working on a book that examines the use of photographic images and allusions to photography in German fiction after World War II.

Dr. Kirsten Pullen  Performance Studies  Assistant Professor  09/01/11

Dr. Kirsten Pullen earned her Ph.D. (Theatre) from the University of Wisconsin in 2001. Before joining the faculty of Texas A&M University in 2008, she taught at the University of Calgary. Dr. Pullen teaches courses in theatre history and intercultural performance and directs main stage productions. In 2008 she received Engaged Teaching and Learning and Investigative Course Grants from Texas A&M University. She incorporates performance of various sorts (sections of plays, historical dance, exercises from political theatre) into her classroom instruction. She offers a number of writing-intensive courses. In the spring of 2009 she directed a site-specific performance of *The Trojan Women* (enacted on the steps of the Williams Administration Building), linking the play and the site to Texas A&M traditions and to the College of Liberal Arts Civil Discourse Initiative. Her area of specialty examines how theatrical, mass media and Internet performance provides models for real-world constructions of self. Her first book, *Actresses and Whores: On Stage and in Society* (Cambridge UP, 2005), demonstrates how some women willingly occupy the whore position to offer alternative narratives of female sexual expression. Her current project, *Like a Natural Woman: Spectacular Female Performance in Classical Hollywood* (Rutgers UP, forthcoming 2012), determines how the embodied nature of performance undermines the assumed conservativism of Naturalism, and the Classical narratives within which it is mobilized. She has published articles on Internet fandom, theatre audiences, and actresses. She currently serves as Director of Graduate Studies for the MA in Performance Studies and is the chair of two award committees of the American Society for Theatre Research.

Dr. Adam R. Seipp  History  Assistant Professor  09/01/11

Dr. Adam R. Seipp earned his Ph.D. (European History) from the University of North Carolina–Chapel Hill in 2005. He joined the faculty at Texas A&M the same year as an Assistant Professor of History. He has received several curriculum development grants and participated in competitive teaching workshops through the Fulbright German Studies Program the U.S. Holocaust Memorial Museum and the Paul Nitze School of Advanced Industrial Studies. Dr. Seipp’s research focuses on the history of war and European society, 20th century Germany, the Holocaust and Europe during the Cold War. He teaches courses in European military history, modern European History, world history, and others, including senior research seminars and writing intensive courses. He is the author of the book *The Ordeal of Peace: Demobilization and the Urban Experience in Britain and Germany, 1917-21* (Ashgate Press, 2009), which examines the responses of urban dwellers and municipal authorities to the challenges of the postwar transition after World War I in Britain and Germany, along with a number of articles and book chapters. He is at work on a new project entitled *1945: A Global History*, under contract to Oxford University Press. His research has been supported by, among others, the
COLLEGE OF LIBERAL ARTS (Continued)

German Historical Institute – Washington, the German Academic Exchange Service (DAAD) and the United States Holocaust Memorial Museum. He is currently serving as a DAAD Research Ambassador, is on the Board of Directors of the Brazos Valley Fulbright Association and the Faculty Advisory Board of the Scowcroft Institute in the Bush School of Government and Public Affairs.

Dr. Zulema Valdez Sociology Assistant Professor 09/01/11

Dr. Zulema Valdez received her Ph.D. (Sociology) from the University of California–Los Angeles in 2002. She joined the Department of Sociology at Texas A&M in 2005 as an assistant professor. She teaches courses in racial and ethnic relations, international migration and grant writing for the social sciences (graduate). In addition to her regular course program, Dr. Valdez supervised five senior theses for students in International Studies and is a member of the committee for numerous Master’s and Ph.D. students. Her research interests include racial and ethnic relations, intersectionality, Latino/a sociology and economic sociology. She examines how social group affiliations (based on race, class, gender, nativity and the like) affect the economic life chances of American workers and entrepreneurs. In a second area of research, she challenges the canon of assimilation theory, and in particular contemporary approaches like segmented assimilation theory, by advancing a new theoretical framework rooted in intersectionality. Her work has been published in The Sociological Quarterly, the Journal of Ethnic and Migration Studies, and Race, Gender & Class: An Interdisciplinary Journal. She is the author of the forthcoming book, The New Entrepreneurs: How Race, Class and Gender Shape American Enterprise (Stanford University Press, March 2011). She is a recent Ford postdoctoral fellow (2008-2009) and is the recipient of grants from the Social Science Research Council, the National Science Foundation and the Ford Foundation, among others. She served on the council of the Latino/a Sociology Section of the American Sociological Association, 2007-10 and as Newsletter Editor, World on the Move. International Migration Section of the American Sociological Association, 2006-9.

Dr. Joan B. Wolf Women's and Gender Studies Assistant Professor 09/01/11

Dr. Joan B. Wolf received her Ph.D. (Political Science) in 1997 from the University of Chicago. She joined Texas A&M University in 2002 as a visiting assistant professor of Political Science and then joined the College of Liberal Arts (in Women’s and Gender Studies) as an assistant professor in 2006. She teaches courses in motherhood and society, families in contemporary America, and introduction to women’s studies. She serves on a number of graduate committees and advised a senior honors thesis for an Aerospace Engineering major. She was recently awarded a SLATE (Student Led Awards of Teaching Excellence) honor for her teaching. Dr. Wolf’s research interests are public discourse and politics, women’s and gender studies, reproduction and motherhood and health and society. She has published two books, Harnessing the Holocaust: The Politics of Memory in France, Stanford University Press (2004) and Is Breast Best? Taking on the Breastfeeding Experts and the New High Stakes of Motherhood, New York University Press (2011). Her latest book was featured in a recent online edition of The Chronicle of Higher Education and has received other attention in the popular press.
Dr. Artem Abanov received his Ph.D. (Physics) from Texas A&M University in 1998. After receiving his Ph.D., he was a postdoctoral fellow at the University of Wisconsin-Madison and at Los Alamos National Laboratory. He joined the Physics faculty at Texas A&M University in 2005 as an assistant professor. Dr. Abanov’s classroom teaching has been in the PHYS 208 course for engineering and physical science majors, which is an important foundation course for these students. In his courses he has implemented innovative teaching methods, using interactive and cooperative learning. He is also an excellent research mentor to postdoctoral fellows, graduate students and undergraduates. His area of specialization is theoretical condensed matter physics and materials science. He has made major contributions in three different areas: high-temperature superconductivity, magnetic materials and a study of interfaces. His research contributes to fundamental science and also has technological applications, such as to new materials and to magnetic memory for information storage. Dr. Abanov’s research is well-funded by the National Science Foundation and the Welch Foundation. He is active in the international physics community, as an organizer of international conferences and as a reviewer of papers submitted to journals and of proposals submitted to funding agencies. He is also an active participant in departmental committees.

Dr. Lewis Bowen received his Ph.D. (Mathematics) in 2002 from the University of Texas in Austin. After an assistant professor appointment at the University of Hawaii, he joined the Department of Mathematics as an assistant professor in 2009. Dr. Bowen’s teaching portfolio is quite strong and includes extensive undergraduate and graduate teaching experience in his former positions at the University of Hawaii, Indiana University and the University of California at Davis. Since coming to Texas A&M, he has taught Math 251 (Engineering Mathematics III) and Math 401 (Advanced Engineering Mathematics), with students’ evaluations praising his teaching effectiveness and recommending him as an instructor. In addition to classroom teaching, Dr. Bowen has also participated in various outreach activities. Last summer, he delivered a splendid presentation to the department’s summer camp for middle school students. While at the University of Indiana, he also mentored undergraduates in research projects as part of their NSF Research Experience for Undergraduates (REU) program. He is credited for inventing a new type of entropy theory for actions of free groups leading to important classifications of dynamical systems. His invention has solved a complex problem that has eluded other experts for the past twenty years. His research is supported by an individual investigator grant from the National Science Foundation. He has had several publications appear in top journals including the Annals of Mathematics considered by many mathematicians to be the best mathematics journal in the world. His honors include a recent CAREER grant from the National Science Foundation.

Dr. Alan Dabney received his Ph.D. (Biostatistics) in 2006 from the University of Washington and joined the Department of Statistics at Texas A&M University that same year. Among his many accomplishments, Dr. Dabney developed media resources for teaching statistics concepts through innovative visualization and storytelling. He led the development of a pilot interactive video- and animation-based introductory statistics episode called Stat Crunchers. The episode content included: (i) green-screen video footage of Dabney teaching, supplemented by animated effects, (ii) a Flash-animated cartoon featuring Aggie student characters learning about statistics, and (iii) a very simple
video game. He is now working with Freeman Publishing to develop an entire suite of green-screen video episodes to supplement an introductory statistics course. Dr. Dabney is also planning to create a graphic novel, basically a cartoon storybook, for introductory statistics, as well as a full-featured video game for teaching statistical concepts through interactive simulation. In addition to his partnership with Freeman Publishing, Dr. Dabney was named the 2009-2010 Texas A&M University College of Science Montague-Center for Teaching Excellence Scholar in which funds were used to initiate the development of a set of video "master lectures" for use by graduate student teachers of the STAT 201 introductory statistics course. He was also awarded a grant from Texas A&M to develop a training tool for beginning statistics education using state-of-the-art multimedia technologies in collaboration with the Epic Software Group in The Woodlands, Texas. Dr. Dabney is one of the top researchers in the area of statistical bioinformatics, in particular, the areas of statistical methods for microarrays and proteomics. Dr. Dabney’s research is currently being supported by a two year subcontract from Pacific Northwest Laboratory and he is currently serving as a co-investigator on a five-year grant from the National Institutes of Health.

Dr. Rainer Fries  Physics  Assistant Professor  09/01/11

Dr. Rainer Fries received his Ph.D. (Physics) from the University of Regensburg, Germany, in 2001. After receiving his Ph.D. he was a research associate at Duke University and at the University of Minnesota and for a year he was an assistant professor at the University of Minnesota. He joined the Physics faculty at Texas A&M in 2006 as an assistant professor. While on the faculty at A&M he has held a joint appointment as a Relativistic Heavy Ion Collider (RHIC) Fellow at Brookhaven National Laboratory, and he has spent one semester each year at Brookhaven. Dr. Fries’s classroom teaching has been in the PHYS 218 and 208 course sequence for engineering and physical science majors which are important foundation courses for these students. The quality of his teaching and his use of innovative teaching methods were recognized by his appointment as a Montague-Center for Teaching Excellence Scholar in 2008-09. He is also an excellent research mentor for postdoctoral fellows, graduate students and undergraduates. His area of specialization is theoretical nuclear physics. Dr. Fries is an internationally recognized expert in the theoretical study of strongly interacting matter at high temperatures, as studied in ultra-relativistic heavy ion collisions. His research is well-funded and contributes to a fundamental understanding of matter and its interactions. In 2009 he received a prestigious National Science Foundation CAREER award. He received the International Union of Pure and Applied Physics (IUPAP) Young Scientist Prize in 2007 and a Fellowship from the Japanese Society for the Promotion of Science for 2009-2010. Dr. Fries is active in the international physics community and has served on an international conference organizing committee, as a referee for physics journals and on a Department of Energy review panel. He has been a leader in the Saturday Morning Physics outreach program and has been a presenter and developer of physics demonstrations for the annual Physics Festivals.

Dr. Keith Maggert  Biology  Assistant Professor  09/01/11

Dr. Keith Maggert earned a Ph.D. (Biology) at the University of California San Diego. Dr. Maggert came to the Department of Biology in 2004 as an assistant professor after completing postdoctoral training in molecular genetics with Dr. Kent Golic at the University of Utah at Salt Lake City and at the Stowers Institute for Medical Research in Kansas City, Missouri. Dr. Maggert’s classroom teaching is focused on undergraduates. For five semesters over the last four years he has been responsible for Biology 213: Cell and Molecular Biology, a required sophomore-level course for all Biology majors. He has incorporated a variety of learning activities that engage the students. Every
semester more than 90% of the students have rated him as the best instructor they have had at Texas A&M. Dr. Maggert has also mentored 12 undergraduates in conducting original research in his lab. Two of these have gone on to graduate school, two to medical school and one to dental school. He advises four Ph.D. students and graduated his first in June 2010. He has served as a member of the graduate advisory committees of 12 Ph.D. and three M.S. students in Biology, Biochemistry and Biophysics, Genetics, Agricultural Education and Nuclear Engineering. Dr. Maggert’s research is aimed toward understanding the role of chromosomal architecture in gene expression, which is an emerging field that holds great promise for exposing new mechanisms of gene regulation. Such studies are not only of interest in their own right, but they also are expected to provide information essential for a comprehensive understanding of genetic diseases and for developing methods to cure them through gene manipulation. Dr. Maggert has published three articles solely from his own lab, all in highly respected journals. They have been praised for the high quality of the research both in imagination and thoroughness and its strong impact on his field. He collaborated on research projects with experimentalists in other laboratories that resulted in two additional papers, also recognized as significant. Dr. Maggert’s service to the university, the department and the field of biology has been of high value. Particularly notable is his participation on the university’s Council of Principal Investigators from 2005 to 2009. He also served on the university level Association of Former Students awards committee. He is an ATM mentor and has been a Regents Scholar mentor.

