# Table of Contents

External Review Team Charge 5

Executive Summary 6

Introduction 8
  - Brief History of the Department 8
  - Mission, Goals, and Strategic Plan 10
  - Administration and Governance 11
  - Budget and Finances 12
  - Facilities 14
  - Date of Last Academic Review 14
  - Analysis: Improvements Since the Previous External Review 14

Faculty Profile 18
  - Required Preliminary Information, 2011-2017 18
    - Number of Core Faculty 18
    - Core Faculty to Student Ratio 20
    - Publications and External Grants 20
    - Core Faculty Teaching Load 21
    - Faculty other than Core 22
    - Faculty Diversity 22
  - Qualifications and Evaluation of Faculty 23
  - Analysis: Quantitative Research Metrics (Academic Analytics) 24
    - Comparative Analyses of all History Departments 25
    - Comparative Analyses with 15 AAU Peers 26
  - Analysis: Disciplinary Norms and Strategic Progress 32
    - Research and Publication 32
    - Teaching 40
    - Service 42
    - Outreach and Public Engagement 43
    - Long-term Hiring Plan 44

Graduate Program 45
  - Required Preliminary Information 46
    - Degree Program History 46
    - Administrative Structure 46
    - Programs Offered and Curricula 47
    - Admission Criteria and Applicant Data 50
    - Financial Support Provided 51
Student Profile 52
Assessment of Student Learning Outcomes and Analysis 53
Employment Profile 54
Analysis: Graduate Program Initiatives 54
Analysis: Graduate Student Recruiting and Accomplishments 56
Concluding Observations 60

Undergraduate Program 61
Required Preliminary Information 61
Undergraduate Degree Program History 61
Mission, Strategic Plan, Goals 62
Administrative Structure 63
Analysis 63
Academic Programs & Curricula 66
Program Curricula 66
Degrees Awarded and Time to Degree 68
Academic Enhancements/High-Impact Opportunities for Students 69
Assessment of Undergraduate Student Learning Outcomes 71
Analysis 72
Undergraduate Student Profile 73
Enrollment and Student Demographics 73
Degrees Awarded and Student Demographics 75
Retention and Graduation Rates 77
Student Employment Profile 80
Analysis 80
Concluding Observations 86

Concluding Remarks 88

Appendices 89

A Department of History Strategic Plan, 2011 89
B Department of History Strategic Plan, 2015 96
(updated, bullet-point version)
D Department of History Procedures and Criteria for Annual Merit Performance Evaluation and Review (annual review guidelines) 111
E Department of History Faculty-Member’s Annual Report Form 120
<table>
<thead>
<tr>
<th></th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>Department of History Statement on Tenure and Promotion Criteria</td>
<td>126</td>
</tr>
<tr>
<td>G</td>
<td>College of Liberal Arts Guidelines for Review, Tenure, and Promotion of Tenure-Track and Tenured Faculty (link only)</td>
<td>132</td>
</tr>
<tr>
<td>H</td>
<td>College of Liberal Arts Academic Professional Track Faculty Guidelines (link only)</td>
<td>133</td>
</tr>
<tr>
<td>I</td>
<td>New Faculty Handbook</td>
<td>134</td>
</tr>
<tr>
<td>J</td>
<td>Department Officers’ Responsibilities and Compensation</td>
<td>151</td>
</tr>
<tr>
<td>K</td>
<td>Faculty Publications, 2011-2017</td>
<td>157</td>
</tr>
<tr>
<td>L</td>
<td>Current Tenured Faculty, Research Productivity, 2011-2017</td>
<td>171</td>
</tr>
<tr>
<td>M</td>
<td>Faculty CVs (2-3 pp.)</td>
<td>173</td>
</tr>
<tr>
<td>N</td>
<td>Department Officers and Committees, 2017-2018</td>
<td>302</td>
</tr>
<tr>
<td>O</td>
<td>Graduate Program Brochure</td>
<td>304</td>
</tr>
<tr>
<td>P</td>
<td>Bylaws of the Department of History</td>
<td>320</td>
</tr>
<tr>
<td>Q</td>
<td>Undergraduate Recruitment Letter</td>
<td>329</td>
</tr>
<tr>
<td>R</td>
<td>Institutional Profile</td>
<td>331</td>
</tr>
</tbody>
</table>
Texas A&M University  
Academic Program Review (APR)  

Charge to the External Review Team  
Department of History  

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

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

- Based on the data/information provided in the Self-study report or gathered by the review team, what are the Department’s overall strengths and weaknesses?

- How well do the Department’s strategic goals align with those of its college and with those of Texas A&M University?

- How would you compare this Department with its peers?

- What improvements (including student learning and faculty development) has the Department made since the previous program review?

- With only current resources or a modest infusion of new ones, what specific recommendations could improve the Department’s performance, marginally or significantly?

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

The Department of History has long been an important and respected contributor to the research, teaching and service missions of Texas A&M University. The Department offers B.A., M.A., and Ph.D. degrees and currently enrolls about 500 undergraduate majors, 230 minors, and 60 graduate students (we do not admit students who intend to seek only an M.A. degree). There are 40 tenured and tenure-track faculty, two instructional associate professors, and four full-time lecturers in the Department. The History Department is currently housed in the Melbern G. Glasscock Building, which is located adjacent to the Evans Library.

At the time of the last external program review in 2011, the History Department was in a difficult period of transition. We took very seriously the review team’s recommendation that “the Department must take responsibility for its own internal challenges,” worked hard on resolving our differences, and are now on an exciting and convincing upward trajectory. The foundation of our success remains our Strategic Plan (Appendix A)—the content of the document itself; our commitment to its distinctive goals, approaches, and principles; and the very process by which it was conceived. In the spring of 2011, the Department faced two seemingly contradictory objectives: The external review team insisted that excellence in history Departments depends in large part upon breadth of coverage; while at the same time, the Dean of the College of Liberal Arts asked departments to identify specific targets of excellence to better position themselves to compete for ever-dwindling resources in a period of severe economic recession. Through an open and democratic process with faculty members taking the initiative, we set out to do both. Maintaining our commitment to traditional regional and chronological fields of study, we also reconfigured the Department’s structure from “four pillars” to twelve thematic “clusters” to better express our strengths and diversity of interests. We identified War and Society, Caribbean and Atlantic Studies, and Chicano-Latino history as the Department’s areas of excellence. The process required the Department to take a hard look at itself and was by no means easy or free from disagreement. Yet, the faculty approved the final draft by a near unanimous vote (an updated version, in bullet-point form, was approved unanimously in 2015—Appendix B).

With our strategic plan in hand, we have competed for College resources these last seven years with a clear sense of direction, most notably securing new faculty lines in our areas of excellence and hiring ten outstanding scholar-teachers (five tenured, including the Glasscock Chair in American History, and five assistant professors). Residual benefits have emerged as well: new endeavors in scholarship, undergraduate and graduate education, and departmental governance; and a climate emphasizing collegiality, fairness, and openness and respectful of diversity. We continue to pursue—with confidence, purpose, and in a manner commensurate with the aims of a major research university—our four core strategic commitments: strengthen our faculty’s national profile; enhance the quality of undergraduate education; build our graduate program; and cultivate an environment that is inclusive and supportive of all. We have built these goals and underlying strategies and expectations into our hiring (including our current long-term plan), tenure and promotion standards, and annual review guidelines. As a result of our efforts, the College, in its annual reviews of departments, regularly commends History—e.g., as “the most
strategically successful of the Humanities Departments” (6.30.14) and for being “fully committed to strategic goals” (5.15.17).

While the Department has restored its internal sense of community and purpose, we now look to build on our solid foundation. Thus, we ask the members of the external review team to address, in addition to the formal broad charge given the committee, the challenges that hinder our future upward trajectory:

- pursuing our demanding undergraduate teaching mission in a period of declining enrollments and fewer majors (the trend at peer institutions throughout the nation);
- developing a competitive funding structure for our Ph.D. program (in the face of current university restrictions) to better recruit, mentor, and place exceptional students;
- coping with (anticipated) double-digit retirements and tight/unpredictable budgets, which ensure a shrinking faculty (from the low-50s to the upper-30s, in all likelihood);
- encouraging greater scholarly output of the tenured faculty—article production, in particular;
- increasing the diversity of our faculty and our undergraduate and graduate student populations.

Our strategies for improvement have been largely successful, but much remains to be accomplished. We are eager to learn from our Annual Program Review.
Introduction

The Academic Program Review (APR) for the Department of History began at an orientation meeting, led by Dr. Michael T. Stephenson, Associate Provost of Academic Affairs and Ms. Bettyann Zito, APR Program Coordinator, on November 16, 2016. Over the course of the following Spring semester, David Vaught (Head), in consultation with the Department’s Executive Committee, chose the on-site review dates (April 15-18, 2018), appointed Department officers Lorien Foote (Director of Graduate Studies), Rebecca Schloss (Director of Undergraduate Studies), and Adam Seipp (Associate Head) to share the responsibility for drafting the Self-study, and updated the faculty on the process at Department meetings and through email messages. In March, after asking the faculty for suggestions, the Head began contacting potential external reviewers to ascertain their availability and interest. With the approval of Dean Pamela R. Matthews, the names of nine potential reviewers, listed in priority order, were forwarded to the Provost’s office, with the final team of four confirmed on August 11, 2017. Work on the Self-study began in Summer 2017. In the fall, the undergraduate and graduate committees exchanged views on their pertinent sections-in-progress, the executive committee reviewed the Faculty Profile, and a full draft was distributed to the faculty in November, discussed at length at our early December Department meeting, and revised and completed the following February.

Brief History of the Department

When it was first established in 1876 as the state’s land-grant institution, the Agricultural and Mechanical College of Texas had seven departments, one of which (Mental and Moral Philosophy) offered courses in history. From that modest beginning, History passed into a separate Department of English and History in 1880 and then into the Department of History and Government in 1924, all along classified as a “service Department” in support of agriculture, engineering, and veterinary medicine. The State Legislature reinforced the Department’s service role when, in the early 1950s, it required six credit hours in American history of all students of public institutions of higher education in the state. The requirement remains in place today—to both our advantage and detriment, as this Self-study will reveal. In the early 1960s, a number of changes transformed the mission of the institution—most notably, admission opened to women, mandatory enrollment in the Corps of Cadets ended, research became a greater emphasis, and A&M College became Texas A&M University. In 1967, in a major campus-wide administrative reorganization, the College of Liberal Arts was established (with History now divided from Political Science). History currently stands as one of twelve departments in the College of Liberal Arts.

As part of this institutional transformation, Texas A&M also began to broaden its graduate programs beyond agriculture, engineering, and veterinary medicine. The Department of History had been authorized to grant the degree of Master of Arts in 1958, and the Ph.D. degree was approved in 1967—at first, only in American history, with that limitation then removed in 1990. The number of students in the graduate program has varied widely, reaching peak enrollments of
over 90 in the 1990s. In accordance with available resources and a tight job market, we have purposefully reduced the number of students we admit over the past decade; as of fall 2017, we had 58 students enrolled. Largely because of funding limitations, we do not admit students who intend to seek only an M.A. degree, and we rarely admit those with just a B.A. into the Ph.D. program.

Since the designation of Texas A&M as a general university in 1963, total enrollment on the College Station campus has increased dramatically from 8,000 in 1965, 25,000 in 1976, 45,000 in 2000, and 62,500 in 2017. The History Department, as a result, now pursues a demanding three-fold undergraduate teaching mission. Per semester, we teach about 5,000 students in the Core Curriculum (4,000 alone in U.S. history to satisfy the State of Texas requirement); 8-9 sections of both our sophomore gateway and senior capstone seminars (capped at 15, majors only); and another 1,200 students (25% majors, 75% non-majors) in 35 upper-division courses. The undergraduate history major count has fluctuated over time, and has been in decline since the great recession earlier in this decade.

Our last external review was in the spring 2011 semester. At that time, there were 52 Ph.D. students, 16 M.A. students, 693 undergraduate majors, and 51 tenured tenured/tenure-track faculty. In the fall of 2017, we had 54 Ph.D. students, 4 M.A. students, 496 undergraduate majors, and 40 tenured tenure-track faculty. The majority of the losses in faculty have been retirements—including 8 in just the last three years. Those 8 retired faculty have been replaced, at least in the short-term, by four full-time lecturers with 4-4 teaching loads (primarily U.S. and Texas history surveys). Also on the faculty are two instructional associate professors whose primary responsibility is advising students (one undergraduates, the other graduates).

These recent challenges notwithstanding, the Department has strengthened its academic reputation in recent years. We realize that rankings and metric systems are only a part of the picture of a successful Department, but they can be helpful. At the time of the Department’s last external review, the Ph.D. program was ranked 49th among public universities and 89th overall by *U.S. News and World Report*. The most recent *U.S. News and World Report* (2018) shows the Department improving to 35th among public universities and 69th overall. We are tied with Temple University, University of South Carolina, and University of Nebraska, Lincoln, in those 2018 rankings. The Department is ranked 34th nationally in books by Academic Analytics (of 224* Departments), 47th in awards, 66th in articles, and 89th in citations. The last may be tied to the fact that our highest ranking is in books, which are not captured in citations in Academic Analytics. With the strong commitment we have made to the graduate program and to strengthening our faculty’s research profile over the last six years, we are confident that our reputation will continue to rise in the coming years if we stay on our current course.

---

*Academic Analytics’ “universe” for History consists of 238 departments. But 14 of those are stand-alone History of Science/Technology/Medicine departments, which are much more STEM-oriented and article-based—and thus not really peers of History Departments. (The University of Pittsburgh, for example, has both a Department of History and a Department of History and Philosophy of Science.) The top 14 article-
Mission, Goals, and Strategic Plan

The Department of History remains committed to its mission, first articulated in 2011 in our Strategic Plan: Teacher-scholars of the Department of History at Texas A&M University, dedicated to the premise that teaching and research are inseparable parts of the educational process, embrace four interrelated and complementary core commitments: strengthen our faculty’s national profile, build our graduate program, enhance the quality of the undergraduate experience, and cultivate an environment that is inclusive and supportive of all. We have built these goals and underlying strategies and expectations into our hiring, tenure and promotion standards, and annual review guidelines. Our three designated strategic areas of excellence (clusters)—War and Society, Caribbean and Atlantic Studies, and Chicano/Latino history—remain strong, and a fourth—U.S. in the World—has emerged in recent years, punctuated by the hiring of the Glasscock Chair in American History. Many challenges remain, but we continue to encourage one another—with pride, confidence, and purpose—to fulfill the professional standards and responsibilities of leading land grant and AAU institutions. Of most significance of late, in the fall 2015 semester, we adopted—unanimously—a long-term hiring plan of seven positions that seeks to build on our strategic areas of strength and ensure a certain amount of breadth needed to fill gaping holes in our undergraduate curriculum. While we are pleased to have participated in four partner-placement efforts in the last two years (hiring two) and are delighted to welcome Dr. George Wright, former President of Prairie View A&M University, to our faculty, effective September 2018, we are eager to get started on our own priorities—especially with faculty retiring in droves of late with more sure to come in the very near future.

The mission, goals, and strategic plan of the Department (Appendices A and B) align with those of the University and College. Since 1999, Texas A&M has pursued the ideals of Vision 2020 (http://vision2020.tamu.edu)—a plan, built on a foundation of twelve imperatives, to become recognized as a top ten public institution. Prominent among these imperatives are goals of elevating the faculty to national prominence, improving graduate and undergraduate programs, and increasing the campus community’s globalization and diversity. Two subsequent complementary university-wide strategic plans, one for the period 2011-2015, the other for 2015-2020, sought more explicitly to balance “the principles of the Morrill Act of 1862” with “the modern purposes of AAU research universities”—Texas A&M University: An Ideal 21st Century University, http://provost.tamu.edu/initiatives/strategic-planning-2015-2020-folder/FINALSTRATPLANwitheditsv2.pdf. The Department’s goals and strategic priorities also align closely with the mission of the College of Liberal Arts to “educate students for a rapidly changing world and instill in them a desire for lifelong learning through our faculty’s influential research, distinguished scholarship and creative work, inspirational teaching, and dedicated service—all in the context of the arts, humanities, and social and behavioral sciences”—Outline: Strategic Plan for the College of Liberal Arts, Texas A&M University, 2015-2020, “Knowledge for Life,” https://libarts.tamu.edu/app/uploads/2017/06/Strategic-Plan-2015-2020-Outline-Final-
Revision-Fall-2015.pdf: In regards to the Morrill Act, in particular, the Department, College, and University stand together, committed to providing students “across the population” with a high quality post-secondary education and to producing research that is significant to and relevant for “the people of the State and beyond.” Further discussion and analysis of our goals and strategic priorities follows throughout this Self-study.

Administration and Governance

The History Department’s administrative structure includes the Department Head (currently David Vaught) and four officers: Associate Head (Adam Seipp), Director of Undergraduate Studies (Rebecca Schloss), Director of Graduate Studies (Lorien Foote), and Graduate Placement Director (Katherine Unterman). For full descriptions of Department officers’ responsibilities and compensation, see Appendix J. Two instructional associate professors, David Hudson and Phil Smith, contribute as advisors—graduate and undergraduate, respectively. The Department has five full-time staff members: Mary Johnson, Assistant to the Department Head (and office manager); Kelly Cook, Business Coordinator II; Robyn Konrad, Senior Academic Advisor I/Undergraduate; Rita F. Walker, Lead Office Associate (Graduate Program); and Mary L. Speelman, Office Associate. In addition to being exceptionally competent and resourceful in their respective roles, our staff members help sustain our much improved morale and climate. Their remarkably low turnover rate speaks volumes about their own dedication and to the Department’s commitment to hiring, supporting, and retaining well-qualified staff.

The bylaws under which the Department operates have been included in Appendix P. These are updated periodically, the most recent revision (mostly incidental changes) having been approved by the faculty last fall. In addition to these bylaws, other documents provide specific information and guidelines on the Department’s methods of governance and standards. These include Procedures and Criteria for Annual Merit Performance Evaluation and Review, (or, the shortened title often used in this document, annual review guidelines, Appendix D); Faculty-Member’s Annual Report Form (Appendix E); Department of History Statement on Tenure and Promotion Criteria (Appendix F); New Faculty Handbook (Appendix I); Graduate Program Brochure (Appendix O); and Department of History Strategic Plan (Appendices A and B). Any of the Department’s guidelines may be changed by a majority vote of the faculty—as long as the outcome does not conflict with College or University policy.

The standing committees of the Department, identified in the bylaws, are the Executive Committee, Graduate Committee, Undergraduate Committee, Climate and Inclusion Committee, Tenure and Promotion Committee (the entire tenured faculty), Social Committee, Faculty Awards Committee, and Library Committee. Various Ad Hoc committees, such as last fall’s Ad Hoc Committee to Consider the Evaluation of Digital Humanities Projects, are formed as circumstances require. Committees meet as specified in the bylaws. The bylaws require that the faculty meet once every full month of the semester—though, on occasions when no action items appear on the agenda, we may hold “virtual” meetings, with the Head and Department officers updating the faculty electronically.
University rules give Heads much authority over the governance of departments. Procedures covering annual reviews of faculty and post-tenure review constitute a revealing case in point. The University assumes that Heads conduct evaluations and determine merit raises with little or no assistance from faculty. Heads serve at the pleasure of the Dean; they are members not of their departments but of the Dean’s staff. The Head is the administrator and executive officer of the department—meaning, technically, that faculty votes on Department business are merely advisory. Faculty governance of departments, to put it another way, is the exception rather than the rule at Texas A&M. In the History Department, we are proud to be part of the exception. Our Executive Committee, six members elected in a secret ballot by the faculty (three by rank and three at-large in alternate years) by rule is an advisory committee to the head. In practice, however, members play a strong role in determining policy—including, for example, the making of our annual review guidelines in the fall of 2012. Demonstrating a strong level of commitment, members started before the semester began and devoted over 10 hours over five meetings to restructure, modify, and rework the draft the department head had given them. After much discussion, the faculty adopted the new guidelines by a near unanimous vote, and to this day, the document continues to promote fairness, transparency, and collegiality. More generally, all committees, including search committees, are allowed to proceed without interference from the Head—abiding by the maxim that people work responsibly when given responsibility.

**Budget and Finances**

The College of Liberal Arts, in conjunction with University procedures, allocates an annual budget to the Department. For FY18, the total departmental budget is $4,431,228. This includes base allocations for tenured and tenure-track faculty and staff salaries, allocations for non-base faculty salaries, support for the graduate program, funds to enhance the undergraduate program, and support for operations and maintenance:

**TABLE 1.1: Department of History FY18 Budget Summary**

<table>
<thead>
<tr>
<th></th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Salaries</td>
<td>$3,320,817</td>
</tr>
<tr>
<td>Staff Salaries</td>
<td>$176,205</td>
</tr>
<tr>
<td>Non-base Faculty Salaries</td>
<td>$260,694</td>
</tr>
<tr>
<td>Graduate Assistant Allocation</td>
<td>$225,183</td>
</tr>
<tr>
<td>Undergraduate Enhancement Allocation</td>
<td>$50,000</td>
</tr>
<tr>
<td>Operating and Maintenance</td>
<td>$175,000</td>
</tr>
<tr>
<td>Differential Tuition</td>
<td>$223,328</td>
</tr>
<tr>
<td>Total</td>
<td>$4,431,228</td>
</tr>
</tbody>
</table>

(Source: College of Liberal Arts Internal Budget Document)

Of this budget, $498,511 supports the graduate program (Graduate Assistant Allocation, Undergraduate Enhancement Allocation, and Differential Tuition.) Also included in this budget
is a base allocation of $70,200 for four Graduate Assistant Lecturer positions—the significance of which will be addressed in the Doctoral Program Profile of this Self-study.

The Department budgets its Operating and Maintenance allocation ($175,000) with the approval of the College of Liberal Arts. We operate on a “use it or lose it” basis—i.e., the allocation for a given fiscal year does not carry over to the next fiscal year, with any leftover funds reverting back to the College. The allocation covers:

- copying expenses, phones, equipment and repair, office & computer supplies ($40,869)
- faculty research and travel ($50,000 + an additional $20,000 from TAMU Qatar)
- search committee and prospective faculty expenses (as needed)
- start-up funds for new faculty—split 50/50 with College (as needed)
- colloquia and workshop speaker fees ($10,000)
- one-month summer salaries to faculty in leadership roles whose duties include summer administrative assignments ($36,131)
- undergraduate program—memberships PAT/PBK, awards, receptions ($2,000)
- graduate student recruitment and travel to archives and conferences ($36,000).

The Office of Graduate and Professional Studies (OGAPS), through the College of Liberal Arts, provides an additional $70,000 to the department, most of which we target for graduate student travel to archives and conferences. We also draw from several endowed gifts for research funding for Ph.D. candidates—a total of $11,500 in FY17, for example. Building our graduate program is our top priority in this department, and we put our money where our commitment lies—over $100,000 for recruiting, research, and conference funding per year.

Beyond the Department, the Office of the Vice President for Research provides research funds for faculty on a competitive basis from two large internal grants, the Program to Enhance Scholarly and Creative Activities (up to $10,000) and the Arts & Humanities Fellows Program ($15,000 over three years). The Melbern G. Glasscock Center for Humanities Research also offers research grants and fellowships, and the College provides a generous seed grant program ($15,000), international travel funds ($1,500), and a number of other awards. Texas A&M (as with all public universities in the state) does not offer traditional sabbaticals, but tenured faculty may apply for Faculty Development Leave every five years for one semester at full pay or two semesters at half pay. With the total number limited by state law (no more than 6% of tenured faculty members per College in any academic year), FDLs in recent years have become even more competitive than when the 2011 external review team expressed its “dismay” at TAMU’s failure to meet AAU standards with its leave policy (Appendix C, p. 7).

All new faculty are provided with a computer and printer, and all faculty may participate in the College’s Faculty Workstation Program, which provides a new computer every four years.

There is no summer budget. Summer teaching is funded by the College and allocations are made through an annual request, evaluation, and approval process.
Facilities

The Department of History is located in the Melbern G. Glasscock Building in the center of campus directly across from the Evans Library. It is old (erected in 1922 as the Agriculture Building) and thus prone to plumbing problems, flooding, and various malfunctions, but we enjoy its classical revival architecture, character, and spacious offices. History occupies the basement and first and second floors and shares the third floor with the Glasscock Humanities Center. Offices for graduate students and lecturers are in the basement, while those for faculty spread out over the other three floors. At the south end of the first-floor is the administrative suite, containing the offices of staff and the department head; our two undergraduate advisers are situated on the same floor at the other end of the hallway; and the department library/conference room sits in the middle opposite the main entrance and foyer. Two seminar rooms (occupancy 20) and a computer lab can be found on the second floor, while the building’s main classroom, with a 30-seat capacity, is in the basement. Most of the large lecture halls and smaller classrooms assigned to the History Department are within a five-minute walk. With the student population booming, we have a serious scarcity of space on this campus, with a particularly glaring shortage of large lecture halls. All classrooms include computers connected to smart podiums and ceiling mounted projectors.

Date of Last Academic Program Review

The Department of History underwent its last academic program review in 2011. The Department’s 2010 Self-study is available online at http://provost.tamu.edu/initiatives/academic-program-review-documents-from-91411/History2010Complete.pdf. The Report of the 2011 review team is available in Appendix C.

Analysis: Improvements Since the Previous External Review

The Department has made significant improvements in its faculty profile, graduate program, and undergraduate program since our previous external review in 2011—in part in response to the team’s helpful recommendations and to the Dean’s requirement that all units create a strategic plan, but mostly on our own accord and initiative. These improvements are summarized here, with more detailed analyses in the sections that follow.

We took to heart the external team’s insistence that above all else, “the Department will have to resolve its own internal differences before it can meet its full potential of providing excellent research, teaching, and service to the University.” The current Head, the Executive Committee(s), officers, staff, and the faculty as a whole all have all participated in resolving the differences of the Department. Though difficult to quantify or document with precision, our morale and climate have significantly improved, with a shared sense of mission—and the collegiality that accompanies it—now dominating our meetings, commitments, and plans for the future. We remain committed to our Strategic Plan, by design crafted and organized on the faculty’s own initiative, that reconfigured our academic strengths to take advantage of all our
talents and interests. We have adopted extensive annual review guidelines designed to reinforce
the Department’s four core strategic commitments, to encourage one another to fulfill
professional standards and expectations of a major research university, and to provide clear, fair,
and accountable procedures and criteria. We have thoroughly revised our tenure and promotion
guidelines to align with the College’s while offering candidates a more user-friendly document.
We have built an admirable record of scholarship since 2011, including 27 single-authored
research monographs, 13 of them award-winning (18 total book awards), at such top university
articles in highly respected venues such as *Journal of Social History, Gender and History, Journal of Asian Studies, Journal of Southern History,* and *Journal of Military History*; and
many prestigious external grants and fellowships, especially Fulbright (9), NEH (8), Hoover
Institute (5), and American Association for the Academy of Science (1). Fully 50 percent of the
faculty have won Association of Former Students Distinguished Teaching Awards or other
prestigious classroom honors. We have made 10 outstanding new hires (though not enough to
offset the 21 departures), who have contributed markedly to the quality of our research and
teaching and enhanced the diversity of the faculty. We have also adopted a long-term hiring plan
of seven positions that emphasizes breadth of coverage (though not to the extent recommended
by the previous review team) as well as targeted areas of excellence (still emphasized by the
University).