Dr. Dong Hee Son Chemistry Assistant Professor 09/01/11

Dr. Son obtained his Ph.D. (Chemistry) in 2002 from the University of Texas at Austin and joined the Chemistry Department at Texas A&M University in the fall of 2005. He has been involved throughout his tenure with both graduate and undergraduate students associated with research courses Chemistry 491 and Chemistry 691. Most recently, Dr. Son taught a section of Freshman Chemistry 101 with positive student evaluations. He has recruited six students into his research group since his arrival and several of these students have received departmental awards in the past year. His area of specialization is dynamic structure-property relationship in nanoscale inorganic materials. Dr. Son has diligently worked on the redevelopment of the undergraduate physical chemistry laboratory curriculum. He designed a superb 3-week long experimental module on the Photophysical Properties of Nanocrystals. Dr. Son has been active in seeking research funding with excellent results (National Science Foundation and The Welch Foundation). Dr. Son has excellent research productivity, having published more than 10 papers at Texas A&M, all of which appeared in top journals. Dr. Son has pioneered a new area in physical chemistry and established a strong set of investigations. He has made a number of contributions to the department, university, and the broader scientific community by serving on several graduate and undergraduate committees. Dr. Son is also involved in the recruitment of chemistry graduate students, including reviews of application files, and recruitment trips to undergraduate institutions.

Dr. Matthew Young Mathematics Assistant Professor 09/01/11

Dr. Matthew Young received his Ph.D. (Mathematics) in 2004 from Rutgers University. After a National Science Foundation postdoctoral appointment at Stanford University, he joined the Department of Mathematics as an assistant professor in 2007. Dr. Young has taught mathematics courses at a variety of levels, including undergraduate courses in calculus, differential equations, linear algebra, abstract algebra, set theory and cryptography; and graduate classes in number theory and modular forms. His teaching evaluations at Texas A&M give him high praise as an effective teacher. Dr. Young has also participated in the department’s outreach programs by giving public lectures on
COLLEGE OF SCIENCE (Continued)

cryptography and information security to the middle school summer math camps and to the Mathematics mini-fair as part of Math Awareness Month (in April). His research expertise is in analytic number theory and he has done significant work toward the solution of the Riemann Hypothesis, one of the most famous unsolved problems in all of Mathematics (dating back to 1859). His research program is currently supported by an individual investigator grant from the National Science Foundation. His record of publication clearly indicates the high quality and impact of his research and includes an extensive article in the *Annals of Mathematics*, considered by many mathematicians to be the best mathematics journal in the world.

COLLEGE OF VETERINARY MEDICINE & BIOMEDICAL SCIENCES

Dr. Joe Arosh  Veterinary Integrative Biosciences  Assistant Professor  09/01/11

Dr. Joe Arosh received his B.V.Sc. (Veterinary Medicine and Veterinary Sciences; D.V.M. equivalent) in 1995 and M.Sc. (Veterinary Obstetrics and Gynecology) in 1997 from Madras Veterinary College, India. He received his Ph.D. (Reproductive Physiology) in 2003 from Laval University, Quebec, Canada, and joined the faculty of the Department of Veterinary Integrative Biosciences at Texas A&M University in 2004. His mentoring of students in the lab aligns significantly with his philosophy of engaging student learning through research. Dr. Arosh also brings his research experience and enthusiasm to the classroom, where he teaches neuroendocrinology to graduate and undergraduate students, the latter preparing for medical school. Dr. Arosh studies the hormonal and non-hormonal signaling molecules that govern the function of the female reproductive system, especially prostaglandins. Prostaglandins are molecules that help regulate ovulation, fertilization, pregnancy and parturition. However, they also play pathological roles in most inflammatory diseases and cancers. Prostaglandins gained importance in medicine when it was discovered in 1971 that aspirin reduces pain, inflammation and fever by inhibiting prostaglandin synthesis. One of Dr. Arosh’s two major interests is to understand how two prostaglandins, PGF2α and PGE2, function in the establishment of pregnancy, with the goal of improving fertility in agriculturally important animals such as cattle, sheep and goats. His other interest is to understand the actions of PGE2 in endometriosis, a medical condition in women in which the endometrial cells that line the uterus escape and grow outside it, causing pain and infertility. He has obtained highly competitive research funding from the U.S. Department of Agriculture. One of Dr. Arosh’s accomplishments is a new strategy for the treatment of endometriosis, which is described in his 2010 United States Patent Application 20100249125 (Publication #WO/2010/117639). Dr. Arosh also has an excellent publication record in peer-reviewed journals in his field, and several of his graduate and undergraduate students have co-authored the papers. Dr. Arosh was appointed in February 2010 as a Faculty Member of the Faculty of 1000 (Medicine category) in the Diabetes & Endocrinology section. The Faculty of 1000 provides post-publication peer review of research papers to the scientific community at large.

Dr. Christine Budke  Veterinary Integrative Biosciences  Assistant Professor  09/01/11

Dr. Christine Budke obtained her D.V.M. degree from Purdue University in 2001 and Ph.D. (Epidemiology) from the University of Basel in 2004. She is also a member of the Royal College of Veterinary Surgeons. She joined the faculty of the Department of Veterinary Integrative Biosciences at Texas A&M University in July of 2005. Dr. Budke is a researcher and teacher of epidemiology and veterinary public health. Epidemiology is the study of the causes, distribution and control of diseases in populations, while veterinary public health concerns the well-being of humans through an understanding and application of veterinary science. Dr. Budke studies parasitic diseases that are
transmitted between humans and animals and have global health consequences. Funding for her research has been garnered from the World Health Organization (WHO), the Peruvian National Health Institute and the National Center for Foreign Animal and Zoonotic Disease Defense. She is particularly interested in neglected zoonotic diseases (NZDs), which are endemic in many developing regions of Asia, the Middle East, Central and South America and Africa. Dr. Budke’s research on the monetary and non-monetary burden of two parasitic NZDs, cystic echinococcosis and neurocysticercosis, is providing important evidence for advancement of WHO initiatives. As an example, she published the first burden of disease estimates for cystic echinococcosis on both a community and global level, which provided hard evidence for the first time that cystic echinococcosis has a substantial global health and economic impact. Dr. Budke publishes her research in highly respected journals in her field. She brings new knowledge back to veterinary students who take her public health course as a requirement of the curriculum and to Ph.D. students who take a new course she designed on international veterinary epidemiology and public health. Dr. Budke is an outstanding example of the highly dedicated teacher-scholars who comprise the faculty of Texas A&M University. Furthermore, even at this early stage of her career, Dr. Budke holds important service roles. She is an associate editor for the journal *PLoS Neglected Tropical Diseases* and acts as a resource advisor for the World Health Organization’s Foodborne Disease Burden Epidemiology Reference Group (FERG).

Dr. Charles Love Small Animal Clinical Sciences Associate Professor 09/01/11

Dr. Charles Love obtained his D.V.M. from the University of Missouri-Columbia in 1984 and his Ph.D. (Comparative Medical Sciences) from the University of Pennsylvania in 1995. He joined the Department of Large Animal Clinical Sciences at Texas A&M University in 1998, specializing in Theriogenology, the study of veterinary reproduction. In 1992, he became a Diplomate of the American College of Theriogenologists. Dr. Love uses his expertise in the clinical setting to teach veterinary students, as well. His methodic and patient teaching techniques allow his students to excel in an environment free of fear and anxiety. In addition to learning valuable facts and their application to the field, Dr. Love’s students also learn a host of critical-thinking skills and problem-solving education processes. As an international expert in stallion fertility, Dr. Love is an integral part of one of the premier research and clinical teams in this country dedicated to equine reproduction. The translational nature of his research is best exemplified by his work on the sperm chromatin structure assay and acrosome responsiveness assay—both important new tests for stallion fertility. After developing these cutting-edge new tests, Dr. Love delivered a series of continuing education seminars to veterinary practitioners on the clinical application of these tests. Today, these innovations are routinely used worldwide within the equine breeding industry.

Dr. Terje Raudsepp Veterinary Integrative Assistant Professor 09/01/11

Biosciences

Dr. Terje Raudsepp obtained her Ph.D. (Molecular Genetics) from the Swedish University of Agricultural Sciences in 1999 and joined the faculty of Department of Veterinary Integrative Biosciences at Texas A&M University in 2005. In addition to being a world-renowned researcher, Dr. Raudsepp also excels as a teacher, allowing students in her classrooms the opportunity to have first-hand experiences with leading edge scientific discoveries. She integrates teaching, research and service in her teaching philosophy, which focuses on maximizing student learning through her direct experience as a bench scientist. In recognition of her ability to merge research and teaching for the enhancement of undergraduate education, Dr. Raudsepp received the 2010 Montague Center for Teaching Excellence Scholar award. Her area of specialization is genome analysis, which includes
determining the DNA sequence of organisms, the location and order of genes on the chromosomes and how the genes function in a network and in cells and tissues. Genome analyses are becoming increasingly important for the development of better diagnosis and treatment of animal disease and management of animal populations. Dr. Rausepp is internationally renowned for her work on mapping and sequencing the equine genome and has published very extensively in top-quality peer-reviewed scientific journals. Her work on the structure of horse sex chromosomes is a major advance over rodent studies in advancing our understanding of mammalian sex chromosome organization and function. She is considered by knowledgeable researchers to be among the top five researchers in the world in animal cytogenetics, the branch of genetics that concerns the number and physical structure of the chromosomes in a species. In both a research and service role, Dr. Raudsepp established the first program in the world on genome mapping of the alpaca. Additionally, Dr. Raudsepp has developed innovative whole-genome analytical tools necessary for the next generation of scientists to use for new discoveries in mapping specific mammalian genomes. Furthermore, she operates the only clinical chromosome analysis service laboratory in North America for domestic animals and has provided diagnostic cytogenetics services both to faculty in the College of Veterinary Medicine & Biomedical Sciences and to clients around the world.

Dr. Debra L. Zoran Small Animal Clinical Sciences Associate Professor 09/01/11

Dr. Debra L. Zoran received her Doctor of Veterinary Medicine degree from Iowa State University in 1990, an MS degree (Clinical Sciences) from the same institution in 1992 and a Ph.D. (Nutrition) from Texas A&M University in 1997. She completed a residency in small animal medicine at Iowa State and was awarded diplomat status in the American College of Veterinary Internal Medicine in 1993. Dr. Zoran is an Associate Professor in the Department of Small Animal Clinical Sciences, where she was employed as a Clinical Assistant Professor in 1996. Dr. Zoran provides over 40 lectures yearly in the veterinary curriculum (years 1, 2, and 3); she teaches senior (year 4) students on clinical rotations for 24 weeks per year—a fulltime commitment to patient care and teaching both by the instructor and the students. Her teaching evaluations are excellent. Dr. Zoran was selected by the graduating class of 2002 to participate in the stage party at graduation, arguably the top honor that a veterinary class can award. She was a candidate for the Montague Center for Teaching Excellence Scholar Award in 2002 and received the Texas Veterinary Medical Association Teaching Award in 1999. She was named Western Veterinary Conference Educator of the Year (Small Animal) for 2009 for CE presentations to practicing veterinarians; she received the Association of Former Students Teaching Award (College Level) in 2009 and the AFS Distinguished Achievement Award in Teaching (University Level) in 2010. She is an expert in canine and feline internal medicine and in nutritional management. Much of her research and many of her publications relate to clinical nutrition in health and disease in dogs and cats. She is respected by her peers as among the top experts in veterinary obesity, nutrition and GI diseases. She has made worthwhile contributions to her specialty and to veterinary medicine in the areas of obesity, diabetes mellitus, and feline medicine and she has “led a movement of intellectual change in the area of feline nutrition.” Dr. Zoran has been recognized twice with Clinical Service Awards (1999, 2005) by the Veterinary Medical Teaching Hospital. She has advised graduate students (10) in nutrition and clinical medicine, residents (6) in internal medicine, and interns (12) in VSCS. Dr. Zoran’s publications are numerous, including over 40 book chapters and many proceedings papers (> 200 presentations). Her works serve as references and resources for our students and for practicing veterinarians.
Mr. Rustin A. Kimball received his Master of Science Degree (Geology) from the University of Texas at Arlington in 1999 and his Master of Library and Information Science from the University of North Texas in 2003. He joined Texas A&M University Libraries in 2005 as the Geosciences Librarian and has strongly emphasized outreach to his departments. His research interests mirror his degree specialization and numerous facets of geoscience librarianship. Mr. Kimball has proven an effective leader in teaching and librarianship by directly interacting with library users in activities such as reference consultations, classroom instruction sessions and developing new technological applications that enable users to discover and manage information independently. Mr. Kimball’s early geology research resulted in journal articles that were the first publications produced about the Carboniferous age strata in Wise County, Texas since 1932. Consequently, they contain modern standard field geology documentation and thorough mapping not present in the original 1917 and 1932 Bureau of Texas Economic Geology publications. These publications correct several key errors, reconcile contradictions between old reports and include Mr. Kimball’s formal naming of two limestone strata. They tie the Carboniferous age strata in Wise County in the Trinity River Valley to the same age strata in the Brazos River Valley and add to the geology community’s larger picture of the geology of Texas. His research in geoscience librarianship includes the comparison of different vendor’s platforms of the geology database, GeoRef, as well as similar comparisons of platforms of the petroleum engineering database, Petroleum Abstracts. These articles have given valuable new information to academic libraries that will allow them to make far better informed purchase decisions concerning these databases. Mr. Kimball authored the first publication to compare electronic book usage and print book usage of equivalent titles in the physical sciences. This article has been cited in a European publication and has become one of 2010’s top ten most downloaded articles for the library journal in which it appeared. Mr. Kimball has recently served as President of the Geoscience Information Society (GSIS), among other GSIS positions and is currently on the Editorial Board of the journal Science & Technology Libraries, a reviewer of the geology section of Research College Libraries and a peer reviewer for the journals Collection Management and Science & Technology Libraries.