With regard to the graduate program, it bears repeating that we have put our money where our
commitment lies. In addition to increasing travel funds, we have raised TA stipends (by giving
up three graduate lines and with help from the College) from a paltry $11,000 in 2011 to the
current $15,000—which, though still low compared to top tier public programs, allows us to
better compete with our peers. The biggest burden on our efforts to make our program one of the
top in the country remains the four-year limit on tuition waivers (and thus, with our limited
means, funding in general) imposed by OGAPS for students enrolling with an M.A. (again, we
rarely admit those with just a B.A.). A student entering with an M.A. needs two years to pass
qualifying exams, leaving just two years to complete a dissertation. This is just not possible—
here or at any other program in the country. Our very best students are sometimes able to extend
their funding with year-long external grants or by winning university-level dissertation writing
support, while a few others add a year of funding as Graduate Assistant Lecturers (instructors of
record for one course a semester)—but, until very recently, only as last-minute teaching
replacements. For FY18, we pitched our argument to the Dean last summer and received four
GAL positions—not for replacement teaching but in the base budget for students’ professional
development. Though just a start, these positions allow us to offer exceptional recruits five years
of funding (the norm for peer public institutions) and thus to enhance our efforts to compete for
the best students.

Building a graduate program requires not only money but also a vision for the future, careful
planning, and a strong faculty commitment. Since our last external review, we have reduced the
number of students we admit in accordance with our available resources and a tight job market;
implemented sound processes for evaluating graduate student progress; established a highly
successful annual recruitment weekend; created the position of placement (professional development) director; set up several funded internships with the federal government and at Texas A&M Press; and, in line with the advice of the 2011 review team, restructured our curriculum to emphasize research and writing instruction. In 2011, eight tenured faculty members mentored the large majority of our graduate students; in 2017, a large majority of the tenured faculty (23 of 33) mentored at least one graduate student. The results have been remarkable—a whole new culture emphasizing excellence on all fronts has emerged. Most notably, our students now regularly win prestigious external grants and fellowships (including, most recently, Fulbright, Smithsonian, and German Academic Exchange Service awards), publish in top-tier journals, deliver papers at important conferences, and compete, with increasing success, in both the academic and government job markets. The American Historical Association (AHA) has recognized our efforts through a very competitive grant from its Career Diversity Initiative. We are now applying for follow-up funding from the AHA to help continue our momentum in this area.

The 2011 external review team also urged us to strengthen the undergraduate curriculum to better prepare students for their required senior capstone course (HIST 481). We have done so with commitment and enthusiasm— with four significant changes stemming from the complete revision to our undergraduate degree program that we undertook in 2012. First, we launched HIST 280, “The Historian’s Craft,” our high-impact writing-intensive gateway seminar capped at 15 and required of our majors—to rave reviews from both students and faculty. Our students now have their first writing-intensive high-impact course prior to taking their upper-division courses and senior capstone seminars and, in the process, are much better prepared and much more accomplished history majors. Teaching 8-9 sections of this seminar per semester, each focused on a faculty member’s research specialty, along with 8-9 sections of HIST 481, also capped at 15, along with thousands of students per semester in U.S. history survey courses constitutes a major commitment by our faculty. Second, we now require that students take courses from at least three of five geographically organized lists (U.S., Europe, Asia, Africa and the Middle East, and Latin America) to expand global awareness. We also require that they take at least two courses in pre-modern history. Third, we have upgraded the titles of a dozen of our upper-division courses to better reflect current interpretations in the profession—e.g., HIST 450 from “The Old South” to “Southern Identities and Culture through Reconstruction.” Fourth, we are working to better inform our students of their career options as history majors with professional development workshops coordinated through our chapter of Phi Alpha Theta, the national honorary history society, as well as through regular electronic communication with information for all our majors and minors. While it will take time before we see the full impact of these four revisions, we believe that the tighter structure of the major will improve our retention and graduation rates. We also wish to emphasize that the vast majority of our upper-division courses (upwards of 90% per semester) adhere or nearly adhere to university “writing-course” requirements. We are the best writing-instruction department in the university, and we take our teaching very seriously.
The external review team of 2011 provided us much insight and valuable recommendations, but in its report, it did not fully grasp the burden of the requirement in the State of Texas that every undergraduate complete six credit hours of U.S. history. Peer institutions outside the state normally teach a number of lower-division undergraduate surveys—U.S., Western Civilization, World History, Latin America, Asia, and Africa. Because these surveys typically meet similar core requirements, students tend to enroll in them in roughly equal numbers. In sharp contrast, each semester we are able to offer one section each of the two halves of Western Civilization and the two halves of World History (four sections totaling about 250 students), no lower-division surveys of Latin America, Asia, or Africa (making some upper-division courses de facto surveys), and 20-25 sections of both halves of the U.S. survey totaling 4,000 students (5,000 including Texas history, which also meets the state requirement). Over the decades, our Department has been built to meet this requirement—meaning, by necessity, that we are top-heavy in U.S. history and even beyond the United States, top-heavy in modern history (18th-20th centuries). All faculty receive equal consideration when the Department considers promotions, resources, and course assignments, but “breadth of coverage”—the previous external review team’s main emphasis—remains an ideal for us, not a real possibility.
Faculty Profile

As a nationally prominent department at a major research university (RU/VH, member Association of American Universities), the Department of History seeks to build a world-class faculty—so begins our Strategic Plan (2011; updated version 2015, Appendices A and B). In order to achieve this goal, we have adopted the following strategies:

- Produce influential and innovative scholarship
- Seek the broadest possible visibility for our work by publishing in prestigious presses and journals.
- Secure major external grants, fellowships, and awards to increase our scholarly reputation, impact, and productivity
- Present the results of our research at high-profile national and international venues, especially in keynote and plenary addresses
- Establish long-term hiring priorities to enhance our areas of excellence, develop emerging strengths, and meet curricular needs
- Participate in high-profile professional activities (e.g., serving on editorial boards, as evaluators for major grant organizations, and as external evaluators for tenure and promotion committees at peer institutions)
- Invite distinguished scholars to our campus for colloquia and conferences
- Publicize our accomplishments through university outlets and national venues
- Encourage one another, through our annual review process, to fulfill professional standards and expectations commensurate with the aims of a major research university
- Reach out to the public, particularly in Texas, to advance its understanding of history and to encourage an appreciation of historical thinking

Analysis of the progress the faculty has made toward achieving its strategic goals, as measured against disciplinary norms and standards for History departments at major research universities, follows important required preliminary information and a series of quantitative research metrics.

Required Preliminary Information, 2011-2017

Number of Core Faculty (tenured and tenure-track)

The Department experienced a net loss of core faculty since our previous external review in 2011, owing to the College policy, implemented in 2010, of retrieving positions after faculty departures and to limited resources during the recession (and post-recession) years. In the spring of 2011, the Department had 51 tenured and tenure-track faculty, with the distribution across ranks of 19 full professors, 19 associate professors, and 13 assistant professors. With 21 departures and 10 hires in the ensuing years, we currently have 40 tenured and tenure-track faculty—19 full professors, 16 associate professors, and 5 assistant professors. (One assistant professor and one associate professor are, at present, in the process of review for promotion.) Of the 10 new faculty members, 3 were hired at the rank of full professor (including one with an
endowed chair), 2 at the rank of associate professor, and 5 at the rank of assistant professor. Of the 21 departures, twelve have retired from the university, including 8 in the last 3 years. (For faculty arrivals and departures, 2002-2010, see the 2010 Self-study, Table 1, p. 8.)

TABLE 2.1: Number of Tenured and Tenure Track Faculty by Rank

<table>
<thead>
<tr>
<th>Rank</th>
<th>Number of Faculty Spring 2011</th>
<th>Number of Faculty Fall 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>Associate</td>
<td>19</td>
<td>16</td>
</tr>
<tr>
<td>Assistant</td>
<td>13</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>51</td>
<td>40</td>
</tr>
</tbody>
</table>

(Source: Internal Department Documents)

Since fall 2011, when two new assistant professors joined the faculty, one in nineteenth-century U.S. history, the other in twentieth-century U.S. history, our hiring has been mostly area focused. The Department Strategic Plan of 2011, in line with the Dean’s requirements, identified three “targeted areas of excellence”: War and Society, Caribbean and Atlantic Studies (CAST), and Chicano/Latino history. At the time, the Dean also preferred senior hires who would “generate a significant step-change in prestige and impact.” We proceeded, in consecutive years, to hire distinguished scholars at the rank of associate or full professor in each of our areas of excellence. Less constrained in our search for the Glasscock Chair in American History in AY 2014-2015, we hired a senior scholar in U.S. Foreign Relations. An assistant professor in Chicano/Latino history became our eighth hire, and in the last two years, we welcomed two assistant professors as partner-placements, one in Imperial Russia, the other twentieth-century U.S.

Faculty hires since 2011 are reported by rank and by primary field in Table 2.2.

TABLE 2.2: Faculty Hires Since 2011 (10)

<table>
<thead>
<tr>
<th>Name</th>
<th>Start Date</th>
<th>Rank</th>
<th>Field</th>
</tr>
</thead>
<tbody>
<tr>
<td>Katherine Unterman</td>
<td>Fall 2011</td>
<td>Assistant</td>
<td>19th Century U.S.</td>
</tr>
<tr>
<td>Julia Erin Wood</td>
<td>Fall 2011</td>
<td>Assistant</td>
<td>20th Century U.S.</td>
</tr>
<tr>
<td>Violet Johnson</td>
<td>Fall 2012</td>
<td>Full</td>
<td>U.S. Race, Caribbean/Atlantic Studies</td>
</tr>
<tr>
<td>Lorien Foote</td>
<td>Fall 2013</td>
<td>Full</td>
<td>War and Society</td>
</tr>
<tr>
<td>Sonia Hernandez</td>
<td>Fall 2014</td>
<td>Associate</td>
<td>Chicano/Latino</td>
</tr>
<tr>
<td>Evan Haefeli</td>
<td>Fall 2014</td>
<td>Associate</td>
<td>Caribbean/Atlantic Studies</td>
</tr>
<tr>
<td>Elizabeth Cobbs</td>
<td>Fall 2015</td>
<td>Full/Glasscock Chair</td>
<td>U.S. Foreign Relations</td>
</tr>
<tr>
<td>Sarah McNamara</td>
<td>Fall 2016</td>
<td>Assistant</td>
<td>Chicano/Latino</td>
</tr>
<tr>
<td>Stephen Riegg</td>
<td>Fall 2016</td>
<td>Assistant</td>
<td>Imperial Russia</td>
</tr>
<tr>
<td>Trent MacNamara</td>
<td>Fall 2017</td>
<td>Assistant</td>
<td>20th Century U.S.</td>
</tr>
</tbody>
</table>

(Source: Internal Department Documents)
Faculty departures over the same period are reported in Table 2.3, with a brief explanation of the reason for the departure.

TABLE 2.3: Faculty Departures Since 2011 (21)

<table>
<thead>
<tr>
<th>Name</th>
<th>End Date</th>
<th>Rank</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>Henry Schmidt</td>
<td>Spring 2011</td>
<td>Associate</td>
<td>Retired</td>
</tr>
<tr>
<td>Sylvia Hoffert</td>
<td>Spring 2011</td>
<td>Full</td>
<td>Retired</td>
</tr>
<tr>
<td>Leah Devun</td>
<td>Spring 2011</td>
<td>Associate</td>
<td>Moved to Rutgers University</td>
</tr>
<tr>
<td>Pritti Mishra</td>
<td>Fall 2011</td>
<td>Assistant</td>
<td>Resigned</td>
</tr>
<tr>
<td>Katherine Engel</td>
<td>Spring 2012</td>
<td>Associate</td>
<td>Moved to Southern Methodist University</td>
</tr>
<tr>
<td>Molly Warsh</td>
<td>Spring 2012</td>
<td>Assistant</td>
<td>Moved to University of Pittsburgh</td>
</tr>
<tr>
<td>Julia Blackwelder</td>
<td>Fall 2012</td>
<td>Full</td>
<td>Retired</td>
</tr>
<tr>
<td>Dale Baum</td>
<td>Spring 2013</td>
<td>Full</td>
<td>Retired</td>
</tr>
<tr>
<td>Glenn Chambers</td>
<td>Spring 2013</td>
<td>Associate</td>
<td>Moved to Michigan State University</td>
</tr>
<tr>
<td>Ada Palmer</td>
<td>Spring 2014</td>
<td>Assistant</td>
<td>Moved to University of Chicago</td>
</tr>
<tr>
<td>Arnold Krammer</td>
<td>Spring 2015</td>
<td>Full</td>
<td>Retired</td>
</tr>
<tr>
<td>Lisa Ramos</td>
<td>Spring 2015</td>
<td>Assistant</td>
<td>Resigned</td>
</tr>
<tr>
<td>James Bradford</td>
<td>Spring 2016</td>
<td>Full</td>
<td>Retired</td>
</tr>
<tr>
<td>Thomas Dunlap</td>
<td>Spring 2016</td>
<td>Full</td>
<td>Retired</td>
</tr>
<tr>
<td>Di Wang</td>
<td>Spring 2016</td>
<td>Full</td>
<td>Retired</td>
</tr>
<tr>
<td>Ernest Starks</td>
<td>Fall 2016</td>
<td>Full</td>
<td>Deceased</td>
</tr>
<tr>
<td>R. J. Q. Adams</td>
<td>Spring 2017</td>
<td>Full</td>
<td>Retired</td>
</tr>
<tr>
<td>Sara Alpern</td>
<td>Spring 2017</td>
<td>Associate</td>
<td>Retired</td>
</tr>
<tr>
<td>Walter Buenger</td>
<td>Spring 2017</td>
<td>Full</td>
<td>Moved to University of Texas</td>
</tr>
<tr>
<td>Chester Dunning</td>
<td>Spring 2017</td>
<td>Full</td>
<td>Retired</td>
</tr>
<tr>
<td>Larry Yarak</td>
<td>Spring 2017</td>
<td>Associate</td>
<td>Retired</td>
</tr>
</tbody>
</table>

(Source: Internal Department Documents)

**Core Faculty to Student Ratio**

In the fall of 2016, the ratio of core faculty to undergraduate students was 1:36.7 (1:63.3 for lower-division courses, 1:13.9 for upper-division courses). The ratio of core faculty to Ph.D. students was 1:3.5. The overall ratio was 1:25.7. (Source: TAMU Data and Research Services)

**Publications and External Grants, 2011-2017**

We organize the information in Table 2.4 by the types of research products typical of the discipline: single-authored monographs, edited volumes, novels, translations, teaching books (classroom books, pedagogy, and textbooks), peer-reviewed journal articles, book chapters, invited lectures, conference papers, grants and fellowships, and awards.
TABLE 2.4: Faculty Research Products, 2011-2017

<table>
<thead>
<tr>
<th>Research Product</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monographs</td>
<td>27</td>
</tr>
<tr>
<td>Edited Volumes, Novels, and Translations</td>
<td>18</td>
</tr>
<tr>
<td>Teaching Books</td>
<td>7</td>
</tr>
<tr>
<td>Peer-reviewed articles</td>
<td>71</td>
</tr>
<tr>
<td>Book chapters</td>
<td>74</td>
</tr>
<tr>
<td>Invited lectures</td>
<td>257</td>
</tr>
<tr>
<td>Conference papers</td>
<td>334</td>
</tr>
<tr>
<td>Awards</td>
<td>55</td>
</tr>
<tr>
<td>External Grants and Fellowships</td>
<td>55</td>
</tr>
</tbody>
</table>

(Source: Faculty Member’s Annual Report Forms)

Core Faculty Teaching Load

The normal teaching load for full-time tenured and tenure-track faculty is 2:2 (i.e., two courses in the Fall Semester and two courses in the Spring semester). In addition, the large majority of core faculty serve on graduates student committees as major advisors and/or members, and many engage in directed studies with undergraduates. Core faculty in leadership roles in the Department receive reductions in teaching loads in conjunction with the assignment of their administrative duties (Appendix J).

The Office of the Provost also measures core faculty teaching loads by what it terms “loading”—i.e., the ratios of core faculty full-time equivalency (FTE) to the number of “Semester Credit Hours” (SCHs), “Weighted Semester Credit Hours” (WCHSs), and “Classroom Teaching Credits” (CTCs). The weighting of WSCHSs is determined in accord with several variables used by the State of Texas to fund higher education. The key variable is whether or not a course is lower-division, upper-division, or graduate. Each year, the Office of the Provost provides “loading data” for a basis of comparison among departments, colleges, and the university. Table 2.5 presents the most recent data for the 2015-2016 academic year.

TABLE 2.5: Loading, 2015-2016 (all per Core Faculty FTE)

<table>
<thead>
<tr>
<th></th>
<th>Core Faculty SCH</th>
<th>Core Faculty WSCH</th>
<th>Core Faculty CTC</th>
<th>M.A.</th>
<th>Ph.D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>TAMU</td>
<td>509</td>
<td>1532</td>
<td>20</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>College of Liberal Arts</td>
<td>743</td>
<td>1199</td>
<td>18</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Department of History</td>
<td>837</td>
<td>1139</td>
<td>16</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

(Source: Office of the Provost, 2016 Scorecard for the Department of History)
Faculty other than Core (full time, non-tenure track)

Currently the Department of History employs two Instructional Associate Professors, both of whom have served on the faculty for more than ten years. They each teach two courses per semester and contribute significantly as advisors—one for undergraduate students, the other graduate students. The Department also has four full-time lecturers, who carry 4:4 teaching loads. (One of them, at present, is in the process of review for promotion to Senior Lecturer.) Until this year (AY 17-18), the Department, since our last APR, has employed no more than two full-time lecturers (and just one for most of those years), but the combination of six core faculty departures last year and a larger-than-expected freshman class this year necessitated the hiring of two additional full-time lecturers. Though their job descriptions do not include publishing, all six of our full-time non-core faculty members pursue active research agendas.

Faculty Diversity

With regard to our 40 core faculty in fall 2017, 67% are men (27) and 33% are women (13); of these women, 5 are at the rank of full professor, 5 at the rank of associate professor and 3 at the rank of assistant professor. These numbers approximate the gender distribution of History faculty nationally, which shows that 38% of History faculty in American colleges and universities are female (www.humanitiesindicators.org, 2012 data). Eighty percent of our core faculty are white (32) and 20% are of other racial or ethnic backgrounds (8); 5% are African American (2, 1 woman, 1 man), 13% are Hispanic/Latino (5, 3 men, 2 women), and 2.5% are Asian (1 man). The last comprehensive survey data on the ethnic profile of History departments across the United States shows that ethnic and racial minorities comprise 15% of the History professoriate (Perspectives on History, September 2008 and May 2010).

With regard to our 6 full-time non-core faculty members, 67% (4) are men and 33% (2) are women. Of the full-time non-core core faculty, all are white.

Of the 46 total core and non-core faculty, 67% are men (31) and 33% are women (15). 83% are white (38) and 17% are of other racial or ethnic backgrounds (8); 4% are African American (2, 1 woman, 1 man), 11% are Hispanic/Latino (5, 3 men, 2 women), and 2% are Asian (1 man).

We address diversity with pride and sense of purpose—first and foremost through subfield strength, especially in Chicano/Latino history, one of our three strategic areas of excellence. While coordinated efforts—symposia, conferences, colloquia—are important, long-term success stems primarily from hiring with an eye toward achieving greater gender balance and ethnic diversity among the faculty. Diversity breeds diversity—and we have just begun to reap the benefits of our recent efforts—most noticeably, perhaps, by creating initiatives to recruit more student diversity at both the graduate and undergraduate levels.
Qualifications and Evaluations of Faculty

Qualifications: All faculty (core and non-core) are expected to hold the doctorate degree in History.

Tenure and Promotion: Assistant Professors are considered for tenure and promotion to Associate in the fall of their sixth academic year of service; Associate Professors may be considered for promotion at any time (at their discretion). Non-tenure track faculty may also seek promotion. After five years of service, a full-time lecturer may be promoted to Senior Lecturer based on meritorious teaching. Instructional Assistant Professors may be promoted to Instructional Associate Professor and to Instructional Professor based on their performances in teaching and service. For procedures and criteria, see Department of History Statement on Tenure and Promotion Criteria (Appendix F); College of Liberal Arts Guidelines for Review, Tenure, and Promotion of Tenure-Track and Tenured Faculty (Appendix G); and College of Liberal Arts Academic Professional Track Faculty Guidelines (Appendix H). Since 2011, one Instructional Assistant Professor has been promoted to Instructional Associate Professor (Smith); 7 Assistant Professors have been promoted to Associate Professor with Tenure (Chambers, A. Hudson, Kim, Hinojosa, Schwartz, Rouleau, and Unterman); and 7 Associate Professors have been promoted to Professor (Bouton, Kirkendall, Bickham, Seipp, Coopersmith, Blanton, and A. Hudson). No faculty member over the course of this period has been denied promotion.

Annual Review: All faculty are required to participate in the annual review of research, teaching and service. The process begins, normally on December 1, with the distribution of a “Faculty Member’s Annual Report” form (Appendix E), which all faculty members are required to complete and submit by January 20. The completed form details the academic activities and accomplishments of the previous calendar year and serves as the primary documentation not only for job performance but also for merit raises for the next academic year. In early March, the executive committee evaluates the faculty, following the procedures and criteria in the department’s annual review guidelines (Appendix D), with the objective of locating each member in the appropriate category of performance using a five-point scale: 4 = Superior; 3 = Excellent; 2 = Commendable; 1 = Satisfactory; 0 = Unsatisfactory. Typically, areas of responsibility are weighted as follows: Research 60%, Teaching 20%, Service 20%. On the basis of the completed evaluations, the department head notifies all faculty members in writing of their overall performance rating (“weighted composite score”) and includes as well an assessment of their long-term progress in research, teaching, and service. This memorandum constitutes the annual review for faculty, who are invited to meet and discuss the results with the department head. Our annual review guidelines also allow those whose greatest contributions take place in the classroom the opportunity to alter their performance expectations and reward structure (three colleagues, at present, have done so and carry 3:3 teaching loads). These guidelines, adopted in 2012, have proven very effective—and, as with the making of our strategic plan, have contributed to the department’s improved climate. Every year, members of the executive committee have unanimously (or very nearly unanimously) agreed on the ratings...
for all faculty. Lecturers and instructional faculty undergo a similar process, and in addition are observed in the classroom at least once a semester by the associate department head.

For assistant professors, progress is also assessed, in a separate annual review, by the department’s Tenure and Promotion Committee. In every year of their probationary period, assistant professors prepare a comprehensive dossier, which the tenured faculty in the Department use to monitor their progress toward tenure and promotion. The third year review (or “midterm review”) requires a more formal procedure involving evaluations not only by the tenured faculty, but also by the department head and the dean. In October of one’s sixth year, the cumulative dossier serves as the basis for one’s tenure and promotion review—which proceeds step by step up the line of approval all the way to the Board of Regents.

**Analysis: Quantitative Research Metrics (Academic Analytics)**

For the last several years, Texas A&M University has contracted with Academic Analytics, an independent private firm that compiles quantitative data about faculty research nationwide. Administrators at TAMU acknowledge concerns that the methods and variables employed by Academic Analytics do not capture the full range and quality of scholarly inquiry, and they do not employ this data in tenure, promotion, compensation, or hiring decisions. They do use Academic Analytics, however, to evaluate departmental strengths and weaknesses, particularly for benchmarking in comparison to other institutions. However imperfectly, the data provided by Academic Analytics allows TAMU to compare the History Department to other history departments around the country. We employ the data here to provide comparative analyses of several research metrics of faculty performance between (1) our Department and the other 223 history departments covered by Academic Analytics and (2) our Department and 15 selected AAU peer/peer aspirant institutions.

Academic Analytics’ comparative analyses are based on the following data coverage periods:

**TABLE 2.6: Academic Analytics Data Coverage Periods**

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Academic Year 2016-2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journal Articles</td>
<td>2005-2016</td>
</tr>
<tr>
<td>Citations</td>
<td>2005-2016</td>
</tr>
<tr>
<td>Conference Proceedings</td>
<td>2013-2016</td>
</tr>
<tr>
<td>Books</td>
<td>2004-2016</td>
</tr>
<tr>
<td>Grants</td>
<td>2008-2016</td>
</tr>
<tr>
<td>Awards</td>
<td>No Limit</td>
</tr>
</tbody>
</table>

(Source: Academic Analytics 2016 Database)

Academic Analytics does not differentiate within metrics—i.e., all books are weighted equally; all articles are weighted equally; etc. But Academic Analytics does recognize “weight schemes,” or the relative importance of the different activities for a given discipline (which it determines
from National Research Council data). For History, the weight schemes are: Books 54%; Awards 20%; Articles 13%; Citations 13%; Conference Proceedings 0%; Grants 0%.

By “books,” Academic Analytics means not just research monographs, but also edited volumes, translations, teaching books, textbooks, revised editions of previously published books, paperback editions, and others. Since all “books” are weighted equally, Academic Analytics does not capture comparative data on the signature research product in History, the monograph. Indeed, Academic Analytics equates the research monograph, the accomplishment that merits the highest rating (“superior”) in our annual review guidelines, with activities (revised editions, paperback editions, etc.) deemed “unlikely to be considered for merit” by our department (Appendices D and E).

The list of History journals in the Academic Analytics data base is reasonably accurate and complete.

In its comparative data, Academic Analytics does not identify book chapters or search for citations in books or edited volumes.

“Grants” refers only to those awarded by federal agencies.

For more on the current (2016) Academic Analytics data base and methodology, see: https://cms.academicanalytics.com/media/1289/aad_2016-faq-10_3_17.pdf

**Comparative Analyses of all History Departments**

Comparative analyses of 20 metrics of faculty research performance between our Department and all other departments of history (224 total history departments covered by Academic Analytics) suggests our strengths and weaknesses. As an average of all metrics (“Scholarly Research Index”) our Department ranks 62nd of 224 or in the 73rd percentile of all departments covered. Compared to the 223 other History departments, we are strongest in book and award metrics and weakest in article and citation metrics.

**TABLE 2.7: Faculty Research Strengths and Weaknesses Compared to 223 Departments of History**

<table>
<thead>
<tr>
<th>Description</th>
<th>Rank</th>
<th>Percentile</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Faculty</td>
<td>24</td>
<td>90.4%</td>
<td>43</td>
</tr>
<tr>
<td>Number of Faculty Members Who Have Published a Book</td>
<td>28</td>
<td>88.7%</td>
<td>34</td>
</tr>
<tr>
<td>Total Number of Books</td>
<td>34</td>
<td>85.4%</td>
<td>92</td>
</tr>
<tr>
<td>Number of Faculty Members With an Award</td>
<td>39</td>
<td>83.2%</td>
<td>22</td>
</tr>
<tr>
<td>Total Awards</td>
<td>47</td>
<td>80.8%</td>
<td>45</td>
</tr>
<tr>
<td>Number of Faculty Members With an Article</td>
<td>49</td>
<td>80.0%</td>
<td>26</td>
</tr>
<tr>
<td>Number of Faculty Members With a Citation</td>
<td>58</td>
<td>76.2%</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------</td>
<td>-------</td>
<td>---------</td>
<td>-----</td>
</tr>
<tr>
<td>Total Articles</td>
<td>66</td>
<td>71.0%</td>
<td>75</td>
</tr>
<tr>
<td>Book Publications per Faculty</td>
<td>74</td>
<td>68.0%</td>
<td>2.1</td>
</tr>
<tr>
<td>Total Citations</td>
<td>89</td>
<td>61.9%</td>
<td>2.1</td>
</tr>
<tr>
<td>Percentage of Faculty With a Book Publication</td>
<td>93</td>
<td>59.2%</td>
<td>79</td>
</tr>
<tr>
<td>Awards per Faculty Member</td>
<td>94</td>
<td>59.0%</td>
<td>1.05</td>
</tr>
<tr>
<td>Percentage of Faculty With an Award</td>
<td>105</td>
<td>53.4%</td>
<td>51.2</td>
</tr>
<tr>
<td>Percentage of Authors With a Citation</td>
<td>125</td>
<td>45.0%</td>
<td>58</td>
</tr>
<tr>
<td>Citations per Publication</td>
<td>131</td>
<td>42.0%</td>
<td>1.0</td>
</tr>
<tr>
<td>Citations per Faculty Member</td>
<td>141</td>
<td>38.0%</td>
<td>1.6</td>
</tr>
<tr>
<td>Articles per Author</td>
<td>141</td>
<td>38.0%</td>
<td>2.9</td>
</tr>
<tr>
<td>Percentage of Faculty With a Citation</td>
<td>153</td>
<td>33.4%</td>
<td>35</td>
</tr>
<tr>
<td>Articles per Faculty Member</td>
<td>172</td>
<td>24.0%</td>
<td>1.74</td>
</tr>
<tr>
<td>Percentage of Faculty With an Article</td>
<td>188</td>
<td>17.0%</td>
<td>60.5</td>
</tr>
</tbody>
</table>

(Source: Academic Analytics 2016 Database)

**Comparative Analyses with 15 AAU Peers**

For the purpose of this Self-study, the Department selected 15 peer and peer-aspirant institutions with which we might most meaningfully compare ourselves. All 15 are AAU-member public institutions, with most of them having a significant historical commitment to agricultural, technical, and industrial education. We list them below in order of their 2018 *U.S. News and World Report* graduate program rankings (overall and public, in parenthesis). *Vision 20/20* peers are marked with an asterisk.

University of Wisconsin*—Madison (9, 3)
Ohio State University* (27, 12)
University of Maryland—College Park (27, 12)
University of California, Davis* (32, 14)
University of Minnesota, Twin Cities* (32, 14)
University of California, San Diego* (41, 18)
Michigan State University (44, 21)
Pennsylvania State University* (44, 21)
University of Pittsburgh (44, 21)
Purdue University* (53, 27)
University of Florida* (53, 27)
University of Iowa (53, 27)
University of Oregon (53, 27)
University of Arizona (63, 31)
**Texas A&M University (69, 35)**
University of Missouri (79, 44)

Comparative analyses of a number of metrics of faculty research performance between our Department and the 15 AAU Peer Institutions suggests further evidence of our Department’s
strengths (books and awards) and weaknesses (articles and citations). For the average of all metrics (“Scholarly Research Index”), our department ranks 8th out of 16.

TABLE 2.8 Comparative Analyses 15 AAU Peers (all metrics)

<table>
<thead>
<tr>
<th>Faculty Research Performance Metric</th>
<th>Rank out of 16 (TAMU and 15 AAU Peers)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Number Books</td>
<td>4</td>
</tr>
<tr>
<td>Book Publications Per Faculty</td>
<td>7</td>
</tr>
<tr>
<td>% of Faculty With Book</td>
<td>9</td>
</tr>
<tr>
<td>Number of Faculty With Book</td>
<td>6</td>
</tr>
<tr>
<td>Total Awards</td>
<td>9</td>
</tr>
<tr>
<td>Awards Per Faculty</td>
<td>13</td>
</tr>
<tr>
<td>% of Faculty With Award</td>
<td>13</td>
</tr>
<tr>
<td>Number of Faculty With Award</td>
<td>8</td>
</tr>
<tr>
<td>Total Number Articles</td>
<td>10</td>
</tr>
<tr>
<td>Articles Per Faculty</td>
<td>15</td>
</tr>
<tr>
<td>% of Faculty With Article</td>
<td>16</td>
</tr>
<tr>
<td>Number of Faculty With Article</td>
<td>11</td>
</tr>
<tr>
<td>Total Number Citations</td>
<td>12</td>
</tr>
<tr>
<td>Citations Per Faculty</td>
<td>14</td>
</tr>
<tr>
<td>% of Faculty With Citation</td>
<td>15</td>
</tr>
<tr>
<td>Number of Faculty With Citation</td>
<td>11</td>
</tr>
<tr>
<td>Scholarly Research Index</td>
<td>8</td>
</tr>
</tbody>
</table>

(Source: Academic Analytics 2016 Database)

For comparisons of selected metrics between our Department and the 15 AAU Peer Institutions, we provide the following graphs (Source for all graphs: Academic Analytics 2016 Database):

GRAPH 2.1
GRAPH 2.8

Articles Per Faculty (2005-2016)

University of California, Davis
Pennsylvania State University, The
University of Florida
University of Minnesota, Twin Cities
University of California, San Diego
Michigan State University
University of Pittsburgh
University of Oregon
University of Arizona, The
University of Wisconsin - Madison
Ohio State University, The
Purdue University
University of Iowa, The
University of Maryland, College Park
Texas A&M University
University of Missouri

GRAPH 2.9

Total Number of Citations (2005-2016)

University of Minnesota, Twin Cities
University of California, Davis
Ohio State University, The
Michigan State University
University of California, San Diego
Pennsylvania State University, The
University of Pittsburgh
University of Florida
University of Maryland, College Park
University of Wisconsin - Madison
University of Arizona, The
Texas A&M University
Purdue University
University of Iowa, The
University of Oregon
University of Missouri
Analysis: Disciplinary Norms and Strategic Progress

Metric systems and rankings alone do not adequately characterize the nature and quality of our work. We also measure ourselves against disciplinary norms and standards for History departments at major research universities. As stated at the beginning of this Faculty Profile, in order to achieve the primary goal of building a world class faculty, we have adopted a number of strategies: produce influential and innovative scholarship; secure major external grants, fellowships, and awards; present our work at high profile national and international venues; maintain high standards in the classroom; play a strong leadership role both in the University and in the profession; and establish long-term hiring priorities. We are well aware that the department’s reputation depends on the collective ambition of the faculty and recognize that we have room for improvement. While we have many high-profile publications and external grants, research productivity for tenured faculty tends to be concentrated among a small majority (Appendix L).

Research and Publication, 2011-2017

Research Monographs: Historians at research universities such as Texas A&M operate in a book culture. Faculty who publish high-quality single-authored research monographs receive the
largest merit raises, earn promotion in a timely fashion, and in large part establish the department’s reputation. We seek the broadest possible visibility for our work by publishing with the most prestigious university presses—Oxford, Harvard, Yale, Pennsylvania, Johns Hopkins, Cornell, North Carolina, among them—national or international presses best positioned to make a significant impact across the discipline. The 27 research monographs published since 2011, 13 of them award-winning (18 total book awards), demonstrate that we have performed impressively in terms of the quality of our scholarship. Given that research monographs are the bread and butter of flagship history departments such as ours, we aspire to publish at a higher rate than four per year (3 per year for tenured faculty members). We are proud to showcase our recent work in a new bookcase on the first floor of the Glasscock Building, opposite the main office.

TABLE 2.9: Research Monographs, 2011-2017

<table>
<thead>
<tr>
<th>Name</th>
<th>Year</th>
<th>Title and Publisher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Terry Anderson</td>
<td>2011</td>
<td><em>Bush’s Wars</em> (Oxford UP)</td>
</tr>
<tr>
<td>Cynthia Bouton</td>
<td>2011</td>
<td><em>Interpreting Social Violence in French Culture: 1847-2008</em> (Louisiana State UP)</td>
</tr>
<tr>
<td>Thomas Dunlap</td>
<td>2011</td>
<td><em>In the Field, Among the Feathered: A History of Birders and their Guides</em> (Oxford UP)</td>
</tr>
<tr>
<td>Troy Bickham</td>
<td>2012</td>
<td><em>The Weight of Vengeance: The United States, the British Empire, and the War of 1812</em> (Oxford UP)</td>
</tr>
<tr>
<td>Elizabeth Cobbs</td>
<td>2013</td>
<td><em>American Umpire</em> (Harvard UP)</td>
</tr>
<tr>
<td>Adam Seipp</td>
<td>2013</td>
<td><em>Strangers in the Wild Place: Refugees, Americans, and a German Town, 1945-52</em> (Indiana UP)</td>
</tr>
<tr>
<td>David Vaught</td>
<td>2013</td>
<td><em>The Farmers’ Game: Baseball in Rural America</em> (Johns Hopkins UP)</td>
</tr>
<tr>
<td>Di Wang</td>
<td>2013</td>
<td><em>Zoujin Zhongguo chengshi neibu: Cong shehui de zui diceng kan lish</em> (Tsing-hua UP)</td>
</tr>
<tr>
<td>Carlos Blanton</td>
<td>2014</td>
<td><em>George I. Sánchez: The Long Fight for Mexican American Integration</em> (Yale UP)</td>
</tr>
<tr>
<td>Sonia Hernandez</td>
<td>2014</td>
<td><em>Working Women into the Borderlands</em> (Texas A&amp;M UP)</td>
</tr>
<tr>
<td>Felipe Hinojosa</td>
<td>2014</td>
<td><em>Latino Mennonites: Civil Rights, Faith, and Evangelical Culture</em> (Johns Hopkins UP)</td>
</tr>
</tbody>
</table>
### Articles

Historians publish articles as well, generally as a means to introduce key themes and/or work on specific problems for books-in-progress (as opposed to stand-alone or spin-off essays). It is almost always a sign of good things to come to publish one’s findings in peer-reviewed scholarly journals while proceeding with the research on the larger project. Again, in seeking the broadest visibility for our work, we have published in top-tier journals that enjoy high reputations throughout their subfields and often beyond, including *Journal of Social History*, *Diplomatic History*, *Gender and History*, *Journal of Asian Studies*, *Journal of Southern History*, and *Journal of Military History*. With regard to output, however, we publish at a moderate rate (9 per year) and recognize that article production in our department comes from a relatively small group of faculty. For a comprehensive list of our articles (and all publications), 2011-2017, see Appendix K.

### Other Publications

Washington and broadcast by over 300 PBS stations nationwide in 2016. Olga Dror published an award-winning full-length translation (and extensive scholarly introduction), Na Ca, *Mourning Headband for Hue* (Indiana University Press, 2014). Since 2011, faculty members have also published over 70 essays in edited volumes with presses such as Oxford, Routledge, and Brill. Historians do not often produce pedagogical writings, but in 2011, David Vaught contributed *Teaching the Big Class: Advice from a History Colleague* with Bedford/St. Martin’s, a leading publisher of college humanities textbooks and instructor resources. In all these publications, faculty have made considerable impact on their respective subfields and across the discipline.

*Conference Papers and Invited Lectures:* In addition, our faculty regularly, and in abundance, deliver conference papers and invited lectures at high-profile venues across the country and around the world. (Indeed, we would do well to turn more papers into articles.) Among the highlights since 2011 have been 21 papers given at the annual meeting of the American Historical Association, the most prestigious venue in the discipline; 16 more at the annual meeting of the Organization of American Historians, the leading national venue for the field; and 8 presidential addresses (Albert Broussard, Society for Historians of the Gilded Age and Progressive Era; Walter Buenger, Texas State Historical Society; James Bradford, North American Society of Oceanic History; David Hudson, Western Conference on British Studies; Violet Showers Johnson, Collegium for African American Research; Walter Kamphoefner, Society for German-American Studies; Brian Linn, Society for Military History; and David Vaught, Agricultural History Society). Most faculty members give papers regularly at their area-specific conferences, such as the Society for Historians of the Early Republic, Southern Historical Association, French Historical Studies, Association for Asian Studies, Society for Historians of American Foreign Relations, German Studies Association, Latin American Studies Association, Society for the History of Technology, and Society for Military History. As shown in Table 2.9, faculty presentations have brought international acclaim to Texas A&M.

### TABLE 2.10: Conference Papers and Invited Lectures, 2011-2017

<table>
<thead>
<tr>
<th>Year</th>
<th>Conference</th>
<th>Invited</th>
<th>International Venues</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>42</td>
<td>15</td>
<td>Oxford, London, Paris, Amsterdam, Madrid, Germany, Norway, Montreal, Tokyo, Shanghai, Beijing</td>
</tr>
<tr>
<td>2012</td>
<td>49</td>
<td>27</td>
<td>Vietnam, Indonesia, London, Paris, Moscow, Prague, Edinburgh, Glasgow, Serbia, Turkey, Barcelona</td>
</tr>
<tr>
<td>2013</td>
<td>61</td>
<td>25</td>
<td>Mexico, Britain, Brazil, China, Korea, Italy, Canada, France, Australia, Germany, Ireland, Scotland, Ghana</td>
</tr>
<tr>
<td>2014</td>
<td>49</td>
<td>30</td>
<td>Prague, Martinique, Germany, Paris, Scotland, Toronto, Krakow, Switzerland, Warwick, Warsaw, Romania, Shanghai, South Africa</td>
</tr>
<tr>
<td>2015</td>
<td>56</td>
<td>53</td>
<td>London, Wales, Mexico City, Puerto Rico, Paris, Heidelberg, Berlin, Helsinki, Russia, Amsterdam, Montreal, Tel Aviv, Beijing, Hong Kong, Guangzhou, Ghana</td>
</tr>
</tbody>
</table>
External Grants and Fellowships, 2011-2017: Reflecting recent trends in the discipline, the Department has increasingly emphasized the importance of external grants and fellowships. They have become valuable not only for the funding and/or time away from teaching that they provide, but also as an end to themselves—as a validation of scholarly merit. Highlights include 9 Fulbright awards and 8 National Endowment for the Humanities grants. For grants and fellowships intended to be semester-long or year-long (and of sufficient amount and prestige), the College typically “tops up” the faculty member’s salary and provides the department teaching replacement funding.

**TABLE 2.11: External Grants and Fellowships, 2011-2017 (Year = Starting Date)**

<table>
<thead>
<tr>
<th>Name</th>
<th>Year</th>
<th>Organization</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Terry Anderson</td>
<td>2011</td>
<td>Fulbright to Indonesia</td>
<td>$21,400</td>
</tr>
<tr>
<td>Cynthia Bouton</td>
<td>2011</td>
<td>New Orleans Center Global South</td>
<td>$2,570</td>
</tr>
<tr>
<td>Cynthia Bouton</td>
<td>2011</td>
<td>Newberry Library</td>
<td>$1,600</td>
</tr>
<tr>
<td>Cynthia Bouton</td>
<td>2011</td>
<td>Library Company of Philadelphia</td>
<td>$2,000</td>
</tr>
<tr>
<td>Katherine Engel</td>
<td>2011</td>
<td>American Council of Learned Societies (Ryskamp Fellowship)</td>
<td>$65,000</td>
</tr>
<tr>
<td>Hoi-eun Kim</td>
<td>2011</td>
<td>Japan Society for the Promotion of Science</td>
<td>$31,250</td>
</tr>
<tr>
<td>Ada Palmer</td>
<td>2011</td>
<td>Harvard University Center for Italian Renaissance Studies</td>
<td>$50,000</td>
</tr>
<tr>
<td>Roger Reese</td>
<td>2011</td>
<td>Keenan Institute for Advanced Russian Studies, Woodrow Wilson Center</td>
<td>$3,200</td>
</tr>
<tr>
<td>Elizabeth Cobbs</td>
<td>2012</td>
<td>Hoover Institute, Stanford University</td>
<td>$50,000</td>
</tr>
<tr>
<td>Evan Haefeli</td>
<td>2012</td>
<td>Cullman Center New York Public Library, Gilder Lehrman Fellow</td>
<td>$60,000</td>
</tr>
<tr>
<td>Sonia Hernandez</td>
<td>2012</td>
<td>National Endowment for the Humanities</td>
<td>$99,500</td>
</tr>
<tr>
<td>Ada Palmer</td>
<td>2012</td>
<td>NEH Summer Institute</td>
<td>$3,300</td>
</tr>
<tr>
<td>Daniel Schwartz</td>
<td>2012</td>
<td>National Endowment for the Humanities</td>
<td>$249,700</td>
</tr>
<tr>
<td>Di Wang</td>
<td>2012</td>
<td>Shanghai University</td>
<td>$4,800</td>
</tr>
<tr>
<td>Elizabeth Cobbs</td>
<td>2013</td>
<td>Hoover Institute, Stanford University</td>
<td>$50,000</td>
</tr>
<tr>
<td>Chester Dunning</td>
<td>2013</td>
<td>Fulbright to Scotland</td>
<td>$42,000</td>
</tr>
<tr>
<td>Hoi-eun Kim</td>
<td>2013</td>
<td>Academy of Korean Studies</td>
<td>$18,000</td>
</tr>
<tr>
<td>Lisa Ramos</td>
<td>2013</td>
<td>Schlesinger Library, Harvard University</td>
<td>$3,000</td>
</tr>
<tr>
<td>Katherine Unterman</td>
<td>2013</td>
<td>Library of Congress/American Historical Ass’n</td>
<td>$5,000</td>
</tr>
<tr>
<td>Name</td>
<td>Year</td>
<td>Institution</td>
<td>Amount</td>
</tr>
<tr>
<td>---------------------------</td>
<td>------</td>
<td>---------------------------------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>Katherine Unterman</td>
<td>2013</td>
<td>American Historical Ass’n/Beveridge Grant</td>
<td>$1,000</td>
</tr>
<tr>
<td>Elizabeth Cobbs</td>
<td>2014</td>
<td>Hoover Institute, Stanford University</td>
<td>$50,000</td>
</tr>
<tr>
<td>Brian Linn</td>
<td>2014</td>
<td>American Academy in Berlin</td>
<td>$25,000</td>
</tr>
<tr>
<td>Jason Parker</td>
<td>2014</td>
<td>SEC Travel Grant</td>
<td>$2,000</td>
</tr>
<tr>
<td>Jason Parker</td>
<td>2014</td>
<td>Bentley Historical Library</td>
<td>$1,000</td>
</tr>
<tr>
<td>Jason Parker</td>
<td>2014</td>
<td>Truman Library</td>
<td>$37,500</td>
</tr>
<tr>
<td>Brian Rouleau</td>
<td>2014</td>
<td>SEC Travel Grant</td>
<td>$2,500</td>
</tr>
<tr>
<td>Brian Rouleau</td>
<td>2014</td>
<td>Princeton University Library</td>
<td>$2,700</td>
</tr>
<tr>
<td>Brian Rouleau</td>
<td>2014</td>
<td>American Antiquarian Society</td>
<td>$1,850</td>
</tr>
<tr>
<td>Daniel Schwartz</td>
<td>2014</td>
<td>SEC Travel Grant</td>
<td>$1,700</td>
</tr>
<tr>
<td>Larry Yarak</td>
<td>2014</td>
<td>Fulbright to Ghana</td>
<td>$75,000</td>
</tr>
<tr>
<td>Cynthia Bouton</td>
<td>2015</td>
<td>New England Consortium (NERFC)</td>
<td>$5,000</td>
</tr>
<tr>
<td>Cynthia Bouton</td>
<td>2015</td>
<td>Hagley Library</td>
<td>$4,000</td>
</tr>
<tr>
<td>Elizabeth Cobbs</td>
<td>2015</td>
<td>Hoover Institute, Stanford University</td>
<td>$50,000</td>
</tr>
<tr>
<td>Jonathan Coopersthat</td>
<td>2015</td>
<td>Smithsonian</td>
<td>$1,500</td>
</tr>
<tr>
<td>Olga Dror</td>
<td>2015</td>
<td>National Endowment for the Humanities</td>
<td>$50,400</td>
</tr>
<tr>
<td>Daniel Schwartz</td>
<td>2015</td>
<td>National Endowment for the Humanities</td>
<td>$300,000</td>
</tr>
<tr>
<td>Di Wang</td>
<td>2015</td>
<td>Fulbright to China</td>
<td>$60,000</td>
</tr>
<tr>
<td>Di Wang</td>
<td>2015</td>
<td>Free University, Berlin</td>
<td>$5,000</td>
</tr>
<tr>
<td>Terry Anderson</td>
<td>2016</td>
<td>Fulbright to Czech Republic</td>
<td>$21,400</td>
</tr>
<tr>
<td>Elizabeth Cobbs</td>
<td>2016</td>
<td>Hoover Institute, Stanford University</td>
<td>$50,000</td>
</tr>
<tr>
<td>Evan Haefeli</td>
<td>2016</td>
<td>Massachusetts Historical Society</td>
<td>$2,000</td>
</tr>
<tr>
<td>Angela Pulley Hudson</td>
<td>2016</td>
<td>American Antiquarian Society</td>
<td>$1,850</td>
</tr>
<tr>
<td>Andrew Kirkendall</td>
<td>2016</td>
<td>Princeton University Library</td>
<td>$1,870</td>
</tr>
<tr>
<td>Brian Linn</td>
<td>2016</td>
<td>Fulbright to UK</td>
<td>$42,300</td>
</tr>
<tr>
<td>Sarah McNamara</td>
<td>2016</td>
<td>National Endowment for the Humanities</td>
<td>$10,000</td>
</tr>
<tr>
<td>Adam Seipp</td>
<td>2016</td>
<td>German Academic Exchange Service</td>
<td>$5,000</td>
</tr>
<tr>
<td>Katherine Unterman</td>
<td>2016</td>
<td>National Endowment for the Humanities</td>
<td>$6,000</td>
</tr>
<tr>
<td>Elizabeth Cobbs</td>
<td>2017</td>
<td>Hoover Institute, Stanford University</td>
<td>$100,000</td>
</tr>
<tr>
<td>Evan Haefeli</td>
<td>2017</td>
<td>National Endowment for the Humanities</td>
<td>$6,000</td>
</tr>
<tr>
<td>Even Haefeli</td>
<td>2017</td>
<td>Omohundro Institute of Early American History and Culture</td>
<td>$2,500</td>
</tr>
<tr>
<td>Sonia Hernandez</td>
<td>2017</td>
<td>National Endowment for the Humanities</td>
<td>$65,000</td>
</tr>
<tr>
<td>Sonia Hernandez</td>
<td>2017</td>
<td>Tier One Grant (TAMU)</td>
<td>$296,000</td>
</tr>
<tr>
<td>Felipe Hinojosa</td>
<td>2017</td>
<td>James Weldon Johnson Institute for the Study of Race and Difference, Emory University</td>
<td>$60,000</td>
</tr>
<tr>
<td>Angela Pulley Hudson</td>
<td>2017</td>
<td>Mellon/Massachusetts Historical Society</td>
<td>$2,000</td>
</tr>
<tr>
<td>Brian Linn</td>
<td>2018</td>
<td>National Endowment for the Humanities</td>
<td>$50,400</td>
</tr>
</tbody>
</table>

**Total** $2,151,790

(Source: Texas A&M Maestro research support and administration system and Faculty Member’s Annual Report Forms)
While Texas A&M has begun to place particular importance on awards this year, faculty in the Department of History have won their fair share since our last APR, both external and internal.