Ms. Ana G. Ugaz received her master’s degree (Library and Information Science) in 1999 from Dominican University, River Forest, Illinois. In 2004 she joined Texas A&M University Libraries as an Assistant Professor at the Medical Sciences Library. Her area of specialization is collection development for veterinary and human medicine, with emphasis on collection assessment and management of electronic resources. Her teaching and librarianship responsibilities, Ms. Ugaz created innovative approaches to develop the library's marketing and promotion of information and resources; participated in the implementation of a new customer service program for the libraries and provides research support to the faculty and students in the Large Animal Clinic. Her research included methodologies for creating core journal lists, most notably the application of a decision matrix to arrive at a core list of veterinary journals that will serve as a benchmark for assessing basic veterinary collections. She investigated subject area bias inherent in certain journal evaluation criteria to validate the use of multiple criteria for the development of core lists. As libraries continue the shift from print to electronic resources, Ms. Ugaz believes assessment, management and maintaining consistent remote access to electronic resources are vital library functions which ensure users not only have access to the best resources but are able to gather information more efficiently. Her study of library initiatives related to managing user access problems provided new staffing models and helped identify core
competencies necessary for responding to electronic resource problems. She conducted research documenting the shift in user preference from print medical reference books to their e-book equivalents which received a Research Award from the South Central Chapter of the Medical Library Association. In 2007, she earned membership in the Academy of Health Information Professionals, a peer-reviewed professional development and career recognition credentialing program of the Medical Library Association, and in 2009, she earned Senior Member status.

TEXAS A&M-GALVESTON CAMPUS

Dr. Leon Luxemburg    General Academics    Assistant Professor    09/01/11

Dr. Leon Luxemburg obtained his Ph.D. (Electrical Engineering) from Texas A&M University in 1987 and joined the faculty of Texas A&M at Galveston in 1989 as a part time instructor and in 2005 as a full time faculty. Dr. Luxemburg has been involved in teaching projects outside the University as well. He is using his expertise in engineering to show students applications of mathematics in the real world. He has revised statistics courses to reflect modern calculations and concepts, and focuses his teaching on how math plays a role in technology and other areas of our society. Dr. Luxemburg has been awarded a "Druzhba" medal for his role in translating from Russian for the Texas A&M University at Galveston in connection with collaboration with Odessa Higher Marine Engineering School. His area of specialization is topology (mathematics). He also has publications in complex analysis, signal processing, artificial neural networks, electronics and control theory. As a faculty at Texas A&M, Dr. Luxemburg has received three federal grants including an NSF grant and two NASA grants (fellowships). He has invented an electronic device for the blind, "Neural Eyes", which was featured several times on TV, radio and newspapers and received a Lion's club award. This device can serve as an educational and navigational tool for the visually impaired. He has also solved several long standing open problems in mathematics. Dr. Luxemburg has served as a Texas A&M University Faculty Senator, he also has organized the first mathematics Olympiad at Texas A&M at Galveston and played a major role in the subsequent one. His service to the University also includes organizing and conducting a mathematics seminar, translating for the faculty and participation in several committees. He is also involved in charitable projects outside the University. He has also received Rainey Scholarship award and various best paper awards.

Dr. John A. Sweetman    Maritime Systems Engineering    Assistant Professor    09/01/11

Dr. John A. (Bert) Sweetman obtained his Ph.D. (Civil and Environmental Engineering) from Stanford University in 2001 with emphasis on Civil-Structural Engineering. He remained at Stanford for his Postdoctoral studies and then joined the Department of Maritime Systems Engineering at Texas A&M Galveston in January of 2003. Prior to beginning his Doctoral studies, he had ten years of industrial experience in Ocean Engineering at Mobil Oil. In the classroom, Dr. Sweetman teaches two relatively theoretical courses and two highly applied courses. The theoretical courses are: "Hydrodynamics of Offshore Structures" and "Offshore Random Processes," both of which enable him to relate his research interests to the classroom. The applied courses form the two-course "Capstone Design" sequence, in which his decade of industry experience and broad understanding of offshore structures are invaluable to his undergraduate engineering students. Dr. Sweetman's area of specialization is random vibration theory, with application to offshore structures and to structural health monitoring. More concretely, his scholarship centers on the response of major engineered structures to irregular loading from winds, waves and currents. His research has been funded primarily by the National Science Foundation and the Texas Institute of Oceanography. Among many other accomplishments,
Dr. Sweetman has expanded the Hermite model of extremes, a statistical transformation widely used in Ocean Engineering, to be applicable to nearly any physical process adequately described by its first four statistical moments. This development has direct application to his work in structural health monitoring for use in quantifying changes in the condition of aging structures. More recently, Dr. Sweetman has been developing new computational methods to predict motions of floating offshore wind turbines subject to large angular motions. These fundamental developments in numerical modeling of structural dynamics will lead to more precise predictions of structural performance, and therefore to safer and less expensive designs.

Dr. Eunjeong Yi General Academics Assistant Professor 09/01/11

Dr. Eunjeong Yi obtained her Ph.D. (Mathematics) in 2003 from University of Houston and joined the GACD at Texas A&M University at Galveston (TAMUG) that same year. Dr. Yi has taught various math classes at different levels, ranging from the very basic math courses to courses for engineering majors. She is an enthusiastic teacher who helps her students both in and out of the classroom. In particular, in the fall of 2008, soon after Ike, she jointly produced and made available lecture notes and numerous video clips online and she provided helpful online tools -- such as "white board" for holding office hours -- to help her students succeed during the very challenging Ike semester. Dr. Yi believes that teaching and research are both integral parts of academic life and she is interested in working on research projects with undergraduate students. As an example, she guided a former student in a research project in math which won the Best in Category award at the TAMUG Research Symposium. Her research interests lie in graph theory/combinatorics, dynamical systems, and expository mathematics. Dr. Yi has been active in research as well as in professional activities. She has been working with collaborators in other institutions on research projects that have many real-life applications. She has been a co-organizer for four regional or international conferences recently and she is currently an organizer for the Math and Sciences Seminar at TAMUG.
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<th>Name/Title/Department</th>
<th>Years of TAMU Tenured, Tenure-Track Service</th>
<th>Semester of Leave</th>
<th>Location and brief description of Leave</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>COLLEGE OF AGRICULTURE AND LIFE SCIENCES</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spencer Behmer Professor Entomology</td>
<td>5.5</td>
<td>Fall 2011</td>
<td>Dr. Behmer will develop new understanding in molecular biology and gene identification in insects by working with colleagues at Max Planck Institute of Chemical Ecology in Jena, Germany. These efforts will inform research on creating transgenic plants that disrupt insect cholesterol metabolism, creating natural insecticide and crop protections.</td>
</tr>
<tr>
<td>Luis Cisneros-Zevallos Professor Horticultural Sciences</td>
<td>6</td>
<td>Spring 2012</td>
<td>Dr. Cisneros-Zevallos will learn new research techniques for drug discovery and biosynthesis of plant secondary metabolites. His research productivity will benefit from work with advanced research groups who have pioneered these new techniques in Murcia and Cartagena, Spain.</td>
</tr>
<tr>
<td>John Crompton Distinguished Professor Recreation, Park &amp; Tourism Sciences</td>
<td>33</td>
<td>FY 2011-2012</td>
<td>Dr. Crompton will focus efforts on completing research and publication of findings related to sustainability of recreation and tourism agencies in Texas. He will engage agency and municipality officials across Texas in 1) development of strategies for RPS agencies to enhance communities’ economic prosperity by evaluating cities’ tax bases, and 2) development of alternative revenues to tax funding, especially pricing policies and procedures that increase sustainable revenue streams.</td>
</tr>
<tr>
<td>Jianbang Gan Professor Ecosystem Science &amp; Management</td>
<td>9</td>
<td>FY 2011-2012</td>
<td>Dr. Gan will collaborate with leading colleagues at Yale University to design institutional mechanisms to 1) improve the efficacy of reducing emissions from deforestation and forest degradation and 2) safeguard the sustainability of forest bioenergy. A formal partnership collaboration between the two faculties will expand the breadth and depth of research in climate change and bioenergy.</td>
</tr>
<tr>
<td>James Gramann Professor Recreation, Park &amp; Tourism Sciences</td>
<td>27</td>
<td>Spring 2012</td>
<td>Dr. Gramann will revise a case-study course on national park policy and conduct research on the social history of national parks, while being hosted by the Smithsonian Institution in Washington D.C. The updated course will benefit students by using actual cases to understand the complexity of national parks. The research on national parks social history will be included in published works and show how social science is applied to real-world problems.</td>
</tr>
<tr>
<td>Dirk Hays Assistant Professor Soil &amp; Crop Sciences</td>
<td>10</td>
<td>Spring 2012</td>
<td>Dr. Hays will work with international colleagues to advance his research efforts in methods to counter the effects of heat stress on wheat and other cereals. His efforts to develop new heat tolerant wheat by optimizing the leaf cuticle (wax) structure will be enhanced by collaboration with fellow scientists of the Bangladesh Agricultural Research Institute where advances in regulating genetic loci in wheat have been investigated.</td>
</tr>
<tr>
<td>Tazim Jamal Assistant Professor Recreation, Park &amp; Tourism Sciences</td>
<td>12</td>
<td>FY 2011-2012</td>
<td>Dr. Jamal will collaborate with tourism research academics in Queensland, Australia to conduct research which focuses on governance issues: multi-stakeholder management of tourism and climate change impacts, for destination sustainability (economic, social, cultural and environmental well-being). The study area includes communities located within and adjacent to key tourism attractions and will inform his related teaching and service activities.</td>
</tr>
<tr>
<td>Carol Looperstra Associate Professor Ecosystem Science &amp; Management</td>
<td>16</td>
<td>Spring 2012</td>
<td>Dr. Looperstra will expand research tools in bioinformatics and next generation high throughput sequencing by working with co-investigators of a USDA project to sequence the genome of the loblolly pine. Her particular role will be to analyze gene expression in response to drought of this economically important pine tree.</td>
</tr>
<tr>
<td>Michael Polyemenis Associate Professor Biochemistry/Biophysics</td>
<td>11</td>
<td>FY 2011-2012</td>
<td>Dr. Polyemenis will serve as a visiting scientist at the DuPont Central Research and Development-Yeast Metabolic Engineering Unit in Wilmington, Delaware. This partnership with industry will inform his research, teaching and service activities in topical efforts such as production of biofuels and many other chemicals produced by microorganisms.</td>
</tr>
<tr>
<td>William Shaw Professor Agricultural Economics</td>
<td>6</td>
<td>FY 2011-2012</td>
<td>Dr. Shaw will be hosted by the Centre for the Study of Choice (CenSoC), University of Technology in Sydney, Australia, to engage members of their faculty who are world experts in modeling individual choice behavior. These modeling techniques are beneficial for public policy decision making and will be utilized by Dr. Shaw to strengthen research and university support of state decision makers.</td>
</tr>
<tr>
<td><strong>COLLEGE OF ARCHITECTURE</strong></td>
<td></td>
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</tr>
<tr>
<td>Sherry Bane Associate Professor Landscape Architecture &amp; Urban Planning</td>
<td>26</td>
<td>Fall 2011</td>
<td>Dr. Bane will work with 2-1-1 Disaster Management Programs nationwide to document development and best practices for data utilization. The resulting publication will highlight her research findings from Hurricane Katrina-Rita and will be used by municipalities and disaster planning agencies to measure unmet needs in real time by location for disaster mitigation/management and to help target high-risk populations and access barriers.</td>
</tr>
<tr>
<td>Name</td>
<td>Title</td>
<td>Semester</td>
<td>Year</td>
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</tr>
<tr>
<td>Frederic Parke</td>
<td>Professor Visualization</td>
<td>Spring</td>
<td>2012</td>
</tr>
<tr>
<td>R. Malatesha Joshi</td>
<td>Professor Teaching, Learning &amp; Culture</td>
<td>Spring</td>
<td>2012</td>
</tr>
<tr>
<td>Buster Pruitt</td>
<td>Professor Health &amp; Kinesiology</td>
<td>Fall</td>
<td>2011</td>
</tr>
<tr>
<td>George Slattery</td>
<td>Professor Teaching, Learning &amp; Culture</td>
<td>Fall</td>
<td>2011</td>
</tr>
<tr>
<td>Dennie Smith</td>
<td>Professor Teaching, Learning &amp; Culture</td>
<td>Spring</td>
<td>2012</td>
</tr>
<tr>
<td>David Cairns</td>
<td>Associate Professor Geography</td>
<td>Fall</td>
<td>2011</td>
</tr>
<tr>
<td>Robert Hetland</td>
<td>Associate Professor Oceanography</td>
<td>Spring</td>
<td>2012</td>
</tr>
<tr>
<td>Courtney Schumacher</td>
<td>Professor Atmospheric Sciences</td>
<td>Fall</td>
<td>2011</td>
</tr>
<tr>
<td>David Wiltischko</td>
<td>Associate Professor Geology &amp; Geophysics</td>
<td>Fall</td>
<td>2011</td>
</tr>
<tr>
<td>Gerianne Alexander-Packard</td>
<td>Assistant Professor Psychology</td>
<td>Spring</td>
<td>2012</td>
</tr>
<tr>
<td>Nandini Bhattacharya</td>
<td>Professor English</td>
<td>Fall</td>
<td>2011</td>
</tr>
<tr>
<td>Julia Blackwelder</td>
<td>Professor History</td>
<td>Fall</td>
<td>2011</td>
</tr>
<tr>
<td>Charles Conrad</td>
<td>Professor Communications</td>
<td>Spring</td>
<td>2012</td>
</tr>
<tr>
<td>Name</td>
<td>Department</td>
<td>Time</td>
<td>Description</td>
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</tr>
<tr>
<td>Susan Egenolf</td>
<td>Associate Professor English</td>
<td>Spring 2012</td>
<td>Dr. Egenolf will complete research and a book manuscript titled “Josiah Wedgwood and the Cultivation of Romantic Taste,” the first book-length study to explore Wedgwood’s methods and products in relation to the literary works of the 18th century. Research of the Wedgwood Archive in England and the Birmingham Museum of Art will inform the text and enhance understanding of how the Industrial Revolution and artistic creation were inherently linked.</td>
</tr>
<tr>
<td>April Hatfield</td>
<td>Associate Professor History</td>
<td>FY 2011-2012</td>
<td>Dr. Hatfield will complete research and a book manuscript titled “Anglo-Spanish Borders on Land and at Sea: the Southwestern Caribbean and Southeastern North America, 1670-1720.” Findings from research of these regions where early modern Spanish and English empires boarded one another, hope to show how behaviors of people in these settings impacted future legal, political, economic and religious affiliations and actions.</td>
</tr>
<tr>
<td>Christopher Menzel</td>
<td>Associate Professor Philosophy &amp; Humanities</td>
<td>FY 2011-2012</td>
<td>Dr. Menzel will complete research and a book manuscript that details and synthesizes his 20 years of research and teaching on a class of logical systems of philosophy as applied to knowledge engineering and intelligent systems. As an invited guest of the Munich Center for Mathematical Philosophy at Ludwig-Maximilian-Universität, one of Germany’s premier research universities, he will collaborate with leading experts in these fields.</td>
</tr>
<tr>
<td>Sarah Misemer</td>
<td>Assistant Professor Hispanic Studies</td>
<td>Spring 2012</td>
<td>Dr. Misemer will complete research and a monograph entitled: “Theatrical Topographies: Spatial Crises in Uruguay, 2000-2010.” Specifically, the work will analyze the notion of place (and therefore its image in landscape) and its relevancy in the world. Particular focus on the review of Uruguayan theater of the past decade where neoliberalism and globalization are the dominant socio-economic discourses in Uruguayan culture.</td>
</tr>
<tr>
<td>Cemalettin Pulak</td>
<td>Associate Professor Anthropology</td>
<td>Fall 2011</td>
<td>Dr. Pulak will continue his leading work on conservation and study of over 20,000 artifacts from the discovered wreckage of the world’s oldest sea-going ship, the Uluburun ship. Working with international collaborators he will prepare for the shipwreck artifacts upcoming exhibitions in Germany, the Metropolitan Museum of Art in New York, and the British Museum in 2013. His participation provides recognition of Texas A&amp;M's leadership in these fields as this work continues to be featured in documentary, feature stories and publications.</td>
</tr>
<tr>
<td>Linda Radzik</td>
<td>Associate Professor Philosophy &amp; Humanities</td>
<td>FY 2011-2012</td>
<td>Dr. Radzik will complete research and a book manuscript on the role bystanders and observers to wrongdoing play in enforcing and promulgating moral norms. She will benefit from research collaboration with world-renowned experts in Kantian moral theory and the study of moral emotions at the University of Tubingen in Germany. The findings will aid her in redesigning her graduate and undergraduate courses which focus on punishment and forgiveness.</td>
</tr>
<tr>
<td>Sally Robinson</td>
<td>Associate Professor English</td>
<td>Fall 2011</td>
<td>Dr. Robinson will complete research and a book manuscript that continues her teaching and research in gender and American studies. This work will focus on an interdisciplinary study of anti-consumerist critique in the late 20th and early 21st centuries.</td>
</tr>
<tr>
<td>Brandon Schmeichel</td>
<td>Associate Professor Psychology</td>
<td>Spring 2012</td>
<td>Dr. Schmeichel will enhance graduate and undergraduate training efforts in Psychology by advancing his understanding and utilization of technologies on emotion regulation. Interaction with pertinent technologies and laboratory advancements with colleagues and industry representatives in Cleveland and Toronto will enhance understanding and help to explore possible funding opportunities.</td>
</tr>
<tr>
<td>Adam Seipp</td>
<td>Assistant Professor History</td>
<td>Spring 2012</td>
<td>Dr. Seipp will conduct research for a book manuscript, “1945: A Global History,” which is under contract with Oxford University Press. This project explores the transition period between the end of Second World War and the early Cold War by examining the end of the war in Europe, Africa, and Asia. Research trips to India and South Africa will further evidence to be used in the publication.</td>
</tr>
<tr>
<td>Robert Shandley</td>
<td>Associate Professor European &amp; Classical Languages &amp; Culture</td>
<td>FY 2011-2012</td>
<td>Dr. Shandley will complete book manuscript and advance expertise related to the contributions of immigrant authors and filmmakers to German culture. The book is an extension of a National Endowment for the Humanities seminar that he conducted with colleagues from Lawrence University.</td>
</tr>
<tr>
<td>Teresa Wilcox</td>
<td>Assistant Professor Psychology</td>
<td>Spring 2012</td>
<td>Dr. Wilcox will collaborate with colleagues at Harvard Medical School to develop standardized procedures for the collection, processing and analysis of optical imaging data in infants and to implement these procedures in her laboratory at Texas A&amp;M. This will improve the quality of the research conducted, increase the number of high impact publications, and enhance funding opportunities. This will also facilitate education and training of undergraduate and graduate students.</td>
</tr>
</tbody>
</table>

**COLLEGE OF SCIENCE**

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
<th>Time</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wolfgang Bangerth</td>
<td>Associate Professor Mathematics</td>
<td>Spring 2012</td>
<td>Dr. Bangerth will collaborate with colleagues to advance expertise and knowledge in the field of inverse problems utilization to infer information non-destructively from indirect measurements. Efforts will focus on developing more efficient and accurate techniques, as well as expand methods to educate the field's future workforce.</td>
</tr>
<tr>
<td>Katrin Becker</td>
<td>Professor Physics</td>
<td>Fall 2011</td>
<td>Dr. Becker will collaborate with colleagues at the School of Natural Sciences of the Institute for Advanced Study (IAS) at Princeton University to perform research on string theory and its applications to fundamental aspects of particle physics and cosmology. As one of the world’s leading physics faculty, exposure to their methods and insights will enhance Dr. Becker's teaching and research activities.</td>
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<tr>
<td>Name</td>
<td>(Type)</td>
<td>Start Date</td>
<td>End Date</td>
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<tr>
<td>Kim Dunbar</td>
<td>Distinguished Professor</td>
<td>Fall 2011</td>
<td></td>
</tr>
<tr>
<td>Bhaskar Dutta</td>
<td>Professor</td>
<td>Fall 2011</td>
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<tr>
<td>David Goodman</td>
<td>Distinguished Professor</td>
<td>FY 2011-2012</td>
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<tr>
<td>David Kerr</td>
<td>Associate Professor</td>
<td>Fall 2011</td>
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<tr>
<td>Thomas Schwempeheh</td>
<td>Professor</td>
<td>Spring 2012</td>
<td></td>
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<tr>
<td><strong>COLLEGE OF ENGINEERING</strong></td>
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<tr>
<td>N.K. Anand</td>
<td>Professor</td>
<td>FY 2011-2012</td>
<td></td>
</tr>
<tr>
<td>Amine Benzerga</td>
<td>Assistant Professor</td>
<td>FY 2011-2012</td>
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</tr>
<tr>
<td>Joseph Bracci</td>
<td>Associate Professor</td>
<td>FY 2011-2012</td>
<td></td>
</tr>
<tr>
<td>Sergiy Butenko</td>
<td>Associate Professor</td>
<td>Spring 2012</td>
<td></td>
</tr>
<tr>
<td>Richard Furuta</td>
<td>Professor</td>
<td>Spring 2012</td>
<td></td>
</tr>
<tr>
<td>David Hyland</td>
<td>Associate Professor</td>
<td>FY 2011-2012</td>
<td></td>
</tr>
<tr>
<td>Arul Jayaraman</td>
<td>Associate Professor</td>
<td>Fall 2011</td>
<td></td>
</tr>
<tr>
<td>Sunil Khatri</td>
<td>Associate Professor</td>
<td>6.5 FY 2011-2012</td>
<td></td>
</tr>
<tr>
<td>Rabinaray Mahapatra</td>
<td>Professor</td>
<td>Fall 2011</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Years</td>
<td>Fiscal Year</td>
<td>Description</td>
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<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Lewis Ntiamo</td>
<td>6</td>
<td>Spring 2012</td>
<td>Dr. Ntiamo will serve as a Visiting Researcher at the University of Milano “Bicocca,” Milan, Italy. In addition to recognition of his expertise, he will also collaborate with colleagues on research focus in stochastic programming models and algorithms for air traffic flow management, which may provide applicable solutions for both US and Europe.</td>
</tr>
<tr>
<td>Dennis O’Neal</td>
<td>27</td>
<td>FY 2011-2012</td>
<td>Dr. O’Neal will collaborate with researchers at Sandia National Laboratories in Albuquerque, New Mexico to assist in developing thermal property and heat transfer data for advanced solar thermal energy systems being developed there.</td>
</tr>
<tr>
<td>Dezhen Song</td>
<td>6</td>
<td>FY 2011-2012</td>
<td>Dr. Song will establish joint research project with two world leading research institutions in China in robotics and real time networks. The collaboration will also leverage the ideal/extreme testing conditions offered by the dense population and large transportation infrastructure in China.</td>
</tr>
<tr>
<td>Bjarne Stroustrup</td>
<td>8</td>
<td>FY 2011-2012</td>
<td>Dr. Stroustrup will collaborate with colleagues at Cambridge University, England and Princeton University to further research and knowledge transfer in areas of their faculty expertise in machine architecture, operating systems, and networking and to establish collaborations in his key research areas (programming languages, tools, and techniques).</td>
</tr>
</tbody>
</table>