**TABLE 2.12: Awards, 2011-2017**

<table>
<thead>
<tr>
<th>Name</th>
<th>Year</th>
<th>Sponsor</th>
<th>Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>Katherine Engel</td>
<td>2011</td>
<td>American Society of Church History</td>
<td>Schaff Book Prize, finalist</td>
</tr>
<tr>
<td>Katherine Engel</td>
<td>2011</td>
<td>College of Liberal Arts</td>
<td>Rothrock Fellow</td>
</tr>
<tr>
<td>Lorien Foote</td>
<td>2011</td>
<td>Gettysburg College/Gilder Lehrman Institute</td>
<td>Lincoln Prize, honorable mention</td>
</tr>
<tr>
<td>Walter Kamphoefner</td>
<td>2011</td>
<td>Organization of American Historians</td>
<td>Distinguished Lecturer</td>
</tr>
<tr>
<td>Jason Parker</td>
<td>2011</td>
<td>College of Liberal Arts</td>
<td>Rothrock Fellow</td>
</tr>
<tr>
<td>Brian Rouleau</td>
<td>2011</td>
<td>Society of American Historians</td>
<td>Nevins Dissertation Prize, honorable mention</td>
</tr>
<tr>
<td>Troy Bickham</td>
<td>2012</td>
<td>College of Liberal Arts</td>
<td>Fallon-Marshall Lecturer</td>
</tr>
<tr>
<td>James Bradford</td>
<td>2012</td>
<td>U.S. Naval Academy</td>
<td>Class of ’57 Chair in Naval Heritage</td>
</tr>
<tr>
<td>Joseph Dawson</td>
<td>2012</td>
<td>U.S. Military Academy</td>
<td>Charles B. Ewing Chair</td>
</tr>
<tr>
<td>Thomas Dunlap</td>
<td>2012</td>
<td>American Society of Environmental History</td>
<td>Distinguished Service Award</td>
</tr>
<tr>
<td>Evan Haefeli</td>
<td>2012</td>
<td>New Netherland Institute</td>
<td>Lifetime Fellow</td>
</tr>
<tr>
<td>Walter Kamphoefner</td>
<td>2012</td>
<td><em>Missouri Historical Review</em></td>
<td>Best Article Award</td>
</tr>
<tr>
<td>Brian Linn</td>
<td>2012</td>
<td>Society for Military History</td>
<td>Outstanding Service Award</td>
</tr>
<tr>
<td>Walter Buenger</td>
<td>2013</td>
<td>Texas State Historical Association</td>
<td>Honorary Life Board Member</td>
</tr>
<tr>
<td>Jonathan Coopersmith</td>
<td>2013</td>
<td>American Association for the Advancement of Science</td>
<td>Fellow</td>
</tr>
<tr>
<td>Ada Palmer</td>
<td>2013</td>
<td><em>Journal of the History of Ideas</em></td>
<td>Best Article Prize</td>
</tr>
<tr>
<td>Angela Pulley Hudson</td>
<td>2013</td>
<td>College of Liberal Arts</td>
<td>Rothrock Fellow</td>
</tr>
<tr>
<td>James Bradford</td>
<td>2014</td>
<td>Society for Historians of the Early American Republic</td>
<td>Distinguished Service Award</td>
</tr>
<tr>
<td>Sonia Hernandez</td>
<td>2014</td>
<td>National Women’s Study Association</td>
<td>Whaley Book Prize</td>
</tr>
<tr>
<td>Sonia Hernandez</td>
<td>2014</td>
<td>Webb County Heritage Foundation</td>
<td>Parish Book Prize</td>
</tr>
<tr>
<td>Katherine Unterman</td>
<td>2014</td>
<td>Society for Historians of the Gilded Age/Progressive Era</td>
<td>Fisher-Calhoun Article Prize</td>
</tr>
<tr>
<td>David Vaught</td>
<td>2014</td>
<td>Society for American Baseball Research</td>
<td>SABR Book Award</td>
</tr>
<tr>
<td>Olga Dror</td>
<td>2015</td>
<td>Forward Reviews</td>
<td>INDIEFAB Book Award</td>
</tr>
<tr>
<td>Name</td>
<td>Year</td>
<td>Organization/Association</td>
<td>Award</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>------</td>
<td>---------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------</td>
</tr>
<tr>
<td>Olga Dror</td>
<td>2015</td>
<td>TAMU Vice President of Research</td>
<td>University Arts/Humanities Award</td>
</tr>
<tr>
<td>Sonia Hernandez</td>
<td>2015</td>
<td>Western History Association</td>
<td>Webb-Clements Book Prize, finalist</td>
</tr>
<tr>
<td>Felipe Hinojosa</td>
<td>2015</td>
<td>South Texas College</td>
<td>Américo Parades Book Award</td>
</tr>
<tr>
<td>Angela Pulley Hudson</td>
<td>2015</td>
<td>History Book Club</td>
<td>Featured Selection</td>
</tr>
<tr>
<td>Hoi-eun Kim</td>
<td>2015</td>
<td>American Association of the History of Medicine</td>
<td>Estes Article Prize</td>
</tr>
<tr>
<td>Verity McInnis</td>
<td>2015</td>
<td>Western History Association</td>
<td>Jensen-Miller Article Award</td>
</tr>
<tr>
<td>Brian Rouleau</td>
<td>2015</td>
<td>North American Society of Oceanic History</td>
<td>Lyman Book Award</td>
</tr>
<tr>
<td>Brian Rouleau</td>
<td>2015</td>
<td>Society for Historians of the Early American Republic</td>
<td>Broussard Book Prize</td>
</tr>
<tr>
<td>Brian Rouleau</td>
<td>2015</td>
<td>Organization of American Historians</td>
<td>Montgomery Book Award, honorable mention</td>
</tr>
<tr>
<td>Brian Rouleau</td>
<td>2015</td>
<td>Nineteenth Century Studies Association</td>
<td>Best Article Prize</td>
</tr>
<tr>
<td>Brian Rouleau</td>
<td>2015</td>
<td>TAMU Vice President of Research</td>
<td>University Arts/Humanities Fellow</td>
</tr>
<tr>
<td>Daniel Schwartz</td>
<td>2015</td>
<td>TAMU Vice President of Research</td>
<td>University Arts/Humanities Fellow</td>
</tr>
<tr>
<td>Carlos Blanton</td>
<td>2016</td>
<td>National Association of Chicana/Chicano Studies</td>
<td>Best Book Award</td>
</tr>
<tr>
<td>Elizabeth Cobbs</td>
<td>2016</td>
<td>GI Film Festival</td>
<td>Best Short Documentary</td>
</tr>
<tr>
<td>Jonathan Coopersmith</td>
<td>2016</td>
<td>Hagley Museum and Library</td>
<td>Hagley Book Prize</td>
</tr>
<tr>
<td>Sonia Hernandez</td>
<td>2016</td>
<td>Latin American Studies Association</td>
<td>Outstanding Article Prize</td>
</tr>
<tr>
<td>Angela Pulley Hudson</td>
<td>2016</td>
<td>Mountain West Center for Regional Studies</td>
<td>Evans Biography Prize</td>
</tr>
<tr>
<td>Brian Linn</td>
<td>2016</td>
<td>Royal Society of Arts</td>
<td>Fellow</td>
</tr>
<tr>
<td>Brian Rouleau</td>
<td>2016</td>
<td>College of Liberal Arts</td>
<td>Rothrock Fellow</td>
</tr>
<tr>
<td>Katherine Unterman</td>
<td>2016</td>
<td>Law and Society Association</td>
<td>J. Willard Hurst Book Prize, honorable mention</td>
</tr>
<tr>
<td>Katherine Unterman</td>
<td>2016</td>
<td>TAMU Vice President of Research</td>
<td>University Arts/Humanities Fellow</td>
</tr>
<tr>
<td>Sara Alpern</td>
<td>2017</td>
<td>TAMU</td>
<td>Unterberger Award for Outstanding Service to Honors Education</td>
</tr>
<tr>
<td>Carlos Blanton</td>
<td>2017</td>
<td>Texas State Historical Association</td>
<td>Fellow</td>
</tr>
<tr>
<td>Elizabeth Cobbs</td>
<td>2017</td>
<td>New York Times</td>
<td>Best Seller (<em>Hamilton Affair</em>)</td>
</tr>
<tr>
<td>Sonia Hernandez</td>
<td>2017</td>
<td>Western History Association</td>
<td>Autry Public History Prize</td>
</tr>
</tbody>
</table>
Felipe Hinojosa 2017 TAMU ACE DMS Collaboration Award
Angela Pulley Hudson 2017 TAMU Vice President of Research University Arts/Humanities Fellow
Brian Linn 2017 Army Historical Foundation Book Award
Roger Reese 2017 College of Liberal Arts Cornerstone Fellow
Brian Rouleau 2017 Society for the History of Childhood and Youth Fass-Sandin Article Prize
Adam Seipp 2017 TAMU Vice President of Research University Arts/Humanities Fellow
Katherine Unterman 2017 College of Liberal Arts Rothrock Fellow
(Source: Faculty Member’s Annual Report Forms)

Teaching

As the student population continues to climb (62,500 and counting), it bears repeating that the History Department pursues a demanding three-fold undergraduate teaching mission. Per semester, we teach about 5,000 students in the Core Curriculum (4,000 alone in U.S. history to satisfy the State of Texas requirement); 8-9 sections of both our sophomore gateway and senior capstone seminars (capped at 15, majors only); and another 1,200 students (25% majors, 75% non-majors) in 35 upper-division courses. These demands notwithstanding, we excel in the classroom, as revealed, with special emphasis, by our student evaluations, devotion to writing instruction, and teaching awards. (For additional analysis of teaching, see the sections on our undergraduate and graduate programs.)

Student Evaluations of Teaching: While our faculty differ over the significance of student evaluations of teaching, the University values them as a measure of instructor quality (requiring, for example, tables reporting scores of all courses for candidates for tenure and/or promotion). At Texas A&M, students evaluate instructor quality on a 5 point scale. Below are the average ratings for faculty-led sections of 100, 200, 300, and 400 level courses over the last six years.

TABLE 2.13: Instructor Course Evaluation Averages, 2012-2017

<table>
<thead>
<tr>
<th>Instructor</th>
<th>100 Level Courses</th>
<th>Overall Rating</th>
<th>200 Level Courses</th>
<th>Overall Rating</th>
<th>300 Level Courses</th>
<th>Overall Rating</th>
<th>400 Level Courses</th>
<th>Overall Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Instructor Rating</td>
<td>Course Rating</td>
<td>Instructor Rating</td>
<td>Course Rating</td>
<td>Instructor Rating</td>
<td>Course Rating</td>
<td>Instructor Rating</td>
<td>Course Rating</td>
</tr>
<tr>
<td>F12</td>
<td>4.56</td>
<td>4.44</td>
<td>4.49</td>
<td>4.39</td>
<td>4.26</td>
<td>4.32</td>
<td>4.57</td>
<td>4.47</td>
</tr>
<tr>
<td>S13</td>
<td>4.61</td>
<td>4.48</td>
<td>4.53</td>
<td>4.60</td>
<td>4.44</td>
<td>4.51</td>
<td>4.68</td>
<td>4.60</td>
</tr>
<tr>
<td>F13</td>
<td>4.58</td>
<td>4.45</td>
<td>4.50</td>
<td>4.67</td>
<td>4.57</td>
<td>4.58</td>
<td>4.64</td>
<td>4.55</td>
</tr>
<tr>
<td>S14</td>
<td>4.61</td>
<td>4.54</td>
<td>4.57</td>
<td>4.67</td>
<td>4.53</td>
<td>4.56</td>
<td>4.57</td>
<td>4.45</td>
</tr>
<tr>
<td>F14</td>
<td>4.65</td>
<td>4.53</td>
<td>4.56</td>
<td>4.54</td>
<td>4.36</td>
<td>4.44</td>
<td>4.63</td>
<td>4.52</td>
</tr>
<tr>
<td>S15</td>
<td>4.52</td>
<td>4.43</td>
<td>4.47</td>
<td>4.64</td>
<td>4.58</td>
<td>4.57</td>
<td>4.59</td>
<td>4.50</td>
</tr>
<tr>
<td>F15</td>
<td>4.56</td>
<td>4.46</td>
<td>4.50</td>
<td>4.57</td>
<td>4.44</td>
<td>4.49</td>
<td>4.47</td>
<td>4.36</td>
</tr>
<tr>
<td>F16</td>
<td>4.72</td>
<td>4.64</td>
<td>4.65</td>
<td>4.41</td>
<td>4.28</td>
<td>4.35</td>
<td>4.67</td>
<td>4.58</td>
</tr>
<tr>
<td>S17</td>
<td>4.76</td>
<td>4.69</td>
<td>4.69</td>
<td>4.70</td>
<td>4.55</td>
<td>4.61</td>
<td>4.36</td>
<td>4.24</td>
</tr>
</tbody>
</table>

(Source: TAMU Data and Research Services)
Writing Instruction: At Texas A&M, all students must pass two courses in their major that fulfill the graduation requirements for writing. Since 2007, the University has required two writing-intensive courses (W-courses) in the major, designated and administrated within departments and approved every four years by a university committee and the Faculty Senate. Requirements for a W-course include providing instruction in writing and feedback that allows for improvement on major assignments; giving a major assignment of at least 2,000 words (8 pages), and having that major assignment account for at least 33 percent of the final grade. In the History Department, our two required W-courses are our gateway seminar (HIST 280) and our capstone seminar (HIST 481).

Faculty in the Department of History take writing instruction very seriously in all upper-division courses, not just W-courses. The vast majority of our 300- and 400-level courses require a significant writing component—with “significant” defined in the department’s annual report to the Provost as a 5-8 page research paper, based (at least in part) on primary sources, and worth at least 25 percent of the final grade. Based on that definition, fully 85 to 90 percent of the upper-division courses we offer (not including 481, which must meet the requirements) adhere or nearly adhere to W-course requirements. We are the best writing-instruction department in the university.

Teaching Awards: We are proud in the History Department that fully 50 percent of the core faculty (20 of 40) have won Association of Former Students (AFS) Distinguished Teaching Awards and/or other classroom honors. (It should be noted that five of our recent retirees—Adams, Alpern, Bradford, Dunning, and Krammer—between them won an additional 12 teaching awards.)

Table 2.14: Faculty Teaching Awards

<table>
<thead>
<tr>
<th>Name</th>
<th>Year</th>
<th>Teaching Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>Terry Anderson</td>
<td>1984</td>
<td>AFS Distinguished Achievement Award, College Level</td>
</tr>
<tr>
<td>Cynthia Bouton</td>
<td>1992</td>
<td>AFS Distinguished Achievement Award, College Level</td>
</tr>
<tr>
<td>Charles Brooks</td>
<td>2002</td>
<td>AFS Distinguished Achievement Award, College Level</td>
</tr>
<tr>
<td>Albert Broussard</td>
<td>1997</td>
<td>AFS Distinguished Achievement Award, College Level</td>
</tr>
<tr>
<td>Elizabeth Cobbs</td>
<td>2012</td>
<td>Most Influential Teacher, San Diego State University</td>
</tr>
<tr>
<td>Elizabeth Cobbs</td>
<td>2006</td>
<td>Most Influential Teacher, San Diego State University</td>
</tr>
<tr>
<td>Joseph Dawson</td>
<td>2001</td>
<td>AFS Distinguished Achievement Award, College Level</td>
</tr>
<tr>
<td>Lorien Foote</td>
<td>2010</td>
<td>University of Central Arkansas Teaching Excellence Award, University Level</td>
</tr>
<tr>
<td>Sonia Hernandez</td>
<td>2012</td>
<td>University of Texas System Board of Regents Outstanding Teacher</td>
</tr>
<tr>
<td>Felipe Hinojosa</td>
<td>2017</td>
<td>AFS Distinguished Achievement Award, College Level</td>
</tr>
<tr>
<td>David Hudson</td>
<td>2013</td>
<td>AFS Distinguished Achievement Award, College Level</td>
</tr>
<tr>
<td>Violet Johnson</td>
<td>2002</td>
<td>Agnes Scott College Teaching Excellence Award</td>
</tr>
<tr>
<td>Hoi-eun Kim</td>
<td>2012</td>
<td>Montague-Center for Teaching Excellence Award</td>
</tr>
<tr>
<td>Hoi-eun Kim</td>
<td>2009</td>
<td>Student-Led Award in Teaching Excellence</td>
</tr>
<tr>
<td>Name</td>
<td>Year</td>
<td>Award</td>
</tr>
<tr>
<td>-----------------------</td>
<td>------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>Andrew Kirkendall</td>
<td>2007</td>
<td>AFS Distinguished Achievement Award, College Level</td>
</tr>
<tr>
<td>John Lenihan</td>
<td>1994</td>
<td>AFS Distinguished Achievement Award, College Level</td>
</tr>
<tr>
<td>John Lenihan</td>
<td>1988</td>
<td>Honors and Undergraduate Research Teacher/Scholar Award</td>
</tr>
<tr>
<td>Roger Reese</td>
<td>2009</td>
<td>AFS Distinguished Achievement Award, College Level</td>
</tr>
<tr>
<td>James Rosenheim</td>
<td>1991</td>
<td>Honors and Undergraduate Research Teacher/Scholar Award</td>
</tr>
<tr>
<td>Rebecca Schloss</td>
<td>2010</td>
<td>AFS Distinguished Achievement Award, College Level</td>
</tr>
<tr>
<td>Adam Seipp</td>
<td>2012</td>
<td>AFS Distinguished Achievement Award, College Level</td>
</tr>
<tr>
<td>Anthony Stranges</td>
<td>1988</td>
<td>AFS Distinguished Achievement Award, University Level</td>
</tr>
<tr>
<td>David Vaught</td>
<td>2006</td>
<td>AFS Distinguished Achievement Award, University Level</td>
</tr>
<tr>
<td>David Vaught</td>
<td>2008</td>
<td>University Professorship for Undergraduate Teaching Excellence</td>
</tr>
</tbody>
</table>

(Source: TAMU Dean of Faculties Website)

**Service**

Faculty members in History maintain a record of dedication to service in the department, college, and university and play a strong leadership role in the discipline—as demonstrated by a snapshot of our internal and professional activities for the calendar year 2016. (Source: Faculty Member’s Annual Report Forms and Department of History Annual Performance Report for 2016.)

*Internal:* A concerted effort has been made to broaden participation in departmental governance, as evidenced by the fact that all faculty members served on at least one standing, ad hoc, search, college, university or tenure and promotion (sub) committee in the calendar year 2016—as with every year since our last Academic Program Review. An equally concerted effort has been made not to overburden any one faculty member. Over the course of the year, faculty members performed 60 acts of service for the department, 20 for the College of Liberal Arts, and another 20 for the University. For the University, exceptional service accomplishments included memberships on the Distinguished Professors Executive Committee (Adams), Faculty Senate (Blanton and Coopersmith), Honor Council (Linn), and Diversity Seed Grant Evaluation Committee, Office of the Vice President and Associate Provost for Diversity (Hernandez); and for the College, Liberal Arts Council (Alpern), Planning and Resources Committee (Linn, Reese), Race and Ethnic Studies Institute Advisory Board (Blanton), and Interdisciplinary Programs Task Force (Rosenheim). For the department, officers (Foote, Hinojosa, Parker, Schloss, Seipp, and Unterman) and elected members of the executive committee (Blanton, Emre, Haefeli, Hernandez, Kim, Kirkendall, Wood) played especially important leadership roles. They are energetic and ambitious; perform their duties with skill, ingenuity, and initiative while maintaining productive research agendas; have invaluable good sense; and hold the general respect and good will of the faculty. Stability of leadership contributes much to our improved climate and constitutes a major strength of the department. Our future is in good hands.

*Professional.* Faculty members in History are excellent citizens outside of the university as well, performing a total of 204 acts of professional service in the calendar year 2016. Fully 86 percent
served as peer reviewers of books, article manuscripts and/or book manuscripts (total 94 reviews for 32 university presses and 42 scholarly journals); and more than half participated in professional conferences as panel chairs, commentators, and/or organizers (total 48 total acts for 35 disciplinary organizations). Exceptional external service accomplishments in the profession included 10 reviews of grant applications for major agencies (e.g., Fulbright, ACLS, NEH, AHA, and American Philosophical Society); 13 assessments of tenure and/or promotion cases for peer institutions (e.g., University of Georgia, Ohio State University, University of Oklahoma, and University of California, Davis); 18 memberships on editorial boards (e.g., *Journal of American Ethnic History, War and Society, Diplomatic History, Southwestern Historical Quarterly*); 28 committee memberships—prize, program, etc.—for scholarly associations (e.g., 2 OAH, AHA, Pacific Coast Branch AHA, Society for Historian of American Foreign Relations, Texas State Historical Association); and 8 positions on Boards of Directors (Councils, Executive Committees) for professional organizations (e.g., Society for Historians of American Foreign Relations, Omohundro Institute of Early American History and Culture, Labor and Working-Class History Association, Society for Historians of the Gilded Age and Progressive Era, Texas State Historical Association). And three faculty members served with distinction as president (or president-elect) of their scholarly organizations: Albert Broussard, Society for Historians of the Gilded Age and Progressive Era; Walter Kamphoefner, Society for German-American Studies; and Violet Showers Johnson, Collegium for African American Research.

**Outreach and Public Engagement**

Recognizing its role in a land grant university, the Department of History is committed to activities and relationships that underscore its connection to other institutions, to the broader field of education, and to the community. Informally, we maintain ongoing communication and interaction with our counterparts at other institutions in Texas and beyond, and formally, we invite distinguished scholars to our campus for our regular department colloquia and for a number of high-profile conferences—e.g., World War I Centennial (2014) and Caribbean and Atlantic Studies (2015). Faculty members also serve as conveners for “working groups” affiliated with the Glasscock Center for Humanities Research: Caribbean and Atlantic Studies (Haefeli, Hatfield); Indigenous Studies (A. Hudson); Science and Technology (Coopersmith); and War, Violence, and Society (Seipp). Participants in these interdisciplinary collaborations share intellectual exchange through discussion, writing, viewing, reading, and other activities. The Indigenous Studies Working Group has been particularly active with its annual Native American Heritage Month (November) Film Series. Meetings for all working groups are open to the public and both students and faculty are encouraged to attend.

Through Chicano/Latino history, one of our three designated strategic areas of excellence, the Department has been especially ambitious in formal outreach efforts. In February 2017, after a year of planning and organizing, faculty and graduate students led by Felipe Hinojosa hosted, on campus, NACCS Tejas Foco (annual conference of the National Association for Chicana and Chicano Studies) with the title, “Relational Histories, Inter-Ethnic Alliances: Chican@/X Coalition Politics in Tejas.” More than 300 students, faculty, staff, and community members
(from K-12 to universities) attended the three-day affair to discuss the interconnected themes of race, citizenship, sexuality, gender, labor organizing, pop culture, politics, and religion. With a $2,500 donation (a substantial commitment for us), the History Department was pleased to have launched the fundraising drive. In 2013, Carlos Blanton organized an all-day symposium on “The New Chicana/o History” that among its many benefits resulted in an important volume of essays published by the University of Texas Press and served as a means for recruiting Sonia Hernandez to our faculty. Hernandez, herself, just this past year alone, has won an NEH Collaborative Grant ($65,000), a TAMU Tier One Grant ($285,000), and the Autry Public History Prize from the Western History Association for a series of ambitious projects to foster research collaboration between Latina/o, first generation majority, and non-majority students from a variety of disciplinary perspectives on issues particularly important to Texans. Our land grant mission demands that we serve the rapidly changing demography of our State and student populations, and we have dedicated ourselves to that proposition.

Long-term Hiring Plan

In addition to our accomplishments and activities, we have planned carefully for the future. Let us re-emphasize that we make such decisions together as colleagues. Of most significance, in the fall of 2015, the faculty adopted—unanimously—a long-term hiring plan of seven positions that seeks to align with College and University priorities by building on our strategic areas of strength—War and Society, Caribbean and Atlantic Studies, and Chicano/Latino history—and to ensure a certain amount of breadth needed to fill gaping holes in our undergraduate curriculum. We relied on a tried-and-true formula—working out difficult issues in our elected executive committee (which deliberated on this for three full meetings) and then bringing the committee’s recommendation to the faculty at large. In an engaged and collegial manner, the faculty approved the committee’s list of seven positions, alternating back and forth between “breadth” and “strength” in the following order: Medieval Europe, War and Society, Gender and Sexuality, Caribbean and Atlantic Studies, Early Modern Europe, Chicano/Latino history, and Colonial Latin America. While we are pleased to have participated in four partner-placement efforts the last two years (hiring two) and are delighted to welcome Dr. George Wright, former President of Prairie View A&M University, to our faculty, effective September 2017, we are eager to get started on our own priorities—especially with faculty retiring in droves of late with more sure to come in the very near future.
Graduate Program

The mission of our program is to train graduate students to be historians who produce original research, contribute to the scholarly conversation of their chosen field, and are prepared for a career in a variety of professions. Since the 2011 Academic Program Review, the History graduate program has articulated a new mission and goal, and created a new strategic plan (2011 and updated in 2015) that offers specific actions for the graduate program to take in order to achieve our goal of recruiting, mentoring, and placing exceptional graduate students. This goal, and the strategic plan, align with the university’s Vision 2020, which names the imperatives of strengthening graduate programs through creating an intellectual environment that attracts superior students and of building the letters, arts, and sciences core. Our goals and plans also align with the College of Liberal Arts’ strategic plan (2010-2015) that calls for improving the placement of PhD graduates.

Our strategic plan, approved by the faculty in 2011 (and updated in 2015), emphasizes the following goals:

- Increase the number of applicants to our program from aspirant peer universities by actively networking with colleagues
- Increase the number of top prospects who enroll in our program by continuing our highly successful annual recruiting weekend
- Nominate our students for Merit, Diversity, Liberal Arts Vision 20/20, and Pathways to the Doctorate Fellowships
- Make a substantial commitment from the department’s operating budget for graduate student research
- Create a student culture based on the importance of external recognition, most notably grants and fellowships, scholarly conference papers, and publications
- Hold monthly professional development workshops, organized by the Graduate Placement Director, focusing on teaching and aspects of the academic life cycle, such as grant writing, successful submission of journal articles, and the job search process
- Fund venues such as writing groups to encourage students to work collaboratively
- Continue to place graduates at highly competitive positions in the state and federal government
- Increase the number of students who secure tenure-track positions at four-year B.A/M.A-granting institutions and strive to place our best graduates at peer academic departments

Analysis of department initiatives to meet these goals and of graduate student performance after the implementation of these initiatives will follow some preliminary information on the program.
Required Preliminary Information

Degree Program History

The TAMU history department began granting doctoral degrees in American History in 1967, after nine years with a terminal M.A. program, but the majority of degrees awarded were MA degrees until the late 1980’s. In 1989, the graduate program shifted to an emphasis on the doctoral track and added doctoral degrees in fields outside American history. By 2001, the relatively young history graduate program at TAMU had achieved national ranking among history programs at public universities. During 2003-04, the program participated in the Carnegie Initiative on the Doctorate, which inaugurated more than a decade of intentional work on the part of the department to improve the graduate program. During the last seven years, the department has eliminated the terminal master’s program and has reduced the number of students admitted each year to the doctoral program. This decision considered the tight job market for historians, the demands on our faculty for undergraduate teaching, and the desire to ensure that all incoming graduate students possess funding from the department, college, or university. As of fall 2017, there are 53 students enrolled in the graduate program, including the incoming cohort of 7.

Administrative Structure

There are three faculty administrators of the graduate program. The Director of Graduate Studies (Lorien Foote) oversees recruitment and admissions, manages departmental funding of graduate students, supervises teaching assistants, conducts program assessment, develops program goals and curriculum, and liaisons with external agencies regarding graduate student internships. The Associate Director of Graduate Studies (David Hudson) advises graduate students, tracks graduate student progress through the program, conducts a Third Semester Review of graduate students, and collects evaluations of graduate students from committee chairs and faculty who have taught seminars each semester. The Graduate Placement Director (Kate Unterman) oversees the professional development aspect of the program through creating at least four professional development workshops each semester and serving as a resource for graduate students entering the job market.

The Director of Graduate Studies serves as chair of the Graduate Committee that advises on program goals and plans, approves curriculum, and makes initial admissions decisions. Its members are appointed as sub-committees that conduct the Third Semester Review and award department and college funding for conference travel and research grants. The committee is comprised of the Associate Director of Graduate Studies, the Graduate Placement Director, three faculty appointed by the Department Head in consultation with the History Department Executive Committee, and the president of the History Graduate Student Organization.
Programs Offered and Curricula

The History Graduate Program at Texas A&M University maintains a doctoral program that does not offer a terminal M.A. Students who enter the program with a B.A. earn the M.A. en route to the doctorate. The Department of History offers a 64-hour doctoral program for those admitted with an M.A. degree and a 96-hour doctoral program for those students admitted with the B.A. degree. During the 96-hour doctoral program, students will earn their MA degree. All graduate students select their primary field of study, a minor field within the discipline of history, and an outside field offered by another department at TAMU. The 64-hour PhD in History requires a mix of 30-46 credit hours of coursework and 18-34 credit hours of research to reach the total hour requirement of 64. The required 30 hours of coursework includes 6 semester hours in a minor field outside the department, 6 hours in a minor history field, and 18 hours in a major history field. Additionally, students must complete a minimum of 18 hours of research. Doctoral students are required to possess reading knowledge of one or two foreign languages, depending on their field of study, prior to taking their preliminary examinations. The student enters candidacy for the degree upon completing coursework, fulfilling language requirements, meeting the residency requirement, passing the preliminary examinations (written and oral exams administered by the committee), and filing an approved dissertation proposal. The dissertation must reflect original, independent research and have scholarly merit.

In order to achieve our mission of training historians who produce original research and contribute to the scholarly conversation of their chosen field, the program requires all incoming students to take a historiography course in the fall semester, and, as of the 2018-2019 academic year, a research methods course in the spring. Americanists are additionally required to take two reading seminars in U.S. History. The curriculum is designed to provide students with reading and research seminars that reflect the thematic research clusters of our faculty (see executive summary portion of this report) and that will prepare them to produce research that contributes to the scholarly conversations in these broadly defined fields. The program curricula rotates through the sequential readings and research seminars of clusters such as War and Society; Chicano/Latino History; Caribbean and Atlantic World; Gender and Sexuality, U.S. in the World; Race, Ethnicity, and Migration; with periodic offerings of more narrow topical seminars when there is student demand and numbers for such a course (university rules require a minimum enrollment of 5 students for a graduate seminar to make).