**GEORGE BUSH SCHOOL OF GOVERNMENT AND PUBLIC SERVICE**

<table>
<thead>
<tr>
<th>Name</th>
<th>Years</th>
<th>Fiscal Year</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jeffrey Engel</td>
<td>6</td>
<td>Fall 2011</td>
<td>Dr. Engel will spend a semester in resident at Princeton University to complete research for his comprehensive study of the George H. W. Bush administration's diplomacy and foreign affairs policies by reviewing never-before-declassified materials from the Brent Scowcroft Collection. He will complete the manuscript for “When the World Seemed New: American Foreign Policy in the Age of George H. W. Bush” to be published by Houghton Mifflin-Harcourt.</td>
</tr>
</tbody>
</table>

**MAYS BUSINESS SCHOOL**

<table>
<thead>
<tr>
<th>Name</th>
<th>Years</th>
<th>Fiscal Year</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Murray Barrick</td>
<td>5</td>
<td>Fall 2011</td>
<td>Dr. Barrick will collaborate with colleagues from the University of Western Australia Business School to advance his research in &quot;purposeful work behavior.&quot; This interaction with other leading scholars will also enhance course design and improvement of his teaching responsibilities.</td>
</tr>
<tr>
<td>Wendy Boswell</td>
<td>10</td>
<td>Fall 2011</td>
<td>Dr. Boswell will advance current and initiate new research and knowledge transfer including 1) a study linking work-life conflict, job security, and culture among expatriate and rotator employees in Nigeria; 2) research on interpersonal conflict and communication in virtual teams; and 3) a study of how people make sense of mistreatment at work.</td>
</tr>
</tbody>
</table>

**Average Years of Service** | 11.56 |

**58 FDL Candidates**
<table>
<thead>
<tr>
<th>Name</th>
<th>Present Rank Department</th>
<th>Years Teaching Univ. / Other Inst.</th>
<th>Effective Date/Tenure</th>
</tr>
</thead>
<tbody>
<tr>
<td>COLLEGE OF AGRICULTURAL AND ENVIRONMENTAL SCIENCES</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr. Hennen Cummings</td>
<td>Assistant Professor</td>
<td>6</td>
<td>09/01/11</td>
</tr>
<tr>
<td></td>
<td>Environmental and Agricultural Management</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>COLLEGE OF SCIENCE AND TECHNOLOGY</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr. Keith Emmert</td>
<td>Assistant Professor</td>
<td>6</td>
<td>09/01/11</td>
</tr>
<tr>
<td></td>
<td>Mathematics</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>
TARLETON STATE UNIVERSITY
BACKGROUND OF FACULTY
RECOMMENDED FOR ACADEMIC TENURE

COLLEGE OF AGRICULTURAL AND ENVIRONMENTAL SCIENCES

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
<th>Present Rank</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Hennen Cummings</td>
<td>Environmental and Agricultural Management</td>
<td>Assistant Professor</td>
<td>09/01/11</td>
</tr>
</tbody>
</table>

Dr. Hennen Cummings earned a B.S. in Public Health from the University of North Carolina-Chapel Hill in 1989 where he majored in Environmental Science. Dr. Cummings worked for a groundwater consulting firm writing risk assessments for five years. In 1995, he enrolled in the Turfgrass Management Program at North Carolina State University where he earned a B.S. in 1998 with a class rank of number one out of 6,451 students. He continued his studies at NCSU and earned an M.S. and Ph.D. in Crop Science studying Weed Management in Turfgrasses in 2001 and 2004, respectively. In 2004, Dr. Cummings became an assistant professor and the Director of Golf Course Management at Tarleton State University. His publications include two refereed journal articles and ten refereed reviews. Dr. Cummings is a member of various professional societies including the Crop Science Society of America, Golf Course Superintendents Association of America, Texas Turfgrass Association, West Texas Golf Course Superintendents Association, Texas Turfgrass Irrigation Association, Lone Star Irrigation Association, Sport Turf Managers Association and Texas Sports Turf Managers Association. He is active on many university-wide, college and departmental committees as well as the Stephenville Water Conservation Committee.

COLLEGE OF SCIENCE AND TECHNOLOGY

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
<th>Present Rank</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Keith Emmert</td>
<td>Mathematics</td>
<td>Assistant Professor</td>
<td>09/01/11</td>
</tr>
</tbody>
</table>

Dr. Keith Emmert received a B.S. in Applied Mathematics (1996) from Southeastern Louisiana State University, a M.S. in Mathematics (1999) from Louisiana State University and a Ph.D. in Biomathematics (2004) from Texas Tech University. Before coming to Tarleton State University, Dr. Emmert taught as an instructor for one year at Louisiana Tech University. His publications include three refereed journal articles. He has directed five masters theses and five undergraduate research projects. Dr. Emmert is a member of various professional societies, including the Texas Section Project NexT, Mathematical Association of America, and Pi Mu Epsilon. He is active on many university-wide, college and departmental committees.
# FACULTY DEVELOPMENT LEAVE LIST

**FY 2012**

**TARLETON STATE UNIVERSITY**

<table>
<thead>
<tr>
<th>Name/Title/Department</th>
<th>Years of Tarleton State University Tenured, Tenure-Track Service</th>
<th>Semester of Leave</th>
<th>Location and Brief Description of Leave</th>
</tr>
</thead>
</table>
| Carol Key
Associate Professor
Sociology              | 9                                                             | Fall 2011        | Leave will be spent finalizing research in Belize, Central America, where Dr. Key has been gathering information for a longitudinal study for the completion of a book titled “The Social Marine Landscape.” The center of focus for this research consists of two villages, Placencia and Seine Bight located in the southern district of Stann Creek. While the villages are only seven miles apart, each contains a different cultural group who, until recently, pursued different ecological niches. Thus, the book will examine social changes over time and will help facilitate our understanding of development issues such as the effects of assimilation, ethnicity, cultural change, environment, homogenization and democratic practices emerging in the villages due to globalization. Upon returning to the university, presentations will be given through the College of Liberal and Fine Arts, and the book’s manuscript will be submitted for publication. |
# TEXAS A&M INTERNATIONAL UNIVERSITY
## RECOMMENDATIONS FOR TENURE
### TENURE LIST NO. 11-04

<table>
<thead>
<tr>
<th>Name</th>
<th>Present Rank</th>
<th>Years Teaching</th>
<th>Effective Date/Tenure</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A.R. SANCHEZ, JR. SCHOOL OF BUSINESS</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Dr. Andres Rivas-Chavez</td>
<td>Assistant Professor International Banking and Finance Studies</td>
<td>5 2</td>
<td>09/01/11</td>
</tr>
<tr>
<td>Dr. Haibo Wang</td>
<td>Assistant Professor International Business and Technology Studies</td>
<td>5 0</td>
<td>09/01/11</td>
</tr>
<tr>
<td><strong>COLLEGE OF ARTS AND SCIENCES</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr. Yu-Mei Huang</td>
<td>Assistant Professor Fine and Performing Arts</td>
<td>5 0</td>
<td>09/01/11</td>
</tr>
<tr>
<td>Dr. Runchang Lin</td>
<td>Assistant Professor Engineering, Mathematics and Physics</td>
<td>5 0</td>
<td>09/01/11</td>
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<td>Dr. Jose Agustin Martinez-Samos</td>
<td>Assistant Professor Language and Literature</td>
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<td><strong>COLLEGE OF EDUCATION</strong></td>
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<td>Dr. Jennifer Coronado</td>
<td>Assistant Professor Curriculum and Instruction</td>
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A.R. SANCHEZ, JR. SCHOOL OF BUSINESS

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<tr>
<td>Dr. Andres Rivas-Chavez</td>
<td>International Banking and Finance Studies</td>
<td>Assistant Professor</td>
<td>09/01/11</td>
</tr>
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</table>

Dr. Andres Rivas-Chavez is currently an assistant professor without tenure at Texas A&M International University (TAMIU). He joined the faculty in the Division of International Banking and Finance Studies in fall of 2005. Dr. Rivas-Chavez earned his B.S. in Business Administration from the Universidad de Oriente in Anzoategui, Venezuela in 1993, a MBA from Edgewood College in 1997 and a Ph.D. in International Business Administration from the University of Texas-Pan American in 2003. Dr. Rivas-Chavez was a lecturer at the University of Texas at Brownsville from 2002-2004 and a visiting assistant professor at TAMIU for the 2004-2005 academic year. Dr. Rivas-Chavez is an outstanding teacher and mentor. He has been the recipient of the Chancellor’s Teaching Excellence award. Additionally, he was named a Sam Walton Fellow in recognition of his mentoring work with Students in Free Enterprise (SIFE). Dr. Rivas-Chavez has an excellent record of scholarship and is developing a reputation in international finance. Since arriving at TAMIU, he has authored or co-authored four peer-reviewed publications and one book chapter. He also has two manuscripts accepted for publication. Among his many invited addresses and conference presentations, Dr. Rivas-Chavez was invited to be a keynote speaker at the Federal Reserve in Dallas. Dr. Rivas-Chavez is actively involved in college and divisional committees. He is the advisor to SIFE, a student organization that is involved with the local business community. Under his mentorship, SIFE had gained national recognition, winning many regional and national awards.

| Dr. Haibo Wang | International Business and Technology Studies | Assistant Professor | 09/01/11 |

Dr. Haibo Wang is currently an assistant professor without tenure at Texas A&M International University (TAMIU). He joined the faculty in the Division of International Business and Technology Studies in 2005. Dr. Wang earned his B.S. in Biochemical Engineering at South China University of Technology in 1991, as well as M.S. in Chemistry (1996), M.S. in Computer and Information Systems (1997) and a Ph.D. in Business Administration (2004) from the University of Mississippi. Dr. Wang was on the faculty at the Hearin Center for Enterprise Science at the University of Mississippi from 2004 to 2005. Dr. Wang has a reputation of being an exceptional teacher. He has demonstrated an effective teaching style across a broad range of students and topics. In addition, he has developed a very popular and effective study abroad program where he takes students to China to experience, first hand, international business. For his outstanding work with study abroad, Dr. Wang was named the International Faculty of the Year in 2009. Dr. Wang has an outstanding record of scholarship. Since arriving at TAMIU in 2005, he has authored or co-authored 20 peer-reviewed publications. He has an additional 12 manuscripts under review. Dr. Wang has been asked to review manuscripts for a number of journals as well as been asked to serve as program and session chairs at several national and international conferences. Dr. Wang is active in several professional societies, including IEEE and
serves as a board member of the Risk Analysis Council of China. He is also active in many university-wide, college and divisional committees.

COLLEGE OF ARTS AND SCIENCES

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<td>Dr. Yu-Mei Huang</td>
<td>Fine and Performing Arts</td>
<td>Assistant Professor</td>
<td>09/01/11</td>
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Dr. Yu-Mei Huang is currently an assistant professor without tenure at Texas A&M International University (TAMIU). She joined the faculty in the Department of Fine and Performing Arts in the fall of 2005. Dr. Huang earned a Doctor of Music (DMA) in 2005 from the University of Miami. She also holds undergraduate (1999) and Master’s (2002) degrees in music from Florida International University. Dr. Huang has developed a reputation as an outstanding music instructor. She has successfully merged eastern and western pedagogical approaches to teaching music. Dr. Huang also has an excellent record of creative activity. Since arriving at TAMIU, she has been invited to give six solo performances in the United States, Taiwan and China. She is currently the Concert Mistress for the Laredo Philharmonic Orchestra and has performed with them as a soloist. In addition, she has arranged and performed several pieces of music. Dr. Huang has provided educational concerts and workshops for local regional and state-wide music organizations. She is actively involved in university-wide, college and departmental committees.

Dr. Runchang Lin    | Engineering, Mathematics and Physics | Assistant Professor | 09/01/11       |

Dr. Runchang Lin is currently an assistant professor without tenure at Texas A&M International University (TAMIU). He joined the faculty in the Department of Engineering, Mathematics and Physics in fall of 2005. Dr. Lin earned a Ph.D. in applied mathematics in 2005 from Wayne State University. Dr. Lin has developed a reputation as outstanding mathematics teacher and mentor for undergraduate students. Dr. Lin has an outstanding record of scholarship. Since arriving at TAMIU, he has authored or co-authored eight peer-reviewed articles in applied mathematics and has three manuscripts under review. He has been successful in obtaining external grant support for his research and outreach efforts. Dr. Lin was named the College of Arts and Sciences Scholar of the Year in 2010. Dr. Lin is actively involved in college and departmental committees and currently is the departmental undergraduate and graduate advisor. He has been instrumental in TAMIU’s efforts to increase the number of students who chose STEM fields.

Dr. Jose Agustin Martinez-Samos | Language and Literature | Assistant Professor | 09/01/11       |

Dr. Jose Agustin Martinez-Samos is currently an assistant professor without tenure at Texas A&M International University (TAMIU). He joined the faculty in the Department of Language and Literature in the fall of 2005. Dr. Martinez-Samos earned a Ph.D. in Hispanic literature from the University of Texas at Austin in 2004. From 2003-2005, he was an assistant professor of Spanish at
Dr. Jose Agustin Martinez-Samos (cont’d.)

Slippery Rock University. Dr. Martinez-Samos has developed a reputation as an outstanding Spanish teacher and mentor for undergraduate students. He has been recognized by students for his teaching, selecting him twice as a recipient of the Chancellor’s Teaching Excellence award. He has been actively involved in the study abroad program, taking students every summer to Spain to study literature, art and Spanish history. Dr. Martinez-Samos has an excellent record of scholarship. Since arriving at TAMU in 2005, he has authored four peer-reviewed articles, a book chapter and the forward to another book. He has a second book chapter that is due to be published this month. He has multiple conference presentations, both nationally and internationally. Dr. Martinez-Samos is a member of several professional organizations, including the Modern Language Society. He is actively involved in university-wide, college and departmental committees.

COLLEGE OF EDUCATION

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<td>Dr. Jennifer Coronado</td>
<td>Curriculum and Instruction</td>
<td>Assistant Professor</td>
<td>09/01/11</td>
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Dr. Jennifer Coronado is currently an assistant professor without tenure at Texas A&M International University (TAMIU). She joined the faculty in the Department of Curriculum and Instruction in fall of 2005. Dr. Coronado earned her B.S. in Education from Eastern Michigan University in 1992, a MEd from Houston Baptist University in 1996 and a Ph.D. in Teaching and Learning in 2005 from Capella University. Dr. Coronado was an Instructor in Curriculum and Instruction at Texas A&M International University from 1998-2004 and a visiting assistant professor at TAMIU for the 2004-2005 academic year. Dr. Coronado is an outstanding teacher and mentor. She was the recipient of the Chancellor’s Teaching Excellence award in 2010. Dr. Coronado has produced an excellent record of scholarship. Since arriving at TAMIU in 2005, she has authored or co-authored five peer-reviewed articles and has a manuscript accepted for publication. Dr. Coronado has been active in professional societies, presenting her research at multiple conferences, including AERA. In addition, she has been the PI or co-PI on a number of grants. Dr. Coronado has actively participated in university, college and department committees. In 2006, she served as the interim chair of the Department of Teacher Preparation.
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<td>Dr. Melissa Jarrell</td>
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<td>Music</td>
<td>5 4</td>
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<td>Dr. Mary Thornton</td>
<td>Assistant Professor</td>
<td>Music</td>
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Page 1 of 8
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<td>Assistant Professor Computing Sciences</td>
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<td>Dr. Mehrube Mehrubeoglu</td>
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<td>Dr. Cherie A. McCullough</td>
<td>Assistant Professor Life Sciences</td>
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TEXAS A&M UNIVERSITY-CORPUS CHRISTI
BACKGROUND OF FACULTY
RECOMMENDED FOR ACADEMIC TENURE

COLLEGE OF EDUCATION

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<tr>
<td>Dr. Karen McCaleb</td>
<td>Teacher Education</td>
<td>Assistant Professor</td>
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Dr. McCaleb joined the faculty at Texas A&M University-Corpus Christi in the fall of 2007. She received her EdD in Special Education: Severe and Profound Disabilities with a minor in Applied Statistics and Research Methods from the University of Northern Colorado in fall 2003. Prior to coming to A&M-Corpus Christi, she was an assistant professor of Special Education at West Texas A&M University. Dr. McCaleb has redesigned some of the special education courses to better meet the needs of special education students. She has a significant publication and presentation track record. She is a committed educator who continues to visit local schools and programs with low incidence disabilities students and a student-centered instructor who demonstrates a commitment to her students. She has made scholarly contributions, including national and state presentations. She has also reviewed manuscripts for a journal, Current Issues in Education.

| Dr. Corinne Valadez  | Curriculum and Instruction | Assistant Professor  | Upon Approval by the Board      |

Dr. Valadez became a tenure-track faculty member at Texas A&M University-Corpus Christi in the spring of 2006. She defended her Ph.D. in Curriculum and Instruction from Texas A&M University at College Station in the spring of 2006 and graduated in the summer of 2006. She had been a non-tenured visiting professor and lecturer for the College of Education at A&M-Corpus Christi. She returned as a non-tenure track visiting assistant professor in the fall of 2004. She holds several professional certifications that enhance her teaching skills, which focus on literacy and reading. Dr. Valadez received a junior faculty fellowship through the American Association of Hispanics in Higher Education, she is the Membership Chair of Professor of Reading Teacher Educators (PRTE), a Special Interest Group of the International Reading Association (IRA), and served as a member of the IRA’s Reading Professional Standards Committee to rewrite the Standards for Teacher Preparation. She has multiple national, state and local publications and presentations.

| Dr. Manuel Zamarripa | Counseling and Educational Psychology | Assistant Professor  | Upon Approval by the Board      |

Dr. Zamarripa joined the faculty at Texas A&M University-Corpus Christi in the fall of 2008 as an Assistant Professor. He received his Ph.D. in Counseling Psychology with a minor in Educational Psychology from the University of Wisconsin-Madison in summer 2005. Prior to coming to A&M-Corpus Christi, he was an Assistant Professor at the University of Texas at Brownsville (UTB) from 2004-2008 in the Counseling and Guidance Program. While at UTB,
COLLEGE OF EDUCATION (Continued)

Dr. Manuel Zamarripa (cont'd.)

Dr. Zamarripa was a candidate for the University of Texas Chancellor’s Award for Teaching Excellence and recipient of the Exceptional Merit Award for exemplary performance and UT System Chancellor’s Innovations in Education Award. Dr. Zamarripa has made numerous contributions to his field including refereed scholarly contributions in journals, international and national professional meetings and published conference proceedings. He is currently President of the Texas Counselors for Social Justice, a division of the Texas Counseling Association.

COLLEGE OF LIBERAL ARTS

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<td>Dr. Ross Bernhardt</td>
<td>Music</td>
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Dr. Bernhardt received his undergraduate degree from the University of Missouri-Columbia in 1985, his MM in Choral Conducting in 1988 from the University of North Carolina (UNC) at Greensboro and his DMA in Choral Conducting in 1997 from Michigan State University. Prior to joining the A&M-Corpus Christi music faculty in 2008, he served as teaching assistant at UNC and Michigan. He served as director of Choral Activities and Music Department Chair at Lambuth University for 12 years. At A&M-Corpus Christi, Dr. Bernhardt conducts the University Singers, the Camerata Isla and is Artistic Director and Conductor of the Corpus Christi Chorale. He also teaches studio voice for music majors and minors. Dr. Bernhardt is a published composer and continues to perform vocally with the annual Oregon Bach Festival, where he frequently solos. He serves as a member of the departmental scholarship committee and is an active clinician for area high schools. He performs regularly with the Sparkling City Light Opera as a principal cast member and, at times, as conductor of the orchestra.

| Dr. Molly Engelhardt | English | Assistant Professor | Upon Approval by the board |

Dr. Molly Engelhardt received her Ph.D. in English in 2002 from the University of Southern California. Before coming to A&M-Corpus Christi in the fall of 2004, she was an adjunct professor in the English department at the University of Southern California (USC) and a full time instructor in USC’s Honors Writing Program. She is a specialist in Victorian literature and culture, gender and sexuality studies, and dance studies. Dr. Engelhardt’s first book, *Dancing Out of Line: Ballrooms, Ballets, and Mobility in Victorian Fiction and Culture* was published in 2009 by Ohio University Press. She has also published works on Jane Austen, dance manias and medical inquiry in Victorian fiction, the romantic ballerina Marie Taglioni, and American cheerleaders and second-wave feminists in the 1970’s popular press. She is currently working on a new project that explores flower semiotics and female networks in the Victorian knowledge age, which has been partially funded by a research grant from Faculty Teaching Scholarly Creative Activity.
Ms. Amanda Garcia  Art  Assistant Professor  Upon Approval by the Board

In 2004, Amanda Garcia earned her Masters of Fine Arts degree in Graphic Communication from the Savannah College of Art and Design in Savannah Georgia. She earned her Bachelor’s of Environmental Design from Texas A&M University at College Station in 2002. Amanda Garcia has been teaching in the Art Department at Texas A&M University-Corpus Christi since 2004. Since that period of time, she singlehandedly has built a solid Graphic Design program for the Art Department. Ms. Garcia has written all of the course descriptions, curriculum and syllabi for this degree path. Her success in delivering a quality educational experience is apparent in the number of annual Addy Awards her students have won through their design efforts. Ms. Garcia is an award-winning graphic designer who has been recognized for excellence in her field. Her work has been internationally juried and selected for publication in Logo Lounge, Volume 5 and Logo Lounge Master Series. She was also selected by acclaimed artist and scholar, George Bayliss, to design a book of his works.

Dr. Melissa Jarrell  Criminal Justice  Assistant Professor  Upon Approval by the Board

Dr. Jarrell received her Ph.D. in Criminology from the University of South Florida in May of 2005. She arrived on the Texas A&M University-Corpus Christi campus in the fall of 2005. Dr. Jarrell has published one book, Environmental Crime and the Media: News Coverage of Petroleum Refining Industry Violations. She also has a co-authored book chapter entitled “Martha Stewart: Just Desserts or Just a Victim?” She has also published an article in the Southwest Journal of Criminal Justice. She has another co-authored piece accepted for publication in the journal Environmental Justice. In the fall of 2009, she was appointed to be Social Science Coordinator. Dr. Jarrell has been active on several different committees and has worked to promote the College of Liberal Arts at several recruiting events and has presented her research to numerous community groups.

Dr. Catherine Quick  English  Assistant Professor  Upon Approval by the Board

Dr. Quick earned her Ph.D. in English with a specialization in Rhetoric & Composition from the University of Missouri-Columbia in 1995. She joined the A&M-Corpus Christi faculty in 2005 and teaches courses and conducts research in English education, young adult literature, rhetoric and composition, and professional writing. Dr. Quick has published four refereed journal articles and is in the process of completing a book manuscript, under contract with a scholarly press, on representations of obesity in young adult literature. In 2008, she was awarded a federal grant from the U.S. Department of Education to bring a National Writing Project site to A&M-Corpus Christi, and in 2010, was awarded continuing funding for the site. The Coastal Bend Writing Project, with Dr. Quick as its Director, is in its second year of operation, working with area K-16 teachers to improve the teaching of writing in local schools.
Dr. Shawn T. Smith  Music  Assistant Professor  Upon Approval by the Board

Dr. Smith received his Bachelor of Music Education in 1998 from Boise State University, his Master of Music in Wind Conducting in 2003 from Louisiana State University (LSU), and his Doctor of Musical Arts in Conducting in 2005 from Arizona State University (ASU). While at LSU and ASU, Dr. Smith served as a teaching assistant with responsibilities for conducting and teaching conducting. He also was drill writer for the ASU Sun Devil Marching Band. Prior to entering graduate school, he taught at Meridian High School in Boise, ID. Dr. Smith joined the A&M-Corpus Christi music faculty in September 2005 where he teaches conducting and music education courses and is director of the Symphonic Winds and Pep Band. His service activities include active student recruiting, developer and administrator of the Islander Band Camp and director of the South Texas High School Honor Band. He presently serves as chair of the departmental scholarship committee. Dr. Smith has published articles in the *Journal of the World Association for Symphonic Bands and Ensembles* and has presented research on the wind music of Brazilian composer, Heitor Villa-Lobos, at national conferences of the College Music Society and the College Band Directors National Association (CBDNA). He was selected to serve as a clinician at the 2007 annual convention of the Texas Music Educators Association and the 2009 Midwest Band and Orchestra Clinic. He has been invited to serve as Conductor/Clinician for numerous South Texas school band programs.

Dr. Mary Thornton  Music  Assistant Professor  Upon Approval by the Board

Dr. Mary Thornton received a Bachelor of Music degree in Trumpet Performance from Rice University in 1991, a Master of Music from the Cleveland Institute of Music in 1993 and a D.M.A from the University of Wisconsin-Madison 2002. Dr. Thornton served as Assistant Professor of Trumpet at Del Mar College for seven years and prior to that appointment was an interim faculty member at St. Norbert College in DePere, WI. Active as a performer, Dr. Thornton is a member of the Corpus Christi, Victoria and Mid-Texas Symphonies. She performs often with the San Antonio Symphony and San Antonio Opera. Nationally and internationally, Dr. Thornton has performed on stages as a recitalist and soloist on many different occasions. She presented the World Premiere of “The Trumpeter Dreams of Music” at the International Trumpet Guild Conference in Sydney, Australia in 2010. She has published several articles in the *International Trumpet Guild Journal* and has been a presenter at the Texas Music Educator’s Association conference. Dr. Thornton is an active committee member at A&M-Corpus Christi.