Our graduate students are Americanists or Europeanists who study history through a curriculum that draws connections between a variety of sub-fields and methodologies in the discipline of history through the seminars offered by our thematic clusters. Because of structural obstacles that have inhibited the department from hiring a breadth of faculty across world history, we are unable to offer graduate degrees to those interested in studying African, Asian, or Latin American history.
TABLE 3.1: Faculty Engagement With The Graduate Program, 2016-2017

This table demonstrates the breadth of faculty engagement in the graduate program. Whereas in 2011, eight tenured faculty members mentored the large majority of our graduate students, in 2017, a large majority of the tenured faculty (23 of 33*) mentored at least one graduate student.
*not including Bickham (Qatar) and V. Johnson (dean’s office)

<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>Committee Chair (Names of Students)</th>
<th>Student Fields</th>
<th>Committee Member (Number of Students)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Terry Anderson</td>
<td>Adam Gatlin</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carlos Blanton</td>
<td>Sara Leimon Robin Roe Allison Roe</td>
<td>Texas History; Comparative Race and Ethnicity in the 20th century U.S.; Borderlands History; Class and Labor History</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Michael Faber Rainlilly Elizondo-Weber Joel Kitchens Katherine Walters</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cynthia Bouton</td>
<td>Clemente Gomez</td>
<td>Early Modern Spain; Spanish Atlantic World; Gender</td>
<td>6</td>
</tr>
<tr>
<td>Charles Brooks</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Albert S. Broussard</td>
<td>Hillary Anderson John Gorman Rhys Dotson</td>
<td>Liberation Movements in U.S. South;</td>
<td></td>
</tr>
<tr>
<td>Lisa Cobbs</td>
<td>David Villar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Walter Buenger</td>
<td>Katherine Walters Stephen Delear Dale Weeks Ted Banks Sheena Cox Christina Lake</td>
<td>Texas History; Borderlands History; Women’s History</td>
<td>3</td>
</tr>
<tr>
<td>Jonathan Coopersmith</td>
<td>Tyler Peterson Ian Boley</td>
<td>Technology and Science Fiction; U.S. Space Program</td>
<td></td>
</tr>
<tr>
<td>Joseph G. Dawson III</td>
<td>John Blair</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Olga Dror</td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Lorien Foote</td>
<td>Ken Merrick Shane Makowicki Cheryl Coulthard Aaron Dilday Mark Askew Trae Wisecarver John Wendt Shella Rittenberry</td>
<td>Intellectual History; Military History and Strategic Studies; Civil War; 19th Century U.S.</td>
<td>3</td>
</tr>
<tr>
<td>Name</td>
<td>Co-authors</td>
<td>Research Areas</td>
<td>Credits</td>
</tr>
<tr>
<td>-----------------------</td>
<td>-------------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>Evan Haefeli</td>
<td>Raymond Batchelor, Benjamin Williams, Vicki Heath</td>
<td>Religion and Gender in 18th cen. British Atlantic World; Early Modern Colonialism in British Atlantic World and History of Education</td>
<td>3</td>
</tr>
<tr>
<td>April Hatfield</td>
<td>Charles McCoy</td>
<td>Slavery and Atlantic World</td>
<td>6</td>
</tr>
<tr>
<td>Sonia Hernandez</td>
<td>Tiffany Gonzales, Regina Alvarez, April Paluka</td>
<td>Chicanas and Electoral Politics; Indigenous Studies/Latin America</td>
<td>5</td>
</tr>
<tr>
<td>Felipe Hinojosa</td>
<td>David Cameron, Daniel Bare, Laura Lee Oviedo, Moises Cerezo, Manny Grajales</td>
<td>Religion and Race; Latino/a History; Puerto Rican Political/Social Movements; Chicana History and U.S. Mexico Borderlands</td>
<td>5</td>
</tr>
<tr>
<td>Hoi-eun Kim</td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Angela Pulley Hudson</td>
<td>Tyler Thompson, Brooke Linzenbardt, Collin Rorbaugh, Christina Lake</td>
<td>American Indian History and Gender; Southwest Borderlands and American Indian History</td>
<td>7</td>
</tr>
<tr>
<td>David R.C. Hudson</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Walter Kamphoefner</td>
<td>Erika Weidemann</td>
<td>German Immigration</td>
<td>8</td>
</tr>
<tr>
<td>Andrew J. Kirkendall</td>
<td>Micah Wright, Laurence Nelson</td>
<td>U.S. Latin American Relations</td>
<td>4</td>
</tr>
<tr>
<td>Brian McAllister Linn</td>
<td>Nathaniel Weber, Michael Morris, Ryan Leach, Chris Hemler, Ross Phillips, Neil Dimmit</td>
<td>Military History; Vietnam War; World War II</td>
<td>3</td>
</tr>
<tr>
<td>Jason Parker</td>
<td>Michael Fasulo, Andrew Brown, Tristan Osteria, Jeffrey Crean</td>
<td>U.S.-Central American Relations;</td>
<td>7</td>
</tr>
</tbody>
</table>
Admission Criteria and Applicant Data

The Graduate Committee makes initial admissions decisions based upon an assessment of a candidate’s curriculum vita, academic performance, GRE scores, statement of purpose, and writing sample. A minimum of 24 semester credit hours of history is required for admission to the history department's graduate program, including 12 hours of upper level undergraduate courses. The selected candidates are then sent to appropriate faculty members whose research relates to the prospective student’s area of interest with a request that the faculty member admit that student as an advisee. Only after securing an advisor for the prospective student is that student admitted to the program; if all faculty contacted decline to work with the student, that student is not admitted to the program.

TABLE 3.2: Degree Programs Of Applicants To History Graduate Program

The graduate program has experienced an increase in the number of applicants from Ivy League and Liberal Arts colleges during the last four years.

<table>
<thead>
<tr>
<th>Year/Total Applicants</th>
<th>Ivy League</th>
<th>Liberal Arts College</th>
<th>Tier 1 Research</th>
<th>Aspirant Peer</th>
<th>% Degrees Outside of TX</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012/53</td>
<td>0</td>
<td>0</td>
<td>8</td>
<td>4</td>
<td>77</td>
</tr>
<tr>
<td>2013/34</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>2</td>
<td>58</td>
</tr>
<tr>
<td>2014/59</td>
<td>1</td>
<td>5</td>
<td>8</td>
<td>1</td>
<td>81</td>
</tr>
<tr>
<td>2015/71</td>
<td>1</td>
<td>8</td>
<td>8</td>
<td>6</td>
<td>61</td>
</tr>
<tr>
<td>2016/57</td>
<td>4</td>
<td>2</td>
<td>10</td>
<td>6</td>
<td>70</td>
</tr>
<tr>
<td>2017/41</td>
<td>3</td>
<td>6</td>
<td>9</td>
<td>0</td>
<td>73</td>
</tr>
</tbody>
</table>

(Source: History Department Graduate Files)
TABLE 3.3: Gender of Applicants and Those Admitted to History Program

This table indicates the gender imbalance of applicants to the program.

<table>
<thead>
<tr>
<th>Year</th>
<th>Female Applicants</th>
<th>Female Admitted</th>
<th>Male Applicants</th>
<th>Male Admitted</th>
<th>Total Admitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>14</td>
<td>3</td>
<td>34</td>
<td>7</td>
<td>10</td>
</tr>
<tr>
<td>2012</td>
<td>18</td>
<td>5</td>
<td>37</td>
<td>8</td>
<td>13</td>
</tr>
<tr>
<td>2013</td>
<td>5</td>
<td>2</td>
<td>12</td>
<td>9</td>
<td>11</td>
</tr>
<tr>
<td>2014</td>
<td>17</td>
<td>5</td>
<td>36</td>
<td>6</td>
<td>11</td>
</tr>
<tr>
<td>2015</td>
<td>17</td>
<td>5</td>
<td>48</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>2016</td>
<td>11</td>
<td>2</td>
<td>45</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td>2017</td>
<td>10</td>
<td>2</td>
<td>30</td>
<td>5</td>
<td>7</td>
</tr>
</tbody>
</table>

(Source: History Department Graduate Files)

TABLE 3.4: Field of Study of Applicants to History Program

This table indicates the concentration of interest in War and Society among applicants to the program.

<table>
<thead>
<tr>
<th>Year</th>
<th>War and Society</th>
<th>Chicano Latino</th>
<th>U.S. in the World</th>
<th>Caribbean Atlantic World</th>
<th>Gender</th>
<th>Race Ethnicity</th>
<th>Border/ Texas</th>
<th>Modern Europe</th>
<th>U.S</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>19</td>
<td>1</td>
<td>3</td>
<td>5</td>
<td>0</td>
<td>3</td>
<td>5</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>2015</td>
<td>21</td>
<td>3</td>
<td>7</td>
<td>2</td>
<td>4</td>
<td>7</td>
<td>5</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>2016</td>
<td>21</td>
<td>2</td>
<td>6</td>
<td>6</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2017</td>
<td>18</td>
<td>2</td>
<td>7</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>4</td>
<td>2</td>
</tr>
</tbody>
</table>

(Source: History Graduate Department Files)

Financial Support Provided

All students who enroll in the History graduate program, unless they have external funding, are funded through departmental Graduate Assistant Teaching positions. GATs are graders and assistants for faculty instructors of record and are expected to work 20 hours a week. The funding package is $15,000 for nine months (plus fringe benefits), an initial start-up research bursary (in 2017 the amount was $1500), and tuition. Students who meet criteria of external fellowships, awards, and publications, receive some funds toward fees. Students who are awarded a Merit or Diversity Fellowship receive two years of funding from the college and university (they do not work as GATs during those years) during their first and final years at
$20,000 a year, and in the intervening two to three years receive departmental GAT positions. The percentage of full-time students with institutional financial support is 88%.

The department also dispenses funds from our operating budget and from the College of Liberal Arts -- $59,256 total in 2016-17 – to support graduate student research and conference travel. We also draw from several endowed gifts for research funding for Ph.D. candidates— a total of $11,500 in FY17.

TABLE 3.5: Funds Disbursed to the Graduate Program

This table demonstrates the financial commitment of the History Department to the graduate program through doubling funds from the operating budget.

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Funds from Department Operating Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-11</td>
<td>0</td>
</tr>
<tr>
<td>2011-12</td>
<td>16,517</td>
</tr>
<tr>
<td>2012-13</td>
<td>16,619</td>
</tr>
<tr>
<td>2013-14</td>
<td>27,000</td>
</tr>
<tr>
<td>2014-15</td>
<td>36,000</td>
</tr>
<tr>
<td>2015-16</td>
<td>36,000</td>
</tr>
<tr>
<td>2016-17</td>
<td>36,000</td>
</tr>
</tbody>
</table>

(Source: History Department Budget Records)

TABLE 3.6: Graduate Student Accomplishments

The program’s investment in graduate student conference and research travel has resulted in increased graduate student publications and success in obtaining external grants. For example, the 7 publications in 2016 were in national journals such as *Gender and History*, *War and Society*, and *Southwest Historical Quarterly*.

<table>
<thead>
<tr>
<th>Accomplishment</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>External Grant/Award</td>
<td>10</td>
<td>11</td>
<td>19</td>
<td>16</td>
<td>38</td>
<td>27</td>
</tr>
<tr>
<td>Publication</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>4</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>Presentations</td>
<td>13</td>
<td>13</td>
<td>13</td>
<td>15</td>
<td>16</td>
<td>24</td>
</tr>
</tbody>
</table>

(Source: History Department Annual Reports)

**Student Profile**

The graduate program in fall of 2017 has 58 active students, 13.02% of which are part time.

TABLE 3.7: Demographics of Students in History Graduate Program
The percentage of Latino students in our graduate program is at the national average (9.9% in Arts and Humanities), but women and African-American students are below the national average (42% in History and 5.3% in Arts and Humanities respectively).

<table>
<thead>
<tr>
<th>Year</th>
<th>Female</th>
<th>Male</th>
<th>White</th>
<th>Latino</th>
<th>Black</th>
<th>Two or more</th>
<th>Unknown</th>
<th>1st Gen</th>
<th>International</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>20</td>
<td>50</td>
<td>50</td>
<td>8</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>9</td>
<td>4</td>
</tr>
<tr>
<td>2012</td>
<td>21</td>
<td>50</td>
<td>56</td>
<td>9</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td>2013</td>
<td>19</td>
<td>47</td>
<td>52</td>
<td>7</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td>2014</td>
<td>20</td>
<td>45</td>
<td>53</td>
<td>7</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>9</td>
<td>2</td>
</tr>
<tr>
<td>2015</td>
<td>19</td>
<td>43</td>
<td>51</td>
<td>7</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>13</td>
<td>1</td>
</tr>
<tr>
<td>2016</td>
<td>19</td>
<td>43</td>
<td>51</td>
<td>7</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>13</td>
<td>2</td>
</tr>
</tbody>
</table>

(Source: TAMU Office of Institutional Studies and Planning, the American Historical Association, and the Council of Graduate Schools September 2017 Survey of Graduate Enrollment and Degrees)

**TABLE 3.8: Number of Degrees Awarded Per Year (Most Recent Five Years)**

<table>
<thead>
<tr>
<th>Year</th>
<th>MA</th>
<th>PhD</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-12</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>2012-13</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>2013-14</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>2014-15</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>2015-16</td>
<td>4</td>
<td>7</td>
</tr>
</tbody>
</table>

(Source: TAMU Office of Institutional Studies and Planning)

**TABLE 3.9: Average Time to Degree (Most Recent Years)**

<table>
<thead>
<tr>
<th>Year</th>
<th>MA</th>
<th>PhD</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-12</td>
<td>2.75</td>
<td>6.20</td>
</tr>
<tr>
<td>2012-13</td>
<td>2.5</td>
<td>10</td>
</tr>
<tr>
<td>2013-14</td>
<td>3</td>
<td>7.58</td>
</tr>
<tr>
<td>2014-15</td>
<td>2</td>
<td>7.56</td>
</tr>
<tr>
<td>2015-16</td>
<td>2.5</td>
<td>6.4</td>
</tr>
</tbody>
</table>

(Source: TAMU Office of Institutional Studies and Planning)

**Assessment of Student Learning Outcomes and Analysis**

Each year the graduate program conducts institutional assessment through the Office of Institutional Effectiveness and Evaluation. We have identified three learning outcomes for our program: developing skills of historical argumentation, effective written communication, and understanding historical methodology. The program has developed evaluation rubrics for these learning outcomes. An early point of assessment is the Third Semester Review. The Associate Director of Graduate Studies and a sub-committee of the Graduate Committee conduct evaluations of student progress through a written statement by the student, performance
evaluations by committee chairs and faculty who have taught the student in seminar, and an interview with the students. As assessment report is provided to the Director of Graduate Studies, who shares the result with the student and committee chair. Students who are not making sufficient progress are asked to provide the DGS, after consulting with the committee chair, an action plan for progress. Formal program assessment of student learning continues when students take the comprehensive examination and when they defend their MA thesis or PhD dissertation. The Director of Graduate Studies provides faculty members who participate in comprehensive examinations and thesis/dissertation defenses with a rubric to evaluate student learning. The DGS complies the scores from the rubric to measure whether the program has met its target outcomes.

**Employment Profile**

TABLE 3.10: Category of Employment for TAMU Graduates vs. Average of the 25 Institutions Participating in the American Historical Association Career Diversity Initiative, 2002-2013

This table indicates the program’s continued strength in placing graduates in federal agencies and archives and the professional military education system.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Community College, NTT</td>
<td>11%</td>
<td>9%</td>
<td>3%</td>
</tr>
<tr>
<td>Community College, TT</td>
<td>9.52%</td>
<td>9%</td>
<td>4.48%</td>
</tr>
<tr>
<td>Four Year, NTT</td>
<td>7.14%</td>
<td>30%</td>
<td>12.9%</td>
</tr>
<tr>
<td>Four Year, TT</td>
<td>28.57%</td>
<td>15%</td>
<td>46.45%</td>
</tr>
<tr>
<td>Government</td>
<td>11.9%</td>
<td>15%</td>
<td>3.15%</td>
</tr>
<tr>
<td>Self-employed</td>
<td>9.52%</td>
<td>.03%</td>
<td>3.1%</td>
</tr>
<tr>
<td>Higher Education Admin</td>
<td>7.14%</td>
<td>0</td>
<td>6.2%</td>
</tr>
<tr>
<td>Unknown</td>
<td>9.52%</td>
<td>.09%</td>
<td>7.94%</td>
</tr>
</tbody>
</table>

(Source: American Historical Association and TAMU History Graduate Program Files)

**Analysis: Graduate Program Initiatives**

With a strong financial commitment from the History Department, and through external grants and contracts, the graduate program during the last seven years has invested resources in recruitment, TA salaries, research funding for graduate students, and professional development that has returned dividends in graduate student accomplishments since the last academic program review. Analysis of the elements of our strategic plan from 2011 demonstrate that through developing and implanting this plan our graduate program has addressed key areas that our self-
study report in 2010 identified as needing improvement. The three most important developments based on the strategic plan are the substantial commitment made to the graduate program from the department’s operating budget for graduate student research; a graduate student culture that recognizes the importance of and competes for external grants and fellowships, conference papers, and publications; and the implementation of monthly professional development workshops. These improvements are interdependent; the increase in funding for graduate student research and travel has enabled students to present papers at conferences and conduct research that has led to publishable articles; the professional development workshops have created a culture of professionalism among the graduate students.

Since 2011, we have more than doubled the funding provided to the graduate program from the department’s operating budget (see table 3.5). The College of Liberal Arts has changed its funding structure in ways that provide substantial benefits to our program. Starting in 2015, the College has turned over to departments a flexible category of funds that can be used to support graduate programming. In 2016-2017, through a combination of departmental and College of Liberal Arts funding, the graduate program dispensed $59,256 to graduate students to support presenting papers at conferences and research travel. It should also be emphasized here that the department has raised TA stipends from $11,000 in 2011 to $15,000 in 2017. We did not receive additional funding from the college or university for this effort; we did this by sacrificing three lines of assistantships. Additionally, through the department head’s emphasis on the graduate program in requests to the Dean of the College of Liberal Arts, we have just received four Graduate Assistant Lecturer positions as items in the base budget that provides us with a stable source of support for funding our exceptional students who are completing the dissertation. The GAL positions will enhance our recruitment since we will now be able to offer incoming students these positions as a fifth year of funding, which is the norm for history departments at peer public institutions.

Successes by graduate students are also linked to the culture of professionalism that has developed in the program through the success of the professional development workshops and the standing internships and a post-doctoral fellowship we have obtained for our students. We created the position of Graduate Placement Director in 2013. Since then, we have offered at least four professional development workshops each semester. These workshops include sessions on grant writing, publishing articles, teaching, interviewing, and navigating job sites. We also use these workshops to enhance our students’ understanding of the variety of careers available to historians. For example, we have brought in the Associate Director of the Bullock Texas State History Museum in Austin, the Deputy Director of the George H.W. Bush Presidential Library, and a historian at Angelo State University who has successfully obtained two NEH grants to fund research projects that connect the university to the local community. We have successfully obtained external funding and recognition for our efforts to enhance the professional development of our graduate students. We received a 2015 Career Diversity for Historians Grant from the American Historical Association, which was used to fund speakers for our workshop series and to fund a summer internship for one of our graduate students with Texas A&M University Press. Last year, we were again selected through a competitive process to be
one of 25 graduate programs to participate in the AHA’s Career Diversity Faculty Institutes. We have negotiated standing internships with Texas A&M University Press and the U.S. Army Center for Military History in Washington, D.C. The Department of Defense POW/MIA Accounting Agency selected the TAMU History Department as one of five regional hubs to house a post-doc from our department who works with this Federal agency on research projects and who interacts with regional constituencies.

The graduate program has also made changes in the curriculum in order to facilitate student research and prepare our students for the teaching aspects of the historical profession. The Graduate Committee has created HIST 629, Research Methods in History, which will be required for students during their second semester in the program (starting with the 2018-2019 academic year), and had developed common elements that all faculty who teach the course will agree to include in the course. During 2016-2017, we created the TAMU Department of History Teaching Endorsement, a program designed to mentor our graduate students in teaching and to prepare them to enter the job market with an effective teaching portfolio. This is particularly necessary because our TAs are graders and not instructors of record (unless they are selected to be a Graduate Assistant Lecturer during their fifth year in the program). Students who earn the endorsement work with a teaching mentor and develop a statement of teaching philosophy, receive formal observations from faculty of their lectures, and attend professional development workshops on teaching.

**Analysis: Graduate Student Recruiting and Accomplishments**

The History graduate program’s initiatives have demonstrable results. We attract high-quality applicants with degrees from Tier-1 Research, Liberal Arts, and Ivy League universities and have been successful in recruiting graduate students who have competing offers from peer and aspirant peer institutions. Data on graduate student accomplishments indicate an increase in the number of external grants, awards, and publications. Our graduates are particularly successful at obtaining positions as historians with federal agencies and the professional military education system.

The department’s financial commitments, which make concrete our dedication to excellence for the graduate program, have paid dividends in the success of our students in achieving external fellowships, awards, and publications (see Table 3.6). In 2012, our graduate students received 16 external grants and awards (defined as external to the department), had 2 publications, and made 13 conference presentations. In 2016, our graduate students received 38 external grants and awards, including a Fulbright Fellowship, had 7 publications, including five in peer reviewed journals (War in History, War & Society, Gender & History, Southwest Historical Quarterly, and Labor), and made 16 professional conference presentations (including national conferences such as the Western Historical Association and the Society for German American Studies).

The profiles of four of our current graduate students offer an example of graduate student success in our program. Grant Harward, who studies war and society in Eastern Europe, received a Fulbright to Romania in 2016-17, has published four articles (in such venues as The
Journal of Slavic Military Studies), and has been selected as the recipient of the paid internship with the U.S. Army Center for Military History. Brooke Linsenbardt, the president of our History Graduate Student Organization, researches American Indian and Gender history. She has received grants from the Phillips Fund for Native American Research from the American Philosophical Society, was selected to participate in the University of California, Berkeley Advanced Oral History Summer Institute, and has presented papers at the American Society for Ethnohistory Annual meeting and the National Women’s Studies Association Annual Meeting. Doug Bell’s work on the military and the environment during the occupation of post-WWII Germany has earned him an accepted article in the journal War and History, a visiting scholar fellowship at the Rachel Carson Center for Environment and Society in Munich, Germany, and an internship with the Office of the Historian for the Department of Defense. Laura Lee Oviedo, who studies the militarization of Latina women’s lives during WWII, has been a visiting scholar at the Institute for Caribbean Studies at the University of Puerto Rico. She was awarded a year-long pre-doctoral fellowship at the Smithsonian National Museum of American History to begin in summer 2018.

An important component of our graduate student accomplishments, besides our funding and professional development initiatives, has been our success in recruiting. One of our goals is to recruit exceptional students and our action plan includes increasing the number of applicants to our program from aspirant peer universities. Data collected since 2012 indicates that the vast majority of our applicants each year (58-81%) received degrees from institutions outside the state of Texas and that the majority of these received degrees from state BA/MA granting institutions or from universities with doctoral programs ranked below Texas A&M University’s history program. However, records also indicate a steady number of applicants with degrees from Tier 1 state research institutions. There was an increase in the number of applications from students with degrees from aspirant peer institutions between fall 2014 and fall 2015, which held steady for two years, but then dropped in 2017, which could simply mean that 2017 was an anomaly. It is worth noting that the program has experienced a notable increase of applicants with degrees from liberal arts colleges and Ivy League institutions after 2014. Although the overall numbers of such applicants remains relatively small, the increase of such applications indicates success for the program in attracting applications from highly-qualified students.

The most important measures of our success in recruiting exceptional students is twofold: whether students with degrees from outstanding institutions attend our program and whether students who receive funding offers from peer or aspirant peer institutions chose to attend the Texas A&M history graduate program. Our data indicates that we have been successful in every incoming class since 2012 in recruiting to our program highly qualified students who possess funding offers from peer and aspirant peer institutions. We have thus achieved the portion of the strategic plan that calls for recruiting top prospects from our applicant pool through our annual recruiting event. In March of each year, we bring to campus our top candidates, provide them with an orientation of our program, and introduce them to their prospective research advisor and to current graduate students. During the last three years, 12 out of the 17 prospective students we have recruited at the event have enrolled in our program. These include highly-qualified
students from programs such as the University of Wisconsin-Madison and the University of Connecticut. A survey of graduate students who entered the program after 2012 demonstrates that students opted to attend our graduate program after receiving funding offers from: Ohio State, University of Michigan, University of Kansas, University of Kentucky, University of Iowa, Florida State University, University of Mississippi, University of Nebraska, and the University of Georgia, among others. Successful recruiting also includes nominating our students for college and university-level Merit, Diversity, Liberal Arts Vision 20/20, and Pathways to the Doctorate Fellowships. 6 of the 27 graduate students who are currently being funded earned college and university-level fellowships (2 Merit, 2 Diversity, and 2 Pathways to the Doctorate).

The department has committed to have funding for all students in our incoming classes, which generally number between 7-10 students. Incoming classes are funded through a combination of departmental assistantships, Merit, Diversity, Pathways, and external sources such as the U.S. Military. We are well aware that the department’s reputation depends, in part, on recruiting more female and minority students. The Director of Graduate Studies nominates qualified female and minority students every year for the college-level Merit Fellowship and the university-level Diversity Fellowship. Female recruits who attend the spring recruiting event hear presentations from and meet one-on-one with female students. The demographics of the program reveal that the department is making progress (though there is room for further improvement) in the gender balance in our graduate student population. The ratio of men to women in the department is 7:3. According to the American Historical Association, women receive 42% of the PhD’s awarded in the field of history, so our department still falls below the national average. In terms of ethnic and social diversity, while we have no African-American graduate students (the national average is 5% in Arts and Humanities disciplines), the number of Latino/a graduate students in the program – 11% -- is just above the national average. Our success in this area is related to our national reputation for excellence in the field of Chicano/Latino History. We are successful in recruiting first generation college students to our program; such students are consistently 20% of those enrolled in our program. In order to address the gender imbalance and increase the ethnic diversity of the program, however, we must develop strategies that start with the problem of how to attract more female and minority applicants.

We have taken an important first step by obtaining a $5000 grant from the College of Liberal Arts that will allow us to invite and pay for highly-qualified undergraduate students from aspirant peer universities to campus for our March 2018 History Graduate Student Organization Conference to present papers and participate in a recruiting event. We will target female and minority students in the disbursement of these funds. It should be mentioned here that the History Graduate Student Organization is one of the important successes of the graduate program. This student led and run organization, with an elected officer slate, plans and implements a national research conference every March that attracts undergraduate and graduate students from across the country. Indeed, the conference is so well done that the provost of Hastings, a Liberal Arts college in Nebraska, brings several undergraduates each year.
An important measure of success for our program is the ability of our students to obtain employment in the historical profession. Our department’s emphasis on career diversity, which is aligned with the American Historical Association’s recommendations for graduate programs, has produced success for our program in placing our graduates with federal agencies and archives. Our action plan to continue to place graduates at highly competitive positions in the state and federal government has been achieved through internships we have created with federal agencies such as the Office of the Historian of the Department of Defense and the U.S. Army Center for Military History. In addition, because of our distinguished national reputation in the field of War and Society, we have successfully placed graduates in tenure-track positions in the professional military education system. Our superior record in this area compared to other programs can be seen in a comparison of our graduate employment with those of the other 24 programs selected for the AHA Career Diversity Faculty Institutes. From 2004-2013, we placed 11.9% of our graduates with government agencies compared to an average placement rate of 3.15% for other programs. Records from 2014-2017 show that we have placed 15.06% of our graduates with government agencies and archives and 12% in tenure track position in the professional military education system.