**COLLEGE OF SCIENCE & TECHNOLOGY**

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<td>Dr. Diane Denny</td>
<td>Mathematics and Statistics</td>
<td>Associate Professor</td>
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Dr. Denny received her Bachelor of Arts degree in History from Wake Forest University in 1975, a Master of Science degree in Mathematics from New York University in 1987 and a Ph.D. in Applied Mathematics from the University of Maryland at College Park in 1997. Before
joining A&M-Corpus Christi in 2005, Dr. Denny was an Assistant Professor at the University of Wyoming for five years, a Visiting Assistant Professor at James Madison University for two years and a Lecturer at the University of Maryland for one year. Since arriving in 2005, Dr. Denny has published four major journal articles and has a paper accepted for publication in conference proceedings. Dr. Denny has given ten presentations at regional, national and international venues. Dr. Denny has accomplished her scholarship while teaching three to four classes per semester. Her professional service includes reviews for mathematics publications and the chairing of conference sessions. She has served on committees for her department, college and university. She is a regular volunteer for the Graduate Studies Open House and has volunteered for Island Days events. She oversaw the Math Seminar series for 2010.

Dr. Ahmed M. Mahdy  Computing Sciences  Assistant Professor  Upon Approval by the Board

Dr. Mahdy received his Bachelor of Science degree in Electronics and Electrical Communications from Airo University in 1998, a Master of Science degree in Computer Science in 2001 and a Ph.D. in Computer Science in 2005 from the University of Nebraska-Lincoln. Prior to joining A&M-Corpus Christi, Dr. Mahdy was a graduate assistant at the University of Nebraska-Lincoln for five years and a lecturer at Cairo University for one and half years. Since arriving in 2005, Dr. Mahdy has published 11 journal articles and eight refereed conference papers. He has been a co-PI on two federal grants of more than $900,000. He has a CAREER grant pending with the National Science Foundation and is co-PI on roughly $2 million in other proposals. Dr. Mahdy has held a range of committee appointments for the department, college and university including being a member of the Faculty Senate (2008-2010), the University Internationalization Committee and served on the university’s WebCT/Blackboard Task Force in 2009. He has served on the College Scholarship Committee (2006-2009), and has served his department on more than a dozen committees from 2006-2010, chairing three of them. For his profession he has been a reviewer or panelist for more than a dozen journals and conferences and for the National Science Foundation. He has served as a program committee member for nine international conferences and is Associate Editor-in-Chief of the Journal of Convergence Information Technology.

Dr. Mehruke  Computing Sciences  Assistant Professor  Upon Approval by the Board
Mehrukeoglu

Dr. Mehruke Mehrukeoglu received her Bachelor of Science in Electrical Engineering from the University of Texas at Austin in 1993, a Master of Science in Bioengineering in 1995 and a Ph.D. in Electrical Engineering in 2000 from Texas A&M University at College Station. Prior to coming to A&M-Corpus Christi in 2007, she was a Visiting Assistant Professor for two years at both A&M-Corpus Christi and Texas A&M University-Kingsville. She also was an Assistant Professor and Department Chair at Cyprus International University for two years. Since arriving in 2005, she has published two papers, twenty-nine conference proceedings/presentations in her field and has a patent pending for scanning mirror control. She has aggressively sought external funding. She has received more than $500,000 as PI and more than $2 million when considering
Dr. Mehrube Mehrubeoglu (cont’d.)

her role as co-PI. She currently has another $1 million in funding requests under review. She has been active in department retention and recruitment efforts and devised a strategic plan for department recruitment and retention in 2006.

In addition to department faculty search committee duties, she has chaired the department’s Recruitment and Retention Committee, the Computing Sciences Faculty Seminar Series Committee, the University’s Faculty Renaissance Committee and served on the Faculty Senate. She has made a major contribution to the development of the Mechanical Engineering Bachelor of Science program by stepping in to assist as program coordinator when the position became vacant. Her service to the community has ranged from Science Fair judge to organizing seminars for the Corpus Christi section of the Institute of Electrical and Electronics Engineers. Her professional service has included many reviews of journal manuscripts and conference submissions. She has also served as a panel reviewer for the National Science Foundation, the National Institutes of Health and US Department of Education. She has been active with conference participation—chairing sessions and serving on technical committees.

Dr. Cherie A. McCollough  Life Sciences  Assistant Professor  Upon Approval
by the Board

Dr. Cherie A. McCollough received her Bachelor of Science degree in Education (Biology/Earth Science) in 1994 and a Master of Science degree in Biology in 1999 from Baylor University and a Ph.D. in Science Education from the University of Texas at Austin in 2005. Before coming to A&M-Corpus Christi, she was a teaching assistant at Baylor University for three years, an instructor of Biology at Central Texas College for a year and a graduate research assistant at the University of Texas at Austin for 3 years. She has had four papers published by peer-reviewed journals and has given numerous presentations in her field since arriving in 2006. She has been very active in collaborations with colleagues for external funding. She is co-PI on more than $2 million in externally funded grants and has been a Principal Investigator for another $140,000 in funds. She is co-PI on about $8 million in pending grants at this time. She is a member of ten committees on campus and four state/national committees. She is also a member of five external advisory boards, four on campus and one at Del Mar College. Dr. McCollough serves as a reviewer of conference proposals for two different national professional organizations and is a member of two editorial boards – The Journal of Science and Technology Education and Electronic Journal of Science Education. She is also actively engaged in the community from serving as a judge for science fairs to serving as a Board Member for the Coastal Bend Audubon Society.
TEXAS A&M UNIVERSITY-KINGSVILLE
RECOMMENDATION FOR TENURE
TENURE LIST NO. 11-04

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*Tenure on Arrival
Dr. David Wester currently holds the position of Professor with tenure in the Department of Natural Resources Management at Texas Tech University. He will be joining Texas A&M University-Kingsville on June 1, 2011, as a Professor in the Department of Animal and Wildlife Sciences. He holds a B.S. degree in Range-Forest Management (1976) from Colorado State University and a M.S. degree in Range Science (1979) and a Ph.D. degree in Range Science (1984) from Texas Tech University. Dr. Wester worked at Texas Tech University for 28 years as a Research Scientist/Lecturer, Assistant Professor, Associate Professor and Professor. While at Texas Tech University, Dr. Wester published over 75 refereed articles, five book chapters and special publications, and 20 proceedings/symposia. Dr. Wester received over four million dollars in funding for various research grants. Awards include the President’s Excellence in Teaching Award (1989), the President’s Academic Achievement Award (2007) and Outstanding Service to Agriculture Award, given by Gamma Sigma Delta (2010), among others.
<table>
<thead>
<tr>
<th>Name</th>
<th>Present Rank</th>
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<th>Effective Date/Tenure</th>
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<tr>
<td>Dr. Bonnie Roos</td>
<td>Assistant Professor</td>
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<td>09/01/11</td>
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<tr>
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<td>Dr. Stephen Severn</td>
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</table>

Dr. Bonnie Roos earned her Bachelor of Arts degree in French Literature and Fine Arts (1992) from the University of California at Santa Cruz; Master of Arts degree in Comparative Literature (1997) from the University of Oregon; Master of Arts degree in Art History (2002) from the University of Oregon; and her Doctor of Philosophy degree in Comparative Literature (2002) from the University of Oregon. Dr. Roos was appointed assistant professor of English at West Texas A&M University in 2005. Prior to coming to WTAMU, she was an assistant professor of English at Austin College from 2002-2005. Dr. Roos’ student evaluation ratings are quite good with 78% of her former students rating her as “Outstanding.” Dr. Bonnie Roos has six published articles, one edited collection, one review, 11 conferences and eight theses directed. In addition, she has a book manuscript currently under review at a publisher. She has served as reader for five journal or book manuscripts and as a copy editor for a journal.

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</table>

Dr. Stephen Severn earned his Bachelor of Science in Engineering degree in Systems Science and Engineering in 1991 from the University of Pennsylvania; Master of Arts degree in English in 1998 and the Doctor of Philosophy degree in English in 2004 from the University of Maryland, College Park. Dr. Severn was appointed assistant professor of English at West Texas A&M University in 2005 and director of the writing programs in 2007. Prior to his appointment at WTAMU, Dr. Severn was a commissioned officer in the navy’s nuclear power program and was a senior technical writer for the Office of the Chief Information Officer, United States Department of Education. Dr. Severn has been recognized by the Chancellor’s Teaching Excellence Award and 97.2% of his former students rate him as above average or outstanding in instruction. He has six peer-reviewed publications, has been a reviewer for Technical Communication Quarterly and presents at conferences ranging from literary to technical to pedagogical. Dr. Severn has been a leader within the department directing the writing program and the technical writing program and he has served on numerous committees across campus.

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Dr. Denise Parr-Scanlin earned her Bachelor of Music degree in Piano Performance in 1975 and Master of Fine Arts degree in Piano Performance in 1977 from the University of Georgia; Doctor of Musical Arts degree in Piano Performance in 2005 from the University of Texas at Austin.
Dr. Denise Parr-Scanlin (cont’d.)

School of Music. Dr. Parr-Scanlin was appointed assistant professor of music at West Texas A&M University in 2006. Prior to her appointment, she was instructor of piano at WTAMU from 1998 to 2006 and taught private piano lessons. Dr. Parr-Scanlin’s instructional setting differs from those of most faculty, making her evaluation a greater challenge. Seventy-five percent of her former students rated her “Outstanding.” Dr. Parr-Scanlin has been an invited performer in venues such as Hong Kong and Gustavus Adolphus College in Minnesota and Georgia as well as many other states. Dr. Parr-Scanlin has provided significant administrative oversight directing the keyboard studies program and has led in curriculum development within the music program. She is a liaison with private music teachers in the area and led WTAMU’s efforts to become a “Steinway” campus. She has served on numerous university and department committees.

COLLEGE OF NURSING AND HEALTH SCIENCES

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Dr. Larry Barnes earned his Bachelor of Science degree in Theology from Baptist Bible College in 1982, Master of Divinity from Denver Seminary in 1987, Master of Science degree in Communication Disorders from West Texas A&M University in 2001, and his Doctor of Speech/Language/Pathology from Nova Southeastern University in 2005. Dr. Barnes holds Texas licensure in Speech-Language Pathology from 2002 to present, Certificate of Clinical Competency from the American Speech-Language-Hearing Association from 2002 to present, and Neuromuscular Electronic Stimulation – Dysphagia from 2005 to present. Dr. Barnes was appointed assistant professor of communication disorders in 2005 and was appointed head of the department in 2009. Dr. Barnes received “Outstanding” ratings in instruction and 87.5% of his former students rate him “Outstanding” (59.4%) or “Above Average” (28.1%). Dr. Barnes has five publications in five different journals, one abstract and six presentations at international, national or regional conferences. He has served on 17 committees and is active in reaching out to the community through the communication disorders program. Dr. Barnes has shown leadership in the department as its head and strives to generate new ideas to move the program forward.

| Dr. John Lubker | Sports and Exercise Science | Assistant Professor | 09/01/11       |

Dr. John Lubker earned his Bachelor of Arts degree in Psychology and History in 2000 from the University of Notre Dame; Master of Arts degree in Community Counseling in 2003 from James Madison University; Doctor of Education in Sport and Exercise Psychology in 2006 from West Virginia University. Dr. Lubker attended the Management Development Program at Harvard University in June 2010. Dr. Lubker was appointed assistant professor of sports and exercise science at West Texas A&M University in 2006. He is a Certified Sport Psychology Consultant through the Association for Applied Sport Psychology since 2007 and is on the Sport Psychology and mental training Registry of the United States Olympic Committee 2010. Dr. Lubker also
serves as associate dean of the College of Nursing and Health Sciences and was Interim Dean for Teaching Excellence Award, and his student evaluation ratings are very high (3.5 to 3.64 on a 4.0 scale). Impressively, 96.8% of his former students rate him "Outstanding" or "Above Average" with 80.7% outstanding. Dr. Lubker has published seven articles, one book chapter and had 21 scholarly presentations while given heavy administrative responsibilities. He has served on over 20 committees and assisted with the preparation for external funding initiatives totaling over $40K.
BYLAWS OF THE
BOARD OF REGENTS OF
THE TEXAS A&M UNIVERSITY SYSTEM

ARTICLE I. MEETINGS

SECTION 1. REGULAR MEETINGS

Regular meetings of the Board of Regents shall be held at such dates, times and locations as the Chairman of the Board shall designate, or in the Chairman’s absence, as designated by the Vice Chairman. At a minimum, regular meetings will be held quarterly for the purpose of conducting standing committee business and Board action.

SECTION 2. SPECIAL MEETINGS

Special meetings may be held upon call of the Chairman of the Board, or in the Chairman’s absence, the Vice Chairman, or upon request by a quorum consisting of not less than five members of the Board. At least 24 hours prior to a special meeting, the Executive Secretary to the Board of Regents, in addition to the notice hereinafter provided for, shall contact each member of the Board telephonically or by facsimile or electronic mail and inform each member of the reason for and the specific purpose of the special meeting and ascertain the member's availability for the special meeting. Emergency meetings and telephonic meetings may be held as provided by state law.

SECTION 3. NOTICE OF MEETINGS

For all regular meetings, the Executive Secretary shall send written notice to each member of the Board by mail, facsimile or electronic mail in time to reach each member of the Board not less than seven days before the time of the meeting. Said notice shall state the time, date and place of the meeting. For special meetings, written notice shall be given to each member of the Board by mail, facsimile or electronic mail not less than 24 hours prior to the meeting in accordance with Section 2 above. In the event any emergency requiring immediate action arises during the time intervening between regular meetings of the Board, a special meeting may be called in accordance with this section. In odd-numbered years a special meeting may be called, as provided in Section 2 above, for the purpose of electing
officers of the Board following the appointment, qualification and confirmation of the three new members of the Board.

**ARTICLE II. OFFICERS**

**SECTION 1. OFFICERS**

a. Officers of the Board shall be the Chairman and Vice Chairman.

b. At the first regular meeting following the appointment, qualification and confirmation of the three new members regularly appointed in odd years (or at a special meeting called for such purpose), the first order of business shall be the election of a Chairman and Vice Chairman. Each of these officers shall hold office for two years and until a successor is duly elected. Vacancies may be filled by the Board at any regular or special meeting and a person or persons elected shall serve for the remaining portion of the unexpired terms.

**SECTION 2. CHAIRMAN OF THE BOARD**

a. The Chairman of the Board shall preside at all meetings of the Board, and in the Chairman's absence the Vice Chairman shall preside. In the absence of the Vice Chairman, the Chairman may appoint or designate a member of the Board to preside. The Chairman, or the presiding member in the absence of the Chairman, shall conduct all business according to parliamentary rules in *Robert's Rules of Order Newly Revised* (or the latest revision or amendment thereto), unless modified by these Bylaws, minute order, resolution or by standing or special rules of the Board. The Chairman, subject to the approval of the Board, shall appoint all regular and special committees of the Board as provided in Article IV below. The Chairman shall have the right to vote upon all questions, motions or recommendations submitted to the Board.

b. The Chairman shall sign all contracts and other instruments requiring execution on behalf of the Board and shall discharge any other duties usually required of a presiding officer, unless it is otherwise ordered.
SECTION 3. VICE CHAIRMAN OF THE BOARD

The Vice Chairman shall perform all duties and have all the prerogatives set forth in Article II, Section 2, in the Chairman's absence, incapacity or retirement from the Board until the Chairman resumes office or a successor has been duly elected as provided in Section 1(b) above.

ARTICLE III. PERSONNEL

The Chancellor of the System, the Executive Secretary to the Board and the Chief Auditor shall report directly to the Board, and the General Counsel has special responsibilities to the Board.

SECTION 1. CHANCELLOR OF THE SYSTEM

The Chancellor of The Texas A&M University System shall be the Chief Executive Officer of the System. The Chancellor's duties are those prescribed by the Board in the published Policies of The Texas A&M University System. The Chancellor of the System shall be appointed by the Board of Regents and shall hold office, subject to the pleasure of the Board.

SECTION 2. EXECUTIVE SECRETARY TO THE BOARD

The Executive Secretary to the Board shall:

a. Regularly publish all policies adopted by the Board and maintain an updated copy of the Policies of The Texas A&M University System;

b. Attend and keep accurate records of all meetings of the Board and its committees;

c. Notify all parties affected by the actions of the Board;

d. Be custodian of all records of the Board and all documentary files thereof and of all bonds made to the Board;

e. Be custodian of the corporate seal and shall sign and attest with said seal all certifications of the acts of the Board and all documents, certificates, deeds, contracts and other instruments authorized by the Board;
f. Issue notices and calls of all meetings of the Board when authorized;
g. At the direction of the Chairman of the Board, assign agenda items to committee and prepare a meeting agenda and schedule. The meeting agenda, schedule and agenda items with supporting information shall be distributed to the Board no later than 14 days before regular meetings and no later than 24 hours before special meetings;
h. Handle Board liaison, Board communications, and Board arrangements for travel and site visitations.

In the absence of the Executive Secretary to the Board, the Assistant Executive Secretary to the Board shall perform the duties of the Executive Secretary to the Board.

In the absence of the Executive Secretary to the Board or the Assistant Executive Secretary to the Board at Board meetings, the Chairman of the Board shall appoint a person to record the proceedings of the meetings.

In the absence of the Executive Secretary to the Board or the Assistant Executive Secretary to the Board at committee meetings, the committee chairman shall appoint a person to record the proceedings of the committee meetings.

**SECTION 3. ASSISTANT EXECUTIVE SECRETARY TO THE BOARD**

The Assistant Executive Secretary to the Board shall, in the absence or on the delegation of the Executive Secretary to the Board, or at the direction of the Chairman of the Board, perform the duties of the Executive Secretary to the Board as set forth in Article III, Section 2.

**SECTION 4. GENERAL COUNSEL**

The General Counsel shall be appointed by the Board upon recommendation of the Chancellor, and may be dismissed or reassigned by the Chancellor without cause subject to the prior approval of the Board. The General Counsel shall represent the System in all legal matters and shall be responsible for providing all legal services, including the conduct and resolution of litigation, the prosecution and settlement of all claims and for the legal review of all significant transactions, in accordance with applicable state law and with the published Policies of The Texas A&M University System. With the approval of the Attorney General, the General Counsel shall retain and manage all outside counsel performing legal services for the System, and shall serve as liaison to the Office of the Attorney General of the State of
Texas. The General Counsel shall review all agenda items to be considered by the Board for legal sufficiency and, where appropriate, provide risk analysis. The General Counsel shall attend all Board meetings.

SECTION 5. CHIEF AUDITOR

The Chief Auditor shall be appointed by the Board, shall report to the Board through the Committee on Audit, have access to the Chancellor, and may be dismissed or reassigned without cause by the Board. The duties of the Chief Auditor are those prescribed by the Board in the published Policies of The Texas A&M University System and Article IV, Section 4.

ARTICLE IV. COMMITTEES

SECTION 1. MEMBERSHIP

Subject to the approval of the Board, and no later than the next regularly scheduled meeting of the Board following the election of officers, the Chairman shall make appointments to standing committees and appoint a chairman for each committee. Members of the Board may serve on no more than two standing committees. Committee members shall serve for a period not to exceed two years, provided that members of the Board may be re-appointed for additional two-year terms. The Chairman of the Board may appoint members to fill unexpired terms in the event of a vacancy. A standing committee shall have no fewer than four members. The Chairman of the Board shall serve as a non-voting, ex-officio member of all committees.

SECTION 2. PROCEDURES

Except as provided herein, the Chairman of the Board shall refer to standing committees matters that are appropriate for the committee’s consideration. All matters not deemed appropriate for standing or special committee consideration, but upon which action is required, shall be placed on the agenda for full Board consideration. The duty of each standing committee shall be to consider and make recommendations to the Board upon matters referred to it. Any matter referred to and considered by a standing or special committee, but upon which the committee makes no recommendation or report to the Board,
or should the Chairman elect not to refer a matter to a standing or special committee, then the matter may be brought before the Board for consideration at the written request of no fewer than three members of the Board. The Chairman of the Board shall place the requested item on the Board agenda for consideration at the regularly scheduled meeting following receipt of the request and after the committee has made no recommendation, provided, however, that the Chairman may delay consideration until the next regularly scheduled meeting. The Executive Secretary shall provide all Board members with agenda items to be considered by standing committees.

SECTION 3. STANDING COMMITTEES

The following shall be the Standing Committees of the Board:

Committee on Audit
Committee on Academic and Student Affairs
Committee on Finance
Committee on Buildings and Physical Plant

SECTION 4. COMMITTEE ON AUDIT

The Committee on Audit shall have four members, none of whom shall be members of the Committee on Finance. The Committee shall assure that the Board maintains direct access to both internal and external functions of each university, agency and of the System. The Committee on Audit shall recommend to the Board guidelines for the operation of the Committee and the auditing functions throughout the System. The Chief Auditor shall be responsible to the Board through the Committee on Audit. The Committee shall provide oversight of internal and external audits; make recommendations for the selection of external auditors; review the scope of audits; provide guidance for the Chief Auditor in Board functions; review the findings of all external auditors; and present the annual audit plan to the Board for approval. Audits of the Office of the Board of Regents shall be the responsibility of the full Board.

SECTION 5. COMMITTEE ON ACADEMIC AND STUDENT AFFAIRS

The Committee on Academic and Student Affairs shall consider matters relating to the academic institutions and service units of The Texas A&M University System. The
Committee shall consider and report to the Board on matters relating to the research, training and public service activities of the System and its component parts. The Committee shall consider all programs and activities of the academic institutions and service units, including long range academic plan approval, curriculum, existing and emerging academic programs, mission statements, programmatic planning as it relates to new facilities, and specialized centers or institutes. The Committee shall be apprised of matters affecting student life at each of the academic institutions.

SECTION 6. COMMITTEE ON FINANCE

The Committee on Finance shall make recommendations to the Board concerning budgets and budgeting guidelines; the pursuit, negotiation, and closing of outside financing, including the issuance of notes, bonds, securities of any type, and agreements of any description that result in indebtedness by the System or any of its institutions or agencies; gifts, grants and other development activities; cash and investment management; investments and trusts; studies of organization efficiency; and other related financial and business activities.

SECTION 7. COMMITTEE ON BUILDINGS AND PHYSICAL PLANT

The Committee on Buildings and Physical Plant shall provide oversight of the administration of System real property, including both surface and mineral interests. The Committee shall also be responsible for review of the comprehensive land management program, and exercise general supervision of all construction, major repair and rehabilitation of all buildings of the System, including evaluation of proposals concerning facilities; the selection of architects, engineers and contractors; and expenditures designed to provide an adequate physical plant. The Committee shall also make recommendations to the Board with respect to long range facilities planning, the naming of buildings, major centers of activities, and other highly visible properties and facilities.
SECTION 8. SPECIAL COMMITTEES

Subject to the approval of the Board, special committees may be appointed by the Chairman of the Board with such powers and duties as the Board or Chairman may determine. The special committee shall report to the Board on those matters for which the special committee was created. A special committee shall act until it has completed the purpose for which the committee was established, but in no event shall the committee exist for more than one year from the date of appointment. Upon the expiration of one year from the date of appointment, the Board can authorize the committee to act for a longer period.

SECTION 9. QUORUM

A majority of any standing or special committee shall constitute a quorum for the transaction of business.

ARTICLE V. AMENDMENTS TO THE BYLAWS

The Bylaws shall be added to or amended only by a vote of at least a majority of the members of the Board at a regular meeting or a special meeting duly called for that purpose. Any proposed addition or amendment shall be filed with the Executive Secretary in writing 15 days before such meeting, and it shall be the duty of the Executive Secretary forthwith to mail a copy thereof to every member of the Board.

Adopted by the Board of Regents by Minute Order 205-50 (November 29, 1950), as amended by Minute Order 162-66 (June 28, 1966), Minute Order 215-67 (October 7, 1967), Minute Order 4-75 (February 25, 1975), Minute Orders 149-75 and 184-75 (July 25, 1975), Minute Order 299-86 (September 22, 1986), Minute Order 245-89 (August 31-September 1, 1989), Minute Order 146-90 (May 25, 1990), Minute Order 264-90 (October 5, 1990), Minute Order 222-91 (May 17, 1991), Minute Order 45-95 (February 27, 1995), Minute Order 247-96 (December 6, 1996), Minute Order 182-97 (September 25-26, 1997), Minute Order 148-1999 (July 22-23, 1999), Minute Order 146-2007 (May 24-25, 2007), and Minute Order ___ (March 24, 2011).
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<th>System Member Honoree</th>
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TARLETON STATE UNIVERSITY
The Texas A&M University System
Appointed and Commissioned Peace Officers
February 17, 2011

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<tr>
<td>Brannan, Christopher Brian</td>
<td>Police Officer</td>
<td>12/16/10</td>
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TEXAS A&M UNIVERSITY – CORPUS CHRISTI