We continue to strive to place our graduate students who pursue academic careers in tenure-track positions at four year institutions. From 2004-2013, we placed 28.56% of our graduates in tenure-track positions at four year institutions, compared to an average of 46.45% among the 25 graduate programs participating in the AHA Career Diversity Initiative. We placed 20% of our graduates in community college teaching positions, and 11% of these worked in non-tenure track lines, compared to averages of 3% and 4%. Texas has a large and robust community college system that feeds into its major universities and our graduates who teach in these institutions have important roles as historians teaching a significant cohort of students in the state.

A component of our action plan is to increase the number of students who secure tenure-track positions at four-year B.A/M.A-granting institutions and to place our best graduates at peer academic departments. The major changes we have made in our graduate program that we hope will lead to success for our graduates who are interested in academia were instituted after 2012, which is not enough time to produce measurable results. In the current job market, it is common for History PhDs from the most elite institutions to spend 2-3 years in non-tenure track positions before securing a tenure-track line, so we do not yet know the final outcome for our graduates who have entered the academic job market since 2014. With that important caveat in mind, the data for the 33 graduates who have finished the program since 2014 indicate that we have made improvement in the rate of employment in non-tenure track positions at four year institutions, which bodes favorably for their transition to tenure-track lines. Of the 33 graduates from spring 2014-spring 2017, 30% are in non-tenure track positions at four year universities (two at the research universities of Auburn and Mississippi), and 15% have obtained tenure-track positions at four year institutions. Another important sign of momentum for the program in placing students is that Hillary Anderson, who will graduate in May 2018, has accepted a tenure-track faculty position at a four year university (University of Central Arkansas).
Concluding Observations

Since the last academic program review, the TAMU History graduate program has developed a new mission, a new goal, and a new strategic plan. The department has doubled its financial investment in the program and is supported in this by initiatives from the College of Liberal Arts that allow us to prioritize our spending towards student accomplishments. These funds have been used to raise TA salaries, provide robust research and conference travel grants to students, and provide professional development programming. We have created the position of Graduate Placement Director to oversee our professional development activities. We have created a curriculum that includes a research methods course and reading and research sequences in our seminars in order to facilitate student research. We have implemented internships at federal agencies and at our university press. Our efforts have achieved results in student success in publishing, obtaining external grants and awards, and finding post-graduate employment with federal agencies. We have created a culture of professionalism among our graduate students and have strong faculty buy-in to the program.

Structural challenges remain that inhibit our ability to be competitive with our aspirant peer institutions in terms of recruiting and funding graduate students. Our TA salaries remain comparatively low. To put this in perspective, contrast the $15,000 stipends we offer with the $24,000 stipend history graduate students receive at the University of Texas. Because we gave up lines in order to raise student stipend, we cannot operate at more than the bare minimum. Top institutions in the field of history offer funded doctoral students five years of tuition remission, whereas our Office of Graduate and Professional Studies puts a cap of four years on the tuition it will cover after the MA. In addition, the department does not have sufficient funds to cover fees for all of the graduate students who have departmental funding. Although we cover fees for those who have external awards or publications in a given year, first and second year students who are not yet at the stage to fulfill these requirements must pay the $2500 in fees out of their nine month stipend, which in effect means students receive a stipend for seven months. Because of our undergraduate teaching responsibilities, funding issues, and small incoming classes, we struggle at times to offer the number of seminars each semester that we believe are necessary for a robust curriculum for our students. Although the department is committed to recruiting and funding female and minority students, a remaining challenge is to develop strategies, given our financial constraints, to encourage female and minority students to apply to the program. In short, we do the best we can with what we have. We could do much more with more resources, especially additional graduate student lines and more competitive stipends.
Required Preliminary Information

The Department of History offers a Bachelor Arts degree (BA) in History as well as a History minor. The mission of our undergraduate program, through its faculty’s dual functions of research and teaching, is to excel in undergraduate teaching in order to broaden and deepen students’ understanding of the past and prepare them to engage with the increasingly complex, globalizing present. Our goal is to create better informed global citizens by teaching students to recognize the complexity and diversity of the human experience in historical context, to question simple explanations, to evaluate evidence in multiple forms, and to offer insightful interpretations with clarity of verbal and written expression. During the last seven years, the undergraduate program has revised its undergraduate degree program, expanded its contribution to the American History and Language, Philosophy, and Culture foundational component areas of Texas A & M University’s Core Curriculum, and devoted faculty and monetary resources to provide high-impact practices that enrich the undergraduate experience both inside the classroom (gateway and capstone writing-intensive seminars and History Honors), and outside the classroom (TAMU History Conference, Department of History Study Abroad grants, Undergraduate Scholarly Activities grants, Sigma Rho chapter of Phi Alpha Theta).

Undergraduate Degree Program History

Since its founding in 1876, Texas A & M University has provided training in history, granting Bachelor of Arts degrees in the discipline. For its first ninety years, the department served in primarily a service capacity, teaching a student body comprised exclusively of white men who, by rule, were enrolled in TAMU’s Corps of Cadets. In 1963 the A&M College became Texas A&M University, admission opened to women, and mandatory enrollment in the Corps of Cadets ended. After the department’s inclusion in the newly created College of Liberal Arts in 1968, student enrollment and the number of degrees awarded increased steadily, reaching a high of 219 in 2010-2011.

GRAPH 4.1: Number of History Degrees Awarded 1997-2017

(Source: TAMU Data and Research Services)
As of November 15, 2017 (approximately one month after the 12th day census), the history department had 496 majors and 229 minors. Many of our majors enter our program as transfer students, often after their sophomore year, either from other institutions, other colleges, or other majors in the College of Liberal Arts. An increasing number, however, start as history majors. In addition to these majors and minors, the history department also provides important service to the university and its land grant mission by teaching, on average over the past 5 years, 11,316 undergraduates/year in TAMU’s core curriculum. Most of those students, on average 10,477, take courses that fulfill the Texas Higher Education Coordinating Board (THECB) mandate that all students who graduate from a state-supported institution take 6 SCH in the American History (AH) foundational component area. The other 885 undergraduates enroll in history courses that fulfill the THECB requirement of 3 SCH in the Language, Philosophy, and Culture (LPC) foundational component area.

**Mission, Strategic Plan, Goals**

Through its dual functions of research and teaching, the history department seeks to broaden and deepen students’ understanding of the past and prepare them to engage with the increasingly complex, globalizing present. Upon earning a BA in History, undergraduate students will be able to apply critical thinking skills to, and to communicate verbally and in written form about, contemporary events. Our goal is to excel in undergraduate teaching so our students can become informed global citizens. To do so, our strategic plan, approved by the department’s faculty in 2011 (and updated in 2015), includes the following:

- Educate students to appreciate the complexity and diversity of the human experience in historical context, to question simple explanations, to evaluate evidence in multiple forms, and to offer insightful interpretations with clarity of expression
- Fulfill and expand our course offerings in the new Core Curriculum—U.S. History and Language, Philosophy, and Culture (roughly 5,000 students per semester)—the vast majority of which are taught by tenured-tenure track faculty, not temporary instructors or graduate students
- Devote ourselves equally to high-impact practices, most notably HIST 280 and HIST 481, our required gateway and capstone courses, which allow faculty to bring their research and pedagogical expertise into small writing-intensive seminars (capped at 15)
- Provide and expand opportunities for successful and highly motivated students to participate in Honors courses and programs that challenge their interests and abilities
- Pursue study abroad opportunities and provide department-funded grants for selective students
- Give students the opportunity to present their research at the annual TAMU History Conference
- Fund the Department of History Undergraduate Scholarly Activities Grant, awarded to high-achieving students to travel to archives to conduct research or to conferences to deliver papers
- Offer extra-curricular academic activities through Phi Alpha Theta, History Club, and Webb Society (Texas State Historical Association)
*Administrative Structure*

The Director of Undergraduate Studies is the sole faculty administrator for the undergraduate program. The Director of Undergraduate Studies (Rebecca Hartkopf Schloss) has four main areas of responsibility: supervising undergraduate advising, overseeing curricular matters, conducting program assessment, and facilitating undergraduate outreach. The Undergraduate Committee advises the Director of Undergraduate Studies on program goals and curricular changes. Normally the committee is comprised of the Director of Undergraduate Studies, the department’s two academic advisors, an assistant, associate, and full professor, and a graduate student—all of them appointed by the department head in consultation with the Executive Committee.

*Analysis*

After our 2010-2011 academic program review, the history department embarked on a new strategic plan (approved by the faculty in the fall of 2011) that identified excelling in undergraduate teaching (to help our students become better informed global citizens) as one of four departmental priorities. This goal aligns with the Texas A & M University Academic Master Plan and Quality Enhancement Program’s global learning outcomes for students [(4) practice personal and social responsibility, (5) demonstrate social, cultural, and global competence], and also with the College of Liberal Arts’ articulated mission in its 2015-2020 strategic plan “to educate students for a rapidly changing world and instill in them a desire for lifelong learning,” by “excel[ling] in undergraduate education.”

To meet our departmental goal for the undergraduate program, the department made a number of structural changes. First, it created a new administrative position, the Director of Undergraduate Studies, to parallel the head administrative position in the graduate program. As mentioned above under “Administrative Structure,” this position has four main areas of responsibility (supervising undergraduate advising; overseeing curricular matters and developing undergraduate high-impact and enhancement opportunities; conducting program assessment; and facilitating undergraduate outreach). The Director of Undergraduate Studies meets weekly with the department’s two undergraduate advisors, Ms. Robyn Konrad (full-time advising), and Instructional Associate Professor Dr. Phil Smith (1/3 time advising), coordinates with them on college and university advising changes, and surveys advisees for program assessment. The Director of Undergraduate Studies also conducts assessment for the undergraduate program. For assessment, the Director of Undergraduate Studies distributes surveys to history majors and minors who’ve met with the department’s undergraduate advisors, sends out program exit surveys to graduating seniors, and collects graduating senior research paper rubrics from HIST 481 instructors.

To help the department excel in undergraduate teaching, the Director of Undergraduate Studies also is charged with overseeing curricular matters. In addition to consulting with the Associate Department Head on semester scheduling, providing orientation for new Graduate Assistant Lecturers (GALS), and overseeing TAMU Core Curriculum course development and recertification (see more below), the Director of Undergraduate Studies serves as the department
liaison for the college-level Undergraduate Instructional Committee (UIC) and the Museum Studies minor program committee.

The most important curricular change the department has made since our 2010-2011 self-study is a significant revision to the history major which went into effect in 2013-2014. The Undergraduate Committee first consulted with faculty about eliminating courses that had not been taught in at least 5 years and asked for their input on course title and description changes to reflect important historiographic shifts since the courses were created. The department then made structural and intellectual changes in our major requirements that reflected shifts in personnel and areas of faculty expertise as of 2012. In the interest of better preparing students for their undergraduate history courses and for their role as global citizens, we now require students to take courses covering different chronological, geographic, and thematic/topical areas. History majors must take 4 foundational history courses (in American history and World/Western Civilization). For their remaining 5 elective history courses, students must choose at least one class from three of five course lists (United States; Europe; Latin America & Caribbean; Africa, Asia, & the Middle East; Thematic) and at least one of those courses must be in “pre-modern” history (as defined by the sub-discipline). This requirement was intended to ensure that through their elective history courses students gain additional breadth of knowledge, but also that they have the choice to acquire depth of knowledge in a particular subject area. Since we implemented this change, we have had a number of faculty departures. Although the individuals who have retired or left have research expertise across the chronological and geographical spectrum, the departure of those who taught non-American and pre or early modern history has had a bigger impact on our undergraduate curricular offerings because we always have had fewer faculty to teach those courses. In response to this imbalance, in 2017-2018 the Undergraduate Committee has begun discussions about how to make certain we schedule an adequate number of courses each semester to meet the requirements of our majors.

Our revision to the history major also included more high-impact, research-intensive opportunities in the classroom. To this end, in addition to the required 4 foundational courses, students now must take two majors’ only writing-intensive courses, HIST 280: The Historian’s Craft, and HIST 481: The Senior Seminar, to fulfill their university writing requirement. HIST 280, a “gateway to the major” seminar capped at 15, introduces students to the historical discipline and serves as a front bookend to HIST 481, our capstone experience, which is also capped at 15. These seminars are taught primarily by tenured/tenure track history faculty members (and occasionally by instructional associate professors or senior lecturers) and focus on the instructor’s research expertise. Because we schedule 7 or 8 sections of each class every semester, every year between 420 and 480 history majors not only have the chance to work closely with a tenured/tenure-track faculty member but also to write an individualized research paper. To balance an instructor’s academic freedom in the classroom and consistency in student experience across sections, each semester the Director of Undergraduate Studies reviews HIST 280 and HIST 481 syllabi to ensure they meet the criteria for student evaluation unanimously agreed on by the history department tenured/tenure-track faculty in April 2012. This format provides students with precisely the kind of high-impact, research intensive experiences that the College of Liberal Arts and the University are asking units to provide.
For high-achieving students, the history department also offers a departmental honors program. Since 2011, the number of undergraduates pursuing History Honors has grown from 4 in 2011 to a current high of 44. To earn History Honors, students must complete 18 SCH of honor classes: 12 honors SCH in history courses, including 6 SCH at the 300/400 level (which may include 6 SCH of independent honors study), and 6 honors SCH elsewhere in their degree plan. Students can earn these honors SCH three ways: through stand-alone honors sections (reserved for students with at least a 3.5 GPR and capped at 25 students), through “embedded” honors sections in a traditional course (reserved for students with at least a 3.5 GPR who complete the traditional coursework and then undertake additional enrichment activities), and through individual student-faculty honors contracts. Students can transfer a maximum of 6 SCH from AP/IB exams or other programs. Any current or potential history major whose overall GPR at TAMU is 3.5 or above is eligible to participate in History Honors and will have all completed honors course work taken at Texas A & M designated on his/her transcript. To receive honors recognition and graduation with honors, a student must fulfill the History Honors requirements and graduate with a 3.5 cumulative GPR and a 3.25 GPR in honors coursework. After graduation, the student’s transcript will note the History Honors designation. Ms. Robyn Konrad currently coordinates the History Honors program, tracking student progress toward the distinction and scheduling special events, including tours of Cushing Memorial Library and Archives and movie outings. The Director of Undergraduate Studies serves as the department’s liaison to the Honors and Research Advisory Committee (HURAC).

To help the history department excel in undergraduate teaching, the department also charged the Director of Undergraduate Studies with developing and implementing high-impact enhancement experiences for all students outside of the classroom. To this end, the department established a yearly undergraduate/graduate student conference and two grants to support undergraduate scholarly endeavors and study abroad. Every spring since 2012, the undergraduate program, in partnership with the Sigma Rho chapter of Phi Alpha Theta, the national history honorary society, has partnered with the graduate program, through the History Graduate Student Organization, to co-sponsor the annual Texas A & M History Conference. This two-day conference provides an opportunity for undergraduate and graduate students from Texas A & M University and around the region to present their individual research in a supportive pre-professional environment. HIST 280 and HIST 481 students are especially encouraged to present the original research papers they produced for these classes. Over its history, the conference has included undergraduate students from, among other places, Texas, Oklahoma, Louisiana, Illinois, and North Carolina. To help encourage undergraduates to pursue independent research, the undergraduate program created, and the Undergraduate Committee evaluates and awards, two competitive grants: the Department of History Undergraduate Scholarly Activity (USA) grant and the Department of History Study Abroad (SA) grant. Finally, the department sponsors a yearly Undergraduate Student Research Paper competition to recognize the best paper written for a history course in the previous calendar year.

Since 2011, the department also has worked to improve undergraduate student outreach to history majors and minors. Each week, the Director of Undergraduate Studies distributes the History WAAG (Week At A Glance), a weekly electronic newsletter that highlights events and
opportunities on and off campus that are of particular interest to history students. This newsletter also gives information about advising and highlights the department’s undergraduate research paper competition, the USA grant, and the SA grant. The History WAAG also cycles 24/7 on a computer kiosk in the history department advising office. As part of our outreach, the department also offers a monthly professional development event, “What Can You Do With A History Major?” for history majors and minors. These events, which are organized by Ms. Robyn Konrad, are designed to help students understand how they can put the critical thinking and communication skills they are learning as history majors to use in a variety of professions. Past events include presentations by the TAMU Career Center, a roundtable discussion about careers in government and the non-profit sector, and a session with a former history major who currently works in museum collections.

**Academic Programs & Curricula**

The Department of History at Texas A&M University is home to 496 majors and 229 minors. We currently have 141 courses on peoples, ideas, and cultures from around the world and across the ages in our undergraduate inventory, taught primarily by 40 tenured/tenure-track faculty, 2 instructional associate professors, and 4 full-time lecturers. On average we offer 11 lower-division (100/200 level) and 35 upper-division (300/400 level) courses per semester and teach 14,000 undergraduate students per year.

**Program Curricula**

To earn a baccalaureate degree in the College of Liberal Arts, a student must complete 120 semester credit hours (SCH) distributed across a major subject area (27-33 SCH), a foreign language (14 SCH), general electives (25-31 SCH) and several foundational component areas (48 SCH) dictated by the Texas Higher Education Coordinating Board (THECB) and institutionalized in the university core curriculum (including American history; political science/government; communication; creative arts and language, philosophy, and culture; social and behavioral sciences; mathematics and logical reasoning; and life and physical sciences). Of those 120 SCH, a student must take at least 6 SCH designated as International and Cultural Diversity and at least 36 SCH at the upper-division (300- and 400-level). Within the major, a student must complete at least 12 SCH at the upper-division (300- and 400-level), at least 12 SCH at Texas A & M University, and at least 6 SCH in university-approved W-courses (meaning they provide explicit writing instruction, frequent opportunity for developmental feedback, multiple opportunities to practice writing, and base at least 33% of the final course grade on revised writing totaling at least 2,000 words). To count toward a student’s major, SCHs must be earned with at least a “C”.

The history department offers a Bachelor of Arts. To earn a history major, a student must complete 33 SCH in history (with 18 SCH in residency at Texas A & M University). Of those 33 SCH, 18 SCH come from six required courses (see table below). These courses provide important intellectual and practical advantages for students. The lower-division courses offer geographic and chronological breadth that students can build on in future coursework and also fulfill the American History (105/106) and Language, Philosophy, and Culture
(101/102/103/104) foundational component areas of the university core curriculum. In addition to offering ‘bookend’ experiences in the major, HIST 280 and HIST 481 meet the university’s requirement that students take 6 SCH of writing instruction in the major.

For the additional 15 SCH in history, a student must choose at least 3 SCH from at least three of five course lists (United States; Europe; Latin America & Caribbean; Africa, Asia, & the Middle East; Thematic) and at least 3 SCH of “pre-modern” history (as defined by each historical sub-discipline). These requirements ensure that a student has breadth of knowledge (geographically and chronologically) while also providing flexibility for a student to concentrate on a particular area of interest. TABLE 4.1: Undergraduate History Degree Plan

### HISTORY COURSES AT TEXAS A&M UNIVERSITY

**REQUIRED HISTORY COURSES FOR MAJORS**
- HIST101 or 103 Western Civ or World History (early)
- HIST102 or 104 Western Civ or World History (later)
- HIST105 U.S. History before 1877
- HIST106 U.S. History after 1877
- HIST280 The Historian’s Craft
- HIST481 Seminar in History

**ADDITIONAL HISTORY COURSES FOR MAJORS**
- one course from at least three of the five lists below
- one pre-modern history course (marked with *)
- four courses in the 300-499 range

Note: a single course below can fulfill more than one of the above requirements

---

**UNITED STATES**
- 226. History of Texas
- 230. American Military History
- 232. History of American Sea Power
- 258. American Indian History
- 300. Blacks in the United States, 1607-1877
- 301. Blacks in the United States since 1877
- 305. Mexican-American History, 1848-present
- 307. Latino Communities of the U.S.
- 308. History of Native Peoples in the U.S. South
- 319. U. S. Immigration and Ethnicity
- 325. Texas Cultural History
- 359. American Environmental History
- 360. History of American Petroleum Industry
- 363. History of Science in America
- 364. Technology and Engineering in America
- 365. History of Religion in America to 1860
- 366. History of Religion in America after 1860
- 367. Colonization of North America
- 368. The Birth of the Republic, 1763-1820
- 369. The United States, 1820-1860
- 370. The Civil War and Reconstruction
- 371. America in the Gilded Age, 1877-1901
- 372. War, Reform & Normalcy, U.S. 1901-1929
- 373. The Great Depression and World War II
- 374. The United States after World War II
- 375. Texas Since 1845
- 443. American Military History to 1901
- 444. American Military History since 1901
- 447. Constitutional History of the U.S. to 1901
- 450. Southern Culture & Identity to 1877
- 451. Southern Culture & Identity after 1877
- 453. The American Frontier
- 455. History of the American City
- 456. American Agricultural History
- 457. American Economic History
- 459. American Society and Culture to 1877
- 460. American Society and Culture since 1877
- 461. History of American Women
- 462. American Business History
- 473. History of Modern American Women

**EUROPE**
- 210. Russian Civilization
- 213. History of England
- 214. History of England
- 234. European Military History
- 232. History of the Iberian World
- 324. European Society in the Industrial Age
- 329. Modern Mediterranean World
- 330. Women in Ancient Greece and Rome
- 331. Medieval Europe, 300-1300
- 332. Renaissance and Reformation Europe
- 333. Europe in the Age of Absolutism
- 334. History of Europe in the 19th Century
- 335. Europe, 1890-1932
- 336. Europe since 1932
- 337. War and European Society, 20th Century
- 338. Rise of the European Middle Class
- 339. Eastern Europe since 1453
- 361. Technology in Western Civilization
- 402. Germany since 1815
- 403. History of Nazi Germany
- 404. Post 1945 Germany
- 405. History of the Holocaust
- 406. European History since 1815
- 410. Russian History to 1877
- 411. Imperial Russia, 1801-1917
- 418. Intellectual History, Greece to Medieval
- 419. Intellectual History, Medieval to Renaissance
- 420. European Intellectual History to 1900
- 421. European Intellectual History, 20th Century
- 426. Ancient Greece
- 427. Roman Republic I: The Empire Builders
- 428. Roman Republic II: Civil War Years
- 429. Roman Empire
- 430. Greece, 1699-1714
- 431. The Kingdom of Ireland, 1541-1800
- 432. The Nation of Ireland, 1800 to Present
- 433. Sixteenth Century England
- 434. Seventeenth Century England
- 437. Eighteenth Century Britain
- 438. Eighteenth Century
- 439. Eighteenth Century
- 442. Nineteenth Century
- 443. Women in Modern Europe

**LATIN AMERICA & CARIBBEAN**
- 304. Mexican-American Frontier to 1848
- 320. History of the Atlantic World
- 321. Age of Revolution in Atlantic World
- 326. History of the Caribbean to Emancipation
- 327. History of the Caribbean since Emancipation
- 341. Latin America to 1810
- 342. Latin America since 1810
- 343. Inter-American Relations
- 344. Latin American Cultural and Intellectual
- 345. History of Mexico, 1821 to Present
- 449. History of Brazil, 1822 to Present

**AFRICA, ASIA, MID EAST**
- 320. Women, War and the African Diaspora
- 344. History of Africa to 1800
- 345. Modern Africa
- 346. History of South Africa
- 347. Rise of Islam, 600-1258
- 348. Modern Middle East
- 349. The Vietnam War/The American War
- 350. Asia During World War II
- 351. Traditional East Asia
- 352. Modern East Asia
- 353. Modern South Asia
- 354. Imperial China
- 355. Modern China
- 356. Twentieth Century Japan
- 357. Out of Africa: The Black Diaspora
- 358. Chinese Cultural History

**THEMATIC**
- 220. History of Christianity
- 221. History of Islam
- 362. History of Science
- 442. World War II
- 445. History of Modern Military Thought
- 464. International Developments since 1918
- 465. Extremism and Terrorism
- 469. History of Collective Protest and Violence
- 475. Empire and History
- 476. Sex and Sexuality in History
- 485. Directed Studies
- 491. Research
- 497. Independent Honors Study

Revised 8/26/16
The department of history also offers a minor. To qualify, a student must take 15 SCH of history, 6 SCH hours at the 100/200 level and 9 SCH hours at the 300/400 level, and must earn at least a “C” in each class.

**Degrees Awarded and Time to Degree**

The below table describes the number of degrees awarded and the time from when students entered the history program until the year they earned their BA in history. According to the US Department of Education, the number of students receiving bachelor’s degrees in history fell 21% from a high in 2012 and declined an additional 10.1% from 2014 to 2015. [Robert B. Townsend, “Decline in History Majors Continues, Departments Respond”, *Perspectives on History: The newsmagazine of the American Historical Association*, September 2017].

**TABLE 4.2: Number of History Degrees Awarded and Average Time to Degree for FTIC**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Degrees</td>
<td>210</td>
<td>211</td>
<td>157</td>
<td>168</td>
<td>165</td>
<td>182</td>
</tr>
<tr>
<td>Unknown</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td># of FTIC admitted to History</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>46</td>
<td>40</td>
<td>43</td>
</tr>
<tr>
<td># of FTIC admitted to different TAMU unit</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>68</td>
<td>58</td>
<td>63</td>
</tr>
<tr>
<td>Readmitted</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td># of First Time at TAMU (transfer)</td>
<td>56</td>
<td>60</td>
<td>50</td>
<td>54</td>
<td>63</td>
<td>57</td>
</tr>
<tr>
<td>Average Time to Degree (FTIC)</td>
<td>4.26</td>
<td>4.28</td>
<td>4.15</td>
<td>4.36</td>
<td>4.40</td>
<td>4.29</td>
</tr>
</tbody>
</table>

(Source: TAMU Data and Research Services)

We, too, have experienced a decline (20.5%) in the number of history degrees awarded since 2012 but, unlike our peers, our numbers increased from 2014 to 2015 and have remained fairly steady since then. During that same period, the percentage of external (to TAMU) transfer students earning history degrees has increased from 26.6% in 2011-2012 to 38.1% in 2015-2016. Likewise, the number of internal transfer students (who started in a different unit at TAMU) earning history degrees rose to 59% of total history degrees awarded in 2015-2016.
Academic Enhancements/High-Impact Opportunities for Students

As discussed in the “Analysis” section above, since our last program review in 2010-2011, we have created a number of high-impact and enhancement opportunities, both inside and outside the classroom, to help our students gain the critical thinking and communication skills they need to engage with the increasingly complex, globalizing present.

Inside the Classroom:

**HIST 280: The Historian’s Craft & HIST 481: Senior Seminar**: Since spring 2013, HIST 280: “The Historian’s Craft” and HIST 481: “Senior Seminar” provide history majors with writing and research intensive ‘bookend’ experiences in the discipline. Every semester we offer at least 8 sections (capped at 15) of each course and, with rare exception, each section is taught by a tenured/tenure-track faculty member on a topic related to his/her research expertise. HIST 280, our gateway to the major, is a sophomore-level, writing-intensive course that introduces students to the world of the professional historian. Through a case-study approach, it discusses the meanings and uses of history, exposes students to current analytical and methodological debates in the discipline, and introduces them to archival research, the use of evidence, and argumentative writing. HIST 481: Senior Seminar, allows students to build on their past course work and, often, experience with a faculty member. It exposes them to the problems of bibliography, historiography, and historical methods and requires them to develop and execute an individualized final research project based on the topic of the seminar.

**HIST 491 and HIST 497**: Undergraduate students also have the ability to pursue independent research with a faculty member of their choosing through HIST 491: Research and HIST 497: Independent Honors Studies. As the below table/graph shows, since our 2010-2011 self-study, we’ve seen a slight increase in the number of students pursuing these one-on-one, optional research-intensive experiences.

**GRAPH 4:2: Students Involved in Writing/Research Intensive Coursework**

(Source: TAMU Data and Research Services)
**History Honors:** Since our last program review, 31 history majors have graduated with one or more honors distinctions: History Honors (15), College of Liberal Arts Honors (18), and University-level distinctions - Foundation Honors, University Honors, Honors Fellows (27) (Source: Dr. Jonathan Kotinek, Associate Director, LAUNCH: Honors). In 2014, the history department revised its requirements for our departmental History Honors program. Since then, to earn History Honors, students must complete 18 SCH of honor classes: 12 honors SCH in history courses, including 6SCH at the 300/400 level (which may include 6 SCH of independent honors study), and 6 honors SCH elsewhere in their degree plan. To receive honors recognition and graduation with honors, and have History Honors noted on the transcript, a student must fulfill the History Honors requirements and graduate with a 3.5 cumulative GPR and a 3.25 GPR in honors coursework. Ms. Robyn Konrad has coordinated the History Honors program since spring 2015, tracking student progress toward the distinction and scheduling special events, including tours of TAMU’s Cushing Memorial Library and Archives and movie outings. As of the 12th day census for fall 2017, we have 44 history majors pursuing the History Honors distinction through stand-alone honors courses, embedded honors sections, and independent faculty-student contracts.

Outside the Classroom:

**TAMU History Conference:** Each spring, in conjunction with the History Graduate Student Organization, the undergraduate program and the Sigma-Rho chapter of Phi Alpha Theta, the national history honorary society, co-sponsor the TAMU History Conference. This two-day conference allows undergraduate students from Texas A & M University and around the region to present their individual research in a supportive pre-professional environment. HIST 280 and HIST 481 students are especially encouraged to present the original research papers they produced for these classes. Over its history, the conference has included undergraduate students from, among other places, Texas, Oklahoma, Louisiana, Illinois, and North Carolina.

**Department of History Undergraduate Scholarly Activities Grant:** Each semester, the Department of History offers the Undergraduate Scholarly Activities Grant. These competitive grants, ranging from $250-$500, are designed to support undergraduate students who are pursuing scholarly activities related to the field of historical research, including but not limited to conducting off-campus primary source research for a history class or history thesis and presenting original historical research at a scholarly conference. Since its creation in 2013, the department has awarded a number of USA grants, including for a conference presentation at the Popular Culture Association national conference (2013), archival research in Scotland (2014), and oral and archival research among the Muscogee Nation in Okmulgee, OK (2014).

**Department of History Study Abroad Grant:** In 2015, the history department created the Department of History Study Abroad grant. The SA grant varies depending on the duration of an undergraduate student’s study abroad experience ($750 for trips lasting up to 5-weeks; $1,000 for 10-week trips; and $1,250 for semester or longer experience) and is awarded to undergraduate history majors and minors undertaking study abroad experiences as well as other students who enroll in history faculty-led study abroad programs. Since that time, the SA grants
have supported undergraduate study abroad at the Université de Caen in France and the Santa Chiara Center in Italy.

Department of History Undergraduate Research Paper Competition: Each year the history department sponsors a research paper competition to recognize the best paper written for a history course in the previous calendar year. The winner need not be a history major, or currently enrolled, to receive the modest cash prize and certificate. currently enrolled to be considered for the prize.

Sigma Rho Chapter of Phi Alpha Theta, History Club, and Webb Society (TSHA): The history department provides support to the Sigma Rho Chapter of Phi Alpha Theta (PAT), the national history honorary society. The student-led group meets weekly and provides a variety of history-related activities, including “Reel History,” a film series where history faculty provide Q&A for historically-based films. PAT also co-sponsors the annual TAMU History Conference and is specifically charged with undergraduate recruitment. To that end, they visit all sections of HIST 280 and HIST 481 the semester before the conference to encourage student participation. PAT’s weekly meetings are open to all who are interested in history. Those officially inducted into the Sigma Rho chapter at the annual spring ceremony must meet the national guidelines (a minimum of 12 SCH in History, achieve a minimum GPA of 3.1 in History and a GPA of 3.0 or better overall). The department also supports the undergraduate History Club and the Webb Historical Society. The History Club is an official TAMU student organization that meets on a monthly basis to discuss history related matters. The (Walter Prescott) Webb Historical Society encourages students to discover, research, write, and publish the history of Texas as they find it where they live. Chapters of the Webb Society gather each March at the Texas State Historical Association (TSHA) meeting to hear presentations by professional historians and undergraduate and graduate student recipients of the Caldwell Memorial Awards.

Assessment of Undergraduate Student Learning Outcomes

In 2015-2016, as part of our annual undergraduate program assessment, the Undergraduate Committee reviewed and then revised our existing student learning outcomes. Since 2016-2017, the history department’s undergraduate student learning outcomes have been:

1: Critical Thinking Skills: Students will enhance their critical thinking and logical reasoning skills by evaluating, analyzing, and synthesizing a wide range of historical evidence, both primary and secondary.

2: Communication Skills: Students will refine their ability to interpret written, oral, and visual historical information by reading primary and secondary sources and to express their own ideas in written and oral form through written essays and discussion and presentation.

3: Personal Responsibility: Students will learn about the multiple factors that historically have informed ethical decision-making and, by reading, talking, and writing about primary and secondary historical sources, they will consider the relevance of those factors to contemporary society.
4: Social Responsibility: Students will develop empathy for the human condition, and expand their knowledge about the cultural and social issues that diverse world cultures historically have faced, by reading, talking, and writing about the varied interpretations and responses cultures have made to such issues.

These student learning outcomes mirror the student objectives established by the THECB for the American History (AH) and Language, Philosophy, and Culture (LPC) foundational component areas (see more below). As represented in the below chart, the history department’s four undergraduate student learning outcomes also align with 6 of the 7 global learning student outcomes outlined in the Texas A&M University Academic Master Plan and Quality Enhancement Program.

CHART 4.1: TAMU Academic Master Plan/History Department Student Learning Outcomes

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>History department undergraduate student learning outcomes</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Critical Thinking Skills</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication skills</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal Responsibility</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Responsibility</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

(Source: WEAVEOnline History Department, BA)

Note. The full phrasing of the university’s learning outcomes are: (1) master the depth of knowledge required for a degree, (2) demonstrate critical thinking, (3) communicate effectively, (4) practice personal and social responsibility, (5) demonstrate social, cultural, and global competence, (6) prepare to engage in lifelong learning, and (7) work collaboratively.

Analysis

In 2015-2016, two years after our revision to the undergraduate history major went into effect, the Undergraduate Committee revisited our student learning outcomes (“critical learning,” “human empathy,” and “knowledge of career opportunities for history majors”). We did so for two reasons. First, in the 2014-2015 assessment cycle we “partially met” or “did not meet” two of our existing student learning outcomes (“critical learning” and “knowledge of career possibilities for history majors”). Second, because we have 22 HIST courses in the TAMU Core Curriculum that must address specific student learning objectives mandated by the Texas Higher Education Coordinating Board (THECB), the Undergraduate Committee thought we should explore how aligning our undergraduate student learning outcomes with the THECB objectives
might provide clarity and consistency. In 2015-2016, the Undergraduate Committee analyzed our direct measure of the existing student learning outcomes (the HIST 481 Graduating Senior Research Paper Rubric) and also our indirect measure (the Graduating Senior Exit Survey) and consulted with the Office of Institutional Effectiveness and Evaluation (OIEE). Based on that review, we came to a number of conclusions. Although, according to the direct measure, we only “partially met” our target for students acquiring critical learning skills, we did meet the target for this same outcome on the indirect measure. Based on our conversations with OIEE, we realized that the target we did not meet (“knowledge of career possibilities for history majors”) was actually a program outcome and not a student learning outcome. As a result, the Undergraduate Committee agreed the best path forward was to revise our student learning outcomes to align with the student learning objectives defined by the THECB for the American History and Language, Philosophy, and Culture foundational component areas in TAMU’s Core Curriculum. Doing so would not only provide consistency among our courses but would also more clearly articulate our previous student learning outcome of “critical learning” (now “critical thinking” and “written/oral/visual communication”) and “human empathy” (now “personal responsibility” and “social responsibility”). It also would allow us to revise our direct and indirect measures to better evaluate if students had attained these student learning outcomes.

In addition to changing our undergraduate student learning outcomes, in 2015-2016 we also decided to modify how we would communicate with students about career possibilities for history majors. In our weekly electronic newsletter, the History WAAG, we now include a section about possible employment and internship possibilities, when available. We also developed a monthly professional development series, “What Can You Do With A History Major?” to talk with history majors and minors about the skill set they are acquiring as history students and the professions where they can use those skills. In the 2017-2018 cycle, we also added two sections to the History WAAG that cycles 24/7 in a computer kiosk in the Advising Office: “What Skills Do You Learn As A History Major?”, and “How Do You Learn These Skills?”

Undergraduate Student Profile

Enrollment & Student Demographics

The demographic composition of the undergraduate student body from 2011-2016 is shown in the below table. There are a number of developments worth noting. First, as is the case nationwide, since 2013 we have experienced a decrease in the number of students pursuing a history major. Second, we have seen a slight increase in the number of first generation students pursuing a history major (25.8% in 2011-2012 to 26.8% in 2016-2017). Likewise, we have experienced a steady increase in the number of self-identified Hispanic/Latinx students pursuing history degrees (14.3% in 2011-2012 to 20.5% in 2016-2017).

<p>| TABLE 4.3: HIST majors (enrollment and student demographics) on AY 12th day census |
|---------------------------------|--------|--------|--------|--------|--------|--------|
|                                 | 693    | 650    | 621    | 599    | 524    | 488    |</p>
<table>
<thead>
<tr>
<th>Sex</th>
<th>36.1%</th>
<th>38.0%</th>
<th>36.1%</th>
<th>33.1%</th>
<th>34.2%</th>
<th>37.7%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>36.1%</td>
<td>38.0%</td>
<td>36.1%</td>
<td>33.1%</td>
<td>34.2%</td>
<td>37.7%</td>
</tr>
<tr>
<td>Male</td>
<td>63.9%</td>
<td>62.0%</td>
<td>63.9%</td>
<td>66.9%</td>
<td>65.8%</td>
<td>62.3%</td>
</tr>
<tr>
<td>Race/Ethnicity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>0.7%</td>
<td>1.4%</td>
<td>1.8%</td>
<td>1.0%</td>
<td>1.7%</td>
<td>1.0%</td>
</tr>
<tr>
<td>Black/Black+multiracial</td>
<td>2.6%</td>
<td>2.6%</td>
<td>2.7%</td>
<td>3.3%</td>
<td>1.7%</td>
<td>2.5%</td>
</tr>
<tr>
<td>Hispanic/Latinx</td>
<td>14.3%</td>
<td>15.7%</td>
<td>17.4%</td>
<td>18.5%</td>
<td>20.6%</td>
<td>20.5%</td>
</tr>
<tr>
<td>International</td>
<td>0.1%</td>
<td>0.3%</td>
<td>0.3%</td>
<td>0.0%</td>
<td>0.2%</td>
<td>0.0%</td>
</tr>
<tr>
<td>American Indian</td>
<td>0.1%</td>
<td>0.5%</td>
<td>0.2%</td>
<td>0.2%</td>
<td>0.4%</td>
<td>0.2%</td>
</tr>
<tr>
<td>Multiracial (excl. Black)</td>
<td>1.9%</td>
<td>2.6%</td>
<td>3.2%</td>
<td>3.8%</td>
<td>3.2%</td>
<td>2.9%</td>
</tr>
<tr>
<td>Native Hawaiian</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.2%</td>
<td>0.3%</td>
<td>0.2%</td>
<td>0.0%</td>
</tr>
<tr>
<td>White</td>
<td>79.9%</td>
<td>76.6%</td>
<td>74.1%</td>
<td>72.6%</td>
<td>71.9%</td>
<td>72.7%</td>
</tr>
<tr>
<td>Unknown/Not reported</td>
<td>0.3%</td>
<td>0.3%</td>
<td>0.2%</td>
<td>0.2%</td>
<td>0.0%</td>
<td>0.2%</td>
</tr>
<tr>
<td>First Generation Status</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Gen</td>
<td>25.8%</td>
<td>27.7%</td>
<td>25.6%</td>
<td>26.7%</td>
<td>26.3%</td>
<td>26.8%</td>
</tr>
<tr>
<td>Not First Gen</td>
<td>71.7%</td>
<td>70.0%</td>
<td>71.5%</td>
<td>69.4%</td>
<td>70.6%</td>
<td>71.1%</td>
</tr>
<tr>
<td>Unknown/Not reported</td>
<td>2.5%</td>
<td>2.3%</td>
<td>2.9%</td>
<td>3.8%</td>
<td>3.1%</td>
<td>2.0%</td>
</tr>
<tr>
<td>Year in programa</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>U1 (Frosh)</td>
<td>11.0%</td>
<td>12.2%</td>
<td>12.9%</td>
<td>10.7%</td>
<td>8.2%</td>
<td>7.0%</td>
</tr>
<tr>
<td>U2 (Soph)</td>
<td>19.6%</td>
<td>20.2%</td>
<td>24.3%</td>
<td>24.5%</td>
<td>25.6%</td>
<td>23.2%</td>
</tr>
<tr>
<td>U3 (Junior)</td>
<td>28.1%</td>
<td>28.3%</td>
<td>28.2%</td>
<td>27.2%</td>
<td>28.4%</td>
<td>30.7%</td>
</tr>
<tr>
<td>U4 (Senior)</td>
<td>41.0%</td>
<td>39.2%</td>
<td>34.5%</td>
<td>37.4%</td>
<td>37.6%</td>
<td>39.1%</td>
</tr>
<tr>
<td>U5/NDS</td>
<td>0.3%</td>
<td>0.2%</td>
<td>0.2%</td>
<td>0.2%</td>
<td>0.2%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Entry Status for Fall Semesterb</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First time in College</td>
<td>8.9%</td>
<td>8.6%</td>
<td>9.8%</td>
<td>8.3%</td>
<td>7.6%</td>
<td>5.9%</td>
</tr>
<tr>
<td>First time transfer</td>
<td>9.1%</td>
<td>8.0%</td>
<td>8.9%</td>
<td>8.3%</td>
<td>10.9%</td>
<td>10.0%</td>
</tr>
<tr>
<td>Readmitted</td>
<td>3.5%</td>
<td>3.1%</td>
<td>2.1%</td>
<td>2.5%</td>
<td>2.5%</td>
<td>2.9%</td>
</tr>
<tr>
<td>Continuing</td>
<td>78.5%</td>
<td>80.3%</td>
<td>79.2%</td>
<td>80.8%</td>
<td>79.0%</td>
<td>81.1%</td>
</tr>
</tbody>
</table>

(Source: TAMU Data and Research Services)

a Some students enter the university as First Time in College with sufficient AP credit and/or dual credit to be classified as U2. U1 = 0-29 credits; U2 = 30-59 credits; U3 = 60-89 credits; U4 = 90+ credits.

b Note that a small number of continuing fall students were admitted or enrolled for the first time in the previous spring. FTIC students usually enter in spring due to deferred enrollments from Fall admissions. FTT students can transfer at the spring semester.
**Degrees Awarded and Student Demographics**

As the below table shows, since 2013, we have experienced a decline in the number of students awarded a BA in History. We also have seen a decrease in the number of women graduating with a BA in history (43.3% in 2013-2014 to 31.5% in 2015-2016) while the number of men earning a history degree has increased (56.7% in 2013-2014 to 68.5% in 2015-2016). These numbers reflect the ongoing reality that “even though women make up the majority of American college students, men continue to be the majority of students who choose undergraduate history majors.” (Julia Brookins, “New Data Show Large Drop in History Bachelor’s Degrees”, March 2016, *Perspectives*) Our ratio of male to female history graduates closely mirrors the national ratio of male to female history graduates, which has remained fairly close to 3:2 since 2005. (Julia Brookins, “New Data Show Large Drop in History Bachelor’s Degrees”, March 2016, *Perspectives*). We also have seen a steady increase in the number of self-identified Hispanic/Latinx students graduating with history degrees (14.3% in 2011-2012 to 19.4% in 2015-2016). Although the history department does not meet the standards for a Hispanic Serving Institution (25% of university enrollment), we’ve made significant progress toward this goal and TAMU’s land grant mission to educate diverse populations.

Since 2010-2011, we have experienced an increase in the percentage of external transfer students earning history degrees (26.7% in 2011-2012 to 38.2% in 2015-2016) and the number of internal transfer students (FTIC other TAMU) earning history degrees (40.2% in 2014-2015 and 36% in 2015-2016). Many of those students come to us, either from a different institution or from a different TAMU College, after completing between 30 and 60 SCH. Currently the history department accepts internal TAMU transfer students as long as they have a “C” or better in HIST coursework and have not completed more than 90 hours. (Change of Major Requirements, TAMU Transition Academic Programs, [https://tap.tamu.edu/](https://tap.tamu.edu/))

| TABLE 4.4: Number of History Degrees Awarded per year and Demographics of Graduates |
|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| Total           | 210             | 211             | 157             | 168             | 165             |
| Sex             |                 |                 |                 |                 |                 |
| Female          | 35.7%           | 41.7%           | 43.3%           | 33.3%           | 31.5%           |
| Male            | 64.3%           | 58.3%           | 56.7%           | 66.7%           | 68.5%           |
| Race/Ethnicity  |                 |                 |                 |                 |                 |
| Asian           | 0.5%            | 0.0%            | 1.9%            | 0.6%            | 1.8%            |
| Black/Black+multiracial | 2.9% | 2.4% | 0.6% | 2.4% | 0.6% |
| Hispanic/Latinx | 14.3%           | 14.7%           | 17.2%           | 11.9%           | 19.4%           |
| International   | 0.0%            | 0.5%            | 0.6%            | 0.0%            | 0.0%            |
| American Indian | 1.0%            | 0.5%            | 0.0%            | 0.0%            | 0.6%            |
| Multiracial (excl. Black) | 1.4% | 2.4% | 1.3% | 3.0% | 4.2% |
The table below shows that internal TAMU transfer students (FTIC other than TAMU) come to us from a variety of different colleges. Roughly 20% of those students transfer into history from General Studies (GEST). According to TAMU’s Transition Academic Programs: “The General Studies major is designed to accommodate students needing one or two semesters to complete course work necessary for entrance into a specific major course of study.” Some students begin in GEST. Others transfer into GEST after being dismissed from another degree-granting major. Still others are part of the Texas A&M-Blinn TEAM Program (TEAM). “TEAM is a collaborative, co-enrollment partnership between Texas A&M University and Blinn College. To be considered for participation in the TEAM program, a prospective student must apply for regular [TAMU] freshman admission and meet all admission criteria. TEAM students enroll in a minimum of 12 total credit hours per semester, divided between Texas A&M and Blinn. TEAM students are able to transition into degree-granting departments at Texas A&M via the change of curriculum process if they have: Completed 45 Blinn and 15 Texas A&M credit hours, maintained required grades at both schools, and satisfied departmental entry criteria (to include any internal application processes).” (Source: https://tap.tamu.edu/default.aspx)

TAMU’s Transition Academic Programs indicates: “General Studies majors may select some courses that fulfill core curriculum requirements. However, it is most important that they complete the key classes required for entry into the desired major.” They also note that “TEAM majors and students who enter through the Gateway Program complete mostly core curriculum classes the first two semesters.” (Source: https://tap.tamu.edu/Programs/genstudies.aspx) In practice, this means that external and internal transfer students to the history department have little or no formal writing instruction in the historical discipline when they declare a history major. Given the writing intensive nature of the historical discipline, and the writing required in
almost all upper-division HIST courses, these students are at a disadvantage which may account for the increased time to degree for “FTIC other TAMU” and (external) transfer students who earn a BA in history.

TABLE 4.5: Students admitted to a TAMU unit in 2013 who graduated as a TAMU history major

<table>
<thead>
<tr>
<th>Previous TAMU College for Internal Transfer Students to History</th>
<th># of 2015 History graduates who majored in a different TAMU unit in 2013</th>
<th># of 2016 History graduates who majored in a different TAMU unit in 2013</th>
<th># of 2017 History graduates who majored in a different TAMU unit in 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture and Life Sciences</td>
<td>3</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Architecture</td>
<td>1</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Education and Human Development</td>
<td>4</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Engineering</td>
<td>5</td>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td>Galveston</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>General Studies (GEST)</td>
<td>20</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>General Studies (TEAM)</td>
<td>4</td>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td>Geosciences</td>
<td>1</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>9</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Mays Business</td>
<td>1</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Science</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Veterinary Medicine/ Biological Medical Sciences</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Not Enrolled in 2013</td>
<td>13</td>
<td>12</td>
<td>11</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>114</strong></td>
<td><strong>98</strong></td>
<td><strong>99</strong></td>
</tr>
</tbody>
</table>

(Source: TAMU Data and Research Services)

**Retention & Graduation Rates**

Over the past 15 years we’ve experienced important improvement in our FTIC retention/graduation rates. Our first year retention rates over the last ten years are on average 82%. Of particular note is the increase in our 4yr-percent graduation rate (from 32% in 2000 to 50% in 2012) and our 5yr-percent graduation rate (from 53% in 2000 to 59% in 2011). These numbers compare favorably to the corresponding College of Liberal Arts 4yr-percent graduation rate (from 36% in 2000 to 45% in 2012) and the College of Liberal Arts 5yr-percent graduation rate (from 48% in 2000 to 60% in 2011).
TABLE 4.6: Retention/Graduation Rates for FTIC history majors
(Retained/Graduated from the same department as initially enrolled)

<table>
<thead>
<tr>
<th>Cohort Year</th>
<th>Initial Cohort Count</th>
<th>1 - Yr Percent Retained within Department</th>
<th>1 - Yr Percent Graduated within Department</th>
<th>2 - Yr Percent Retained within Department</th>
<th>2 - Yr Percent Graduated within Department</th>
<th>3 - Yr Percent Retained within Department</th>
<th>3 - Yr Percent Graduated within Department</th>
<th>4 - Yr Percent Retained within Department</th>
<th>4 - Yr Percent Graduated within Department</th>
<th>5 - Yr Percent Retained within Department</th>
<th>5 - Yr Percent Graduated within Department</th>
<th>6 - Yr Percent Retained within Department</th>
<th>6 - Yr Percent Graduated within Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>59</td>
<td>81%</td>
<td>64%</td>
<td>1%</td>
<td>61%</td>
<td>3%</td>
<td>28%</td>
<td>32%</td>
<td>1%</td>
<td>54%</td>
<td>1%</td>
<td>54%</td>
<td></td>
</tr>
<tr>
<td>2001</td>
<td>45</td>
<td>62%</td>
<td>51%</td>
<td>46%</td>
<td>2%</td>
<td>6%</td>
<td>40%</td>
<td>44%</td>
<td>2%</td>
<td>44%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2002</td>
<td>42</td>
<td>76%</td>
<td>52%</td>
<td>59%</td>
<td>2%</td>
<td>23%</td>
<td>35%</td>
<td>59%</td>
<td>59%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2003</td>
<td>73</td>
<td>69%</td>
<td>58%</td>
<td>49%</td>
<td>2%</td>
<td>19%</td>
<td>35%</td>
<td>4%</td>
<td>46%</td>
<td>1%</td>
<td>47%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2004</td>
<td>88</td>
<td>71%</td>
<td>61%</td>
<td>51%</td>
<td>5%</td>
<td>14%</td>
<td>39%</td>
<td>2%</td>
<td>54%</td>
<td>2%</td>
<td>56%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2005</td>
<td>88</td>
<td>72%</td>
<td>59%</td>
<td>51%</td>
<td>5%</td>
<td>17%</td>
<td>34%</td>
<td>1%</td>
<td>47%</td>
<td>1%</td>
<td>48%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2006</td>
<td>77</td>
<td>77%</td>
<td>58%</td>
<td>54%</td>
<td>1%</td>
<td>14%</td>
<td>36%</td>
<td>49%</td>
<td>49%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2007</td>
<td>77</td>
<td>76%</td>
<td>62%</td>
<td>51%</td>
<td>2%</td>
<td>5%</td>
<td>46%</td>
<td>1%</td>
<td>53%</td>
<td>1%</td>
<td>54%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td>76</td>
<td>69%</td>
<td>53%</td>
<td>50%</td>
<td>1%</td>
<td>5%</td>
<td>40%</td>
<td>46%</td>
<td>46%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td>60</td>
<td>71%</td>
<td>51%</td>
<td>43%</td>
<td>6%</td>
<td>1%</td>
<td>45%</td>
<td>1%</td>
<td>45%</td>
<td>48%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2010</td>
<td>65</td>
<td>69%</td>
<td>60%</td>
<td>3%</td>
<td>46%</td>
<td>9%</td>
<td>7%</td>
<td>44%</td>
<td>53%</td>
<td>53%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2011</td>
<td>62</td>
<td>79%</td>
<td>67%</td>
<td>61%</td>
<td>6%</td>
<td>14%</td>
<td>51%</td>
<td>3%</td>
<td>59%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012</td>
<td>56</td>
<td>78%</td>
<td>69%</td>
<td>53%</td>
<td>8%</td>
<td>12%</td>
<td>50%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013</td>
<td>61</td>
<td>72%</td>
<td>57%</td>
<td>57%</td>
<td>3%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>50</td>
<td>74%</td>
<td>70%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2015</td>
<td>40</td>
<td>82%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Source: TAMU Data and Research Services)

Over the past 15 years we also have made improvements in our (external) transfer retention/graduation rates. The below table shows that our first-year retention rates over the last ten years are on average 77%. Of note is the increase in our 4 yr-percent rates (46% in 2000 to 52% in 2012), our 5 yr-percent rates (50% in 2000 to 64% in 2011), and our 6 yr-percent rates
(50% in 2000 to 60% in 2010) for transfer students graduated within their admitted department. While these rates are improvements, they still fall below the College of Liberal Arts’ corresponding 4 yr-percent rate (57% in 2000 to 59% in 2012), 5 yr-percent rate (58% in 2000 to 66% in 2011) and 6 yr-percent rate (58% in 2000 to 67% in 2010) for transfer students admitted to College of Liberal Arts units. (Source: TAMU Data and Research Services)

**TABLE 4.7: Retention/Graduation Rates for Transfer history majors**
(Retained/graduated from the same Department as initially enrolled)

<table>
<thead>
<tr>
<th>Cohort Year</th>
<th>Initial Cohort Count</th>
<th>1 - Yr Percent Retained within Department</th>
<th>2 - Yr Percent Retained within Department</th>
<th>3 - Yr Percent Retained within Department</th>
<th>4 - Yr Percent Retained within Department</th>
<th>5 - Yr Percent Retained within Department</th>
<th>6 - Yr Percent Retained within Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>32</td>
<td>59%</td>
<td>43%</td>
<td>12%</td>
<td>12%</td>
<td>40%</td>
<td>3%</td>
</tr>
<tr>
<td>2001</td>
<td>30</td>
<td>60%</td>
<td>26%</td>
<td>16%</td>
<td>10%</td>
<td>33%</td>
<td>6%</td>
</tr>
<tr>
<td>2002</td>
<td>28</td>
<td>82%</td>
<td>67%</td>
<td>7%</td>
<td>35%</td>
<td>39%</td>
<td>3%</td>
</tr>
<tr>
<td>2003</td>
<td>39</td>
<td>76%</td>
<td>56%</td>
<td>7%</td>
<td>15%</td>
<td>46%</td>
<td>5%</td>
</tr>
<tr>
<td>2004</td>
<td>30</td>
<td>70%</td>
<td>3%</td>
<td>30%</td>
<td>26%</td>
<td>13%</td>
<td>43%</td>
</tr>
<tr>
<td>2005</td>
<td>31</td>
<td>80%</td>
<td>54%</td>
<td>16%</td>
<td>9%</td>
<td>58%</td>
<td>3%</td>
</tr>
<tr>
<td>2006</td>
<td>40</td>
<td>57%</td>
<td>35%</td>
<td>20%</td>
<td>15%</td>
<td>40%</td>
<td>5%</td>
</tr>
<tr>
<td>2007</td>
<td>44</td>
<td>61%</td>
<td>47%</td>
<td>11%</td>
<td>18%</td>
<td>38%</td>
<td>4%</td>
</tr>
<tr>
<td>2008</td>
<td>28</td>
<td>64%</td>
<td>39%</td>
<td>17%</td>
<td>7%</td>
<td>42%</td>
<td>50%</td>
</tr>
<tr>
<td>2009</td>
<td>27</td>
<td>85%</td>
<td>66%</td>
<td>11%</td>
<td>7%</td>
<td>66%</td>
<td>70%</td>
</tr>
<tr>
<td>2010</td>
<td>33</td>
<td>66%</td>
<td>45%</td>
<td>18%</td>
<td>60%</td>
<td>60%</td>
<td>60%</td>
</tr>
<tr>
<td>2011</td>
<td>57</td>
<td>75%</td>
<td>1%</td>
<td>47%</td>
<td>21%</td>
<td>8%</td>
<td>56%</td>
</tr>
<tr>
<td>2012</td>
<td>51</td>
<td>68%</td>
<td>49%</td>
<td>11%</td>
<td>19%</td>
<td>43%</td>
<td>1%</td>
</tr>
<tr>
<td>2013</td>
<td>52</td>
<td>69%</td>
<td>48%</td>
<td>17%</td>
<td>13%</td>
<td>55%</td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>48</td>
<td>68%</td>
<td>50%</td>
<td>16%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2015</td>
<td>56</td>
<td>76%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Source: TAMU Data and Research Services)
**Student Employment profile**

Graph 4.3 provides information about graduating history majors’ post-graduation plans gathered through TAMU’s Graduating Senior Surveys (AY 2011-2012 through AY 2016-2017). The survey is distributed approximately three weeks before the December, May, and August graduation dates. Response rates vary by year; in AY 2016-2017, approximately 50% of all graduating TAMU undergraduates responded to the survey. (Source: [http://assessment.tamu.edu/Reports/Decision/Login/Liberal-Arts/Dept-of-HIST/Graduating-Senior-Survey-AY16-17-LA-HIST](http://assessment.tamu.edu/Reports/Decision/Login/Liberal-Arts/Dept-of-HIST/Graduating-Senior-Survey-AY16-17-LA-HIST)) As the table indicates, of those graduating history majors who responded to the survey, upon graduation approximately 10-20% have accepted job offers and roughly the same percentages have accepted or applied for further academic study.

**GRAPH 4.3 TAMU Graduating Senior Survey Results – BA in History**

![Graph showing post-graduation student plans]

(Source: TAMU Graduating Senior Surveys, available via OIEE)

**Analysis**

*Contributions to TAMU’s Land Grant Mission: Core Curriculum:* The history department most clearly supports the university’s land grant mission by having tenured/tenure-track faculty teach courses certified for TAMU’s Core Curriculum. On average, we teach 11,362 students per year in these classes. Prior to fall 2013, all HIST courses fulfilled TAMU Core Curriculum requirements in either American History (AH) or the Humanities (HUM). In fall 2013, TAMU implemented a new Core Curriculum based on revised guidelines and new foundational component areas defined by the THECB. Henceforth, to be certified for TAMU’s Core Curriculum, a course had to be taught every year to at least thirty students and had to provide ‘survey/foundational’ material. As part of our 2012-2013 revision to the undergraduate history
program, the Undergraduate Committee identified, and successfully certified, 22 courses for the 2013 TAMU Core Curriculum, 9 in American History (AH) and 13 in Language, Philosophy, and Culture (LPC). These are shown in the below table.

**TABLE 4.8: HIST courses certified for TAMU’s Core Curriculum**

<table>
<thead>
<tr>
<th>American History (AH) Foundational Component Area</th>
<th>Language, Philosophy, and Culture (LPC) Foundational Component Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 105: History of the United States (HIST 1301)</td>
<td>HIST 101: Western Civilization to 1660 (HIST 2311)</td>
</tr>
<tr>
<td>HIST 106: History of the United States (HIST 1302)</td>
<td>HIST 102: Western Civilization since 1660 (HIST 2312)</td>
</tr>
<tr>
<td>HIST 226: History of Texas (HIST 2301)</td>
<td>HIST 103: World Civilization to 1500 (HIST 2321)</td>
</tr>
<tr>
<td>HIST 230: American Military History, 1609-Present</td>
<td>HIST 104: World Civilization since 1500 (HIST 2322)</td>
</tr>
<tr>
<td>HIST 232: History of American Sea Power</td>
<td>HIST 210: Russian Civilization</td>
</tr>
<tr>
<td>HIST 258: American Indian History</td>
<td>HIST 213: History of England</td>
</tr>
<tr>
<td>HIST/AFST 300: Blacks in the United States, 1607-1877</td>
<td>HIST 214: History of England</td>
</tr>
<tr>
<td>HIST/AFST 301: Blacks in the United States since 1877</td>
<td>HIST/RELS/CLAS 220: History of Christianity: Origins to Reformation</td>
</tr>
<tr>
<td>HIST 304: Mexican-American Frontier to 1848</td>
<td>HIST/RELS 221: History of Islam</td>
</tr>
<tr>
<td></td>
<td>HIST 234: European Military History</td>
</tr>
<tr>
<td></td>
<td>HIST/AFST 345: Modern Africa</td>
</tr>
<tr>
<td></td>
<td>HIST/RELS 347: Rise of Islam, 600-1258</td>
</tr>
<tr>
<td></td>
<td>HIST/CLAS 429: The Roman Empire</td>
</tr>
</tbody>
</table>

(Source: TAMU Core Curriculum, http://core.tamu.edu)

It is important to note that all of the 100-level history courses in the TAMU Core Curriculum appear in the Texas Common Course Number System (tccns.org) and thus transfer by title (i.e., without further evaluation) from many other public institutions—whether 2-year or 4-year—across the state. Despite this fact, a significant number of students take the state-mandated 6 SCH of AH and 3 SCH of LPC at TAMU. As the below table shows, on average, we serve 10,195 students per year in the 9 HIST courses certified for AH; 8,175 of those students take HIST 105 or HIST 106. Between 2015-2016 and 2016-2017, enrollments declined in these two courses: in HIST 105 from 4739 to 3739 and in HIST 106 from 3696 to 3181. These changes coincided with TAMU’s decision to grant American History SCH to students who earned a “3” on the AP History exam. Previously, students had to earn a “4” on the AP exam to earn American History SCH.

The history department also teaches, on average, 826 students per year in the 13 HIST courses certified for LPC, with the majority served through HIST 101, HIST 102, HIST 103, and HIST 104.
TABLE 4.9: Students enrolled in HIST courses fulfilling TAMU AH & LPC Core Curriculum Requirements

<table>
<thead>
<tr>
<th>HIST courses in Core Curriculum</th>
<th>Total # Students in 2011-2012</th>
<th>Total # students in 2012-2013</th>
<th>Total # of Students in 2013-2014</th>
<th>Total # Students in 2014-2015</th>
<th>Total # Students in 2015-2016</th>
<th>Total # Students in 2016-2017</th>
<th>Average # of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 101 (LPC)</td>
<td>257</td>
<td>239</td>
<td>160</td>
<td>161</td>
<td>134</td>
<td>150</td>
<td>184</td>
</tr>
<tr>
<td>HIST 102 (LPC)</td>
<td>209</td>
<td>128</td>
<td>153</td>
<td>163</td>
<td>157</td>
<td>18</td>
<td>149</td>
</tr>
<tr>
<td>HIST 103 (LPC)</td>
<td>78</td>
<td>74</td>
<td>94</td>
<td>116</td>
<td>119</td>
<td>71</td>
<td>92</td>
</tr>
<tr>
<td>HIST 104 (LPC)</td>
<td>180</td>
<td>116</td>
<td>119</td>
<td>63</td>
<td>94</td>
<td>96</td>
<td>111</td>
</tr>
<tr>
<td>HIST 210 (LPC)</td>
<td>0</td>
<td>0</td>
<td>35</td>
<td>45</td>
<td>71</td>
<td>25</td>
<td>30</td>
</tr>
<tr>
<td>HIST 213 (LPC)</td>
<td>0</td>
<td>0</td>
<td>62</td>
<td>36</td>
<td>48</td>
<td>100</td>
<td>41</td>
</tr>
<tr>
<td>HIST 214 (LPC)</td>
<td>31</td>
<td>0</td>
<td>64</td>
<td>126</td>
<td>44</td>
<td>40</td>
<td>51</td>
</tr>
<tr>
<td>HIST/RELS 220 (LPC)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>122</td>
<td>23</td>
<td>100</td>
<td>41</td>
</tr>
<tr>
<td>HIST/RELS 221 (LPC)</td>
<td>0</td>
<td>62</td>
<td>34</td>
<td>15</td>
<td>57</td>
<td>18</td>
<td>31</td>
</tr>
<tr>
<td>HIST 234 (LPC)</td>
<td>0</td>
<td>0</td>
<td>41</td>
<td>53</td>
<td>51</td>
<td>22</td>
<td>28</td>
</tr>
<tr>
<td>HIST/AFST 345 (LPC)</td>
<td>44</td>
<td>30</td>
<td>37</td>
<td>0</td>
<td>31</td>
<td>40</td>
<td>31</td>
</tr>
<tr>
<td>HIST/RELS 347 (LPC)</td>
<td>19</td>
<td>26</td>
<td>0</td>
<td>25</td>
<td>14</td>
<td>30</td>
<td>19</td>
</tr>
<tr>
<td>HIST/CLAS 429 (LPC)</td>
<td>41</td>
<td>20</td>
<td>0</td>
<td>40</td>
<td>18</td>
<td>0</td>
<td>20</td>
</tr>
<tr>
<td>Total # of Students in HIST courses fulfilling LPC Core Curriculum Foundational Component Area</td>
<td>859</td>
<td>695</td>
<td>799</td>
<td>965</td>
<td>861</td>
<td>773</td>
<td>826</td>
</tr>
</tbody>
</table>

| HIST 105 (AH)                  | 4063                          | 4142                          | 4626                            | 4724                          | 4739                          | 3739                          | 4339                |
| HIST 106 (AH)                  | 4207                          | 3734                          | 4170                            | 4030                          | 3696                          | 3181                          | 3836                |
| HIST 226 (AH)                  | 1801                          | 1654                          | 1492                            | 1309                          | 1410                          | 1211                          | 1480                |
| HIST 230 (AH)                  | 143                           | 273                           | 187                             | 74                            | 141                           | 123                           | 157                 |
| HIST 232 (AH)                  | 36                            | 28                            | 35                              | 129                           | 70                            | 66                            | 60.7                |
| HIST 258 (AH)                  | 141                           | 167                           | 183                             | 199                           | 188                           | 73                            | 159                 |
| HIST/AFST 300 (AH)             | 103                           | 155                           | 60                              | 14                            | 28                            | 74                            | 72.3                |
| HIST/AFST 301 (AH)             | 45                            | 88                            | 0                               | 36                            | 62                            | 49                            | 46.7                |
| HIST 304 (AH)                  | 114                           | 46                            | 0                               | 45                            | 45                            | 21                            | 45.2                |
Through HIST courses certified for TAMU’s Core Curriculum, the history department teaches thousands of students every year and provides important service to the university. As the below table shows, in general, HIST courses that fulfill the LPC foundational component area of TAMU’s Core Curriculum are comprised of 34%-53% non-HIST majors and 47%-66% HIST majors. When they are taught, they support the department’s mission (HIST 101, HIST 102, HIST 103, HIST 104 are required courses for history majors) and also TAMU’s mission. In comparison, HIST courses that fulfill the AH foundational component area of TAMU’s Core Curriculum are comprised of 96%-98% non-HIST majors and 2%- 4% HIST majors. This reflects the fact that the vast majority of our HIST majors come to TAMU having already fulfilled their AH foundational component area (either through CLEP, AP, or other 2 or 4 year institutions). Every semester we thus offer multiple sections of HIST 105 and HIST 106 (and at least 3 sections of HIST 226) primarily in support of TAMU’s land grant mission.

TABLE 4.10: Total % of non HIST students in LPC and AH Core Curriculum HIST courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 101</td>
<td>40% 58/145</td>
<td>36% 43/118</td>
<td>34% 16/47</td>
<td>34% 24/71</td>
<td>32% 35/110</td>
<td>41% 34/83</td>
</tr>
<tr>
<td>HIST 102</td>
<td>53% 71/133</td>
<td>45% 27/60</td>
<td>34% 27/80</td>
<td>39% 23/59</td>
<td>54% 34/63</td>
<td>52% 17/33</td>
</tr>
<tr>
<td>HIST 103</td>
<td>41% 32/78</td>
<td>42% 31/74</td>
<td>29% 20/68</td>
<td>38% 35/93</td>
<td>38% 18/48</td>
<td>43% 16/37</td>
</tr>
<tr>
<td>HIST 104</td>
<td>57% 47/82</td>
<td>39% 20/51</td>
<td>33% 22/67</td>
<td>55% 12/22</td>
<td>42% 30/72</td>
<td>45% 25/55</td>
</tr>
<tr>
<td>HIST 210</td>
<td>N/T</td>
<td>N/T</td>
<td>N/T</td>
<td>N/T</td>
<td>N/T</td>
<td>N/T</td>
</tr>
<tr>
<td>HIST 213</td>
<td>N/T</td>
<td>N/T</td>
<td>61% 38/62</td>
<td>N/T</td>
<td>N/T</td>
<td>N/T</td>
</tr>
<tr>
<td>HIST 214</td>
<td>N/T</td>
<td>N/T</td>
<td>N/T</td>
<td>79% 100/126</td>
<td>82% 36/44</td>
<td>83% 33/40</td>
</tr>
<tr>
<td>HIST RELS 220</td>
<td>N/T</td>
<td>N/T</td>
<td>N/T</td>
<td>N/T</td>
<td>60%</td>
<td>N/T</td>
</tr>
<tr>
<td>HIST RELS 221</td>
<td>N/T</td>
<td>40%</td>
<td>N/T</td>
<td>53%</td>
<td>64%</td>
<td>N/T</td>
</tr>
</tbody>
</table>

(Source: TAMU Data and Research Services)
<table>
<thead>
<tr>
<th>Course Code</th>
<th>HIST 234</th>
<th>HIST 304</th>
<th>HIST AFST 345</th>
<th>HIST RELS 347</th>
<th>HIST CLAS 429</th>
<th>Total % of non-HIST in LPC HIST courses</th>
<th>Total % of non-HIST in AH HIST courses</th>
<th>Total % of non-HIST students in AH and LPC HIST courses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>25/62</td>
<td>8/15</td>
<td>9/14</td>
<td></td>
<td></td>
<td>47% 232/497 42% 183/437 34% 123/365 53% 272/509 50% 203/406 53% 169/321</td>
<td>97% 5542/5698 96% 5207/5406 97% 5601/5776 98% 5408/5551 98% 5330/5434 98% 4775/4869</td>
<td>93% 5774/6195 92% 5390/5843 93% 5724/6141 94% 5680/6060 95% 5533/5840 95% 4944/5190</td>
</tr>
</tbody>
</table>

(Source: TAMU Data and Research Services)

*a N/T means “not taught that semester”. Core Curriculum courses need only be taught once per academic year. Many are taught in the spring semester.

The history department views having tenured/tenure-track faculty members teach TAMU Core Curriculum courses as a vital contribution to the university’s land grant mission. The below chart
shows the percentage of students taught by tenured/tenure-track faculty in the six highest-enrolled Core Curriculum classes offered in the College of Liberal Arts over the past five years. During this period, more students, in raw numbers and percentages, have been taught by HIST faculty in HIST 105 (53.4% of 3575 - 66.6% of 4224) and HIST 106 (59.6% of 3361 - 76.2% of 3696) than students have been taught by faculty in POLS 206 (39.3% of 4707-63.2% of 4481), PSYC 107 (0.7% of 3645 -36.6% of 4804), COMM 203 (0.9% of 2124 -2.1% of 1832), and ENGL 104 (0%).

GRAPH 4.4: % of Students Taught by Tenured/Tenure-Track Faculty in Core Curriculum Courses

(Source: TAMU Data and Research Services and HOWDY)

Contributions to TAMU’s Land Grant Mission: International and Cultural Diversity (ICD): The history department also teaches 31 courses, identified in the below table, that currently fulfill the university’s International and Cultural Diversity (ICD) requirement (all students must successfully complete 6 SCH of coursework with the ICD designation).

TABLE 4.11: HIST courses bearing the ICD designation

<table>
<thead>
<tr>
<th>HIST 210</th>
<th>Russian Civilization</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 214</td>
<td>History of England</td>
</tr>
<tr>
<td>HIST 258</td>
<td>American Indian History</td>
</tr>
<tr>
<td>HIST 301</td>
<td>Blacks in the United States, 1607-1877</td>
</tr>
</tbody>
</table>
Concluding Observations

Since our last academic program review, the TAMU history undergraduate program has developed a new mission, identified a new goal that parallels College of Liberal Arts and TAMU priorities, and implemented a new strategic plan for the program. In support of those efforts, the department created the position of Director of Undergraduate Studies (DUGS) who is charged with supervising undergraduate advising; overseeing curricular matters and developing undergraduate high-impact and enhancement opportunities; conducting program assessment; and facilitating undergraduate outreach. Under the DUGS, the department has reviewed and revised its curriculum, made significant changes to the undergraduate major degree plan to reflect changes in faculty demographics and areas of research expertise, and improved the timing and consistency of student’s research/writing intensive coursework by requiring a gateway to the major (HIST 280) and capstone (HIST 481) experience. By providing outside of the classroom enhancement opportunities—such as the TAMU History conference, the Undergraduate Scholarly Activities (USA) grant, the Study Abroad (SA) grant, and the Undergraduate Research Paper Competition—the department has worked to encourage more students to participate in the
practical aspects of the historical discipline. The History WAAG (week at a glance) and our monthly professional development series, “What Can You Do With A History Major?” further expose students to the skills they learn and refine as history majors (critical thinking, written and oral communication, personal responsibility, and social responsibility) and the variety of fields whether they can fruitfully apply them.

While we believe these changes have improved the quality of education inside and outside the classroom for our students, structural realities continue to prevent us from offering the breadth of courses appropriate for a RU-1 history department. The recent departure of a number of faculty members who taught fields outside of American history and before the twentieth century makes it increasingly difficult for us to schedule general survey or specialized courses in the history of Africa, India, and much of Asia. As we move forward, we will monitor whether or not we have to revisit our requirement to have students take courses from three (of five) geographic/thematic lists and an additional pre-modern course (as defined by the historical sub-discipline). The continued demand for the history department to provide seats for the nearly 10,000 students, 96%-98% of whom are not history majors, who annually take HIST courses to fulfill their American History Core Curriculum requirements also drives our curricular offerings. Providing these sections is an important part of the department’s commitment to TAMU’s land grant mission, and the department takes pride in having tenured/tenure-track faculty members teach the students who enroll in them. Nonetheless, this teaching responsibility influences the format of those courses and therefore the kinds of pedagogic techniques our faculty can utilize. It also informs the number and kind of upper-division courses in American history that we can schedule. The department undergraduate committee continues to explore how best to meet these challenges and continue to provide the kind of enriching educational experience for the thousands of students from around TAMU who enroll in our classes every semester.
Concluding Remarks

Committed to our strategic plan—its mission, goals, and strategies—since our last external review in 2011, the Department of History continues on an exciting and upward trajectory as a research, teaching, and service unit that compares favorably with peer public AAU universities. Faculty have published numerous high-profile books and articles with the discipline’s most prestigious university presses and academic journals; secured over $2 million in external funding from sources such as the National Endowment for the Humanities, Fulbright, and the Hoover Institute; and received many awards for their scholarship and teaching. The abundance of conference papers and invited lectures delivered by our faculty around the world year after year has brought Texas A&M international acclaim. We are proud that tenured and tenure-track faculty—not temporary instructors or graduate students—teach the vast majority of all undergraduate courses, including over 5,000 students per semester in the Core Curriculum. We are equally devoted to high-impact practices, most notably HIST 280 and HIST 481, our required gateway and capstone courses, which allow our faculty to bring their research and pedagogical expertise into small writing-intensive seminars. Knowing that we must improve our graduate program to raise the department’s national profile, we remain determined to recruit, mentor, and place exceptional Ph.D. students. Our service and engagement, both in the university and the profession, continue to be impressive, and we take great pride in our ongoing efforts to improve our climate and diversity. Our revised annual review procedures and tenure and promotion guidelines hold faculty accountable and serve as a means to inspire one another to fulfill professional standards and expectations commensurate with the aims of the very best land grant and AAU universities.

To sustain, indeed increase, our momentum, the next few years will be important. As many continue to retire, we will have the opportunity to reconfigure the faculty by building on our strategic areas of strength and ensuring a certain amount of breadth—as we have done the last seven years with our outstanding hiring. Our ten new faculty members have changed the face of the department literally, intellectually, and programmatically and, more generally, demonstrate our commitment to create an environment supportive of improving our climate and diversity. While we have made great strides in developing our graduate program, we have limited means to grow or improve it even more on our own. We look forward to continue working with the College to increase our funding. Three more graduate lines (for a total of 30) and an increase of $3,000 per stipend (to $18,000) would position us to compete with our AAU peers for the best students on a much more level playing field. We have improved our reputation by meeting the two long-standing criteria of the profession: increasing the scholarly output of the faculty and enhancing the success of our Ph.D. program. But we also recognize that we have much room for improvement. We have made challenging budget, curricular, and personnel decisions, and many more await us in the coming years. We are prepared to make those decisions together as colleagues.
Appendix A
Department of History Strategic Plan, 2011
December 9, 2011

MEMORANDUM

TO: José Luis Bermúdez
    Dean, College of Liberal Arts

FROM: David Vaught
      Professor & Head of Department

SUBJECT: Department of History Strategic Plan

In accordance with your November 8, 2010, and December 23, 2010, memoranda and guided by the Academic Program External Review Team’s report of March 21, 2011, the Department of History is pleased to submit its Strategic Plan. On behalf of the Strategic Plan Committee and the faculty, I thank you for your patience.

Distinctive Features of the Department of History

By demonstrating the depth and breadth of faculty research and teaching interests, our recently-formed thematic clusters distinguish the Texas A&M History Department from its peers in Texas and around the country. Following the recommendations of the external review team, the faculty set out last April to identify and promote wide-ranging areas of departmental excellence, with the goal of reconfiguring the structure of the department from its “four pillars” (U.S., Europe, military/diplomatic, and comparative borders) to twelve thematic “clusters” to better express our strengths, breadth of coverage, and diversity of intellectual interests to ourselves and the outside world. Through extensive consultations among faculty, who by design crafted and organized the clusters on their own initiative, the department rebuilt itself through an open and democratic process, with gratifying results. Some clusters—War and Society and the Southwest and its Borders, for example—grew out of the old four pillars, but others—Religion in History, Gender and Sexuality in History, Race, Ethnicity and Migration—emerged only as the process unfolded, with faculty members discovering common interests through intellectual exchange. On October 19, the faculty approved the final clusters:

Atlantic World-Caribbean; Chicano-Latino History; Empires, Imperialism, and Colonialism; Gender and Sexuality in History; Great Britain and the Empire; History of Science, Technology, Media, and Information; Pre-Modern Culture and Change; Race, Ethnicity, and Migration; Religion in History; Southwest and its Borders; U.S. in the World; War and Society.

How has this reconfiguration process made our department particularly distinctive? History departments rarely specialize in specific programs or subfields, as typified by the University of Virginia’s self-description: “As scholars, the faculty specialize in a wide range of disciplines—cultural, diplomatic, economic, environmental history, history of science and technology, intellectual, legal, military, political, public history, and social history.” But given our middle-of-the-pack national ranking, we need to define ourselves more imaginatively to compete for graduate students and faculty. A handful of other departments—U.C. Davis, Ohio State, the
University of Texas—market themselves in a similar manner, but our particular makeup gives us a distinctive identity. With UT, for example, we share interests in gender, race and ethnicity, and religion, but our clusters in War and Society, Chicano-Latino history, and Atlantic-Caribbean history set us apart. Other Texas universities—Rice, North Texas, Houston, Texas Tech—define themselves only by traditional regional or topical fields.

Our new clusters allow us to better serve our students. Because most of them cross traditional divisions and reshape thematic fields, they encourage students to think about comparative, theoretical, international, and transnational dimensions of historical study. Clusters also offer students guidance as to which groups of courses, capstone seminars, and graduate seminars can best provide them the most enriching educational experience, one that includes both breadth and depth of study. That makes our department particularly distinctive, indeed.

**Department Strengths**

Publishing high-quality books and articles; recruiting, training, and placing graduate students; and diversifying the faculty, graduate program, and curriculum are of the highest importance for history departments at major research institutions. We measure achievement in our thematic clusters on the basis of these priorities and in accordance with the criteria laid out in your memorandum of December 23, 2010: prominence of individual faculty members; graduate student demand, placement, and publications; research funding, both faculty and graduate students; potential to attract interested donors; resiliency in the face of potential faculty departures; ability to sustain significant “academic commerce”; and the likelihood that a targeted investment will lift the cluster into national prominence.

While the faculty as a whole, as the external review team emphasized, continues on an “upward trajectory as a research, teaching, and service unit that compares favorably with peer public AAU institutions,” and many members have brought considerable scholarly and professional distinction to their respective fields, an impartial observer would identify three compelling and complementary areas of departmental strength: (1) War and Society, (2) Atlantic World-Caribbean, and (3) Chicano-Latino history. War and Society already competes with peers for national and international prominence, and Atlantic World-Caribbean and Chicano-Latino history, while at different stages of development, have immense potential to substantially raise the department’s national visibility. Our intensive process of reconfiguration revealed not disparate groupings of faculty research and teaching interests but a broad spectrum of interrelated pursuits, as demonstrated by these three clusters. Each informs and improves the other.

**War and Society** (Professors R. Adams, T. Anderson, J. Bradford, J. Dawson, C. Dunning, B. Linn, R. Reese; Associate Professors C. Brooks, O. Dror, J. Parker, R. Schloss, A. Seipp) has a strong track record of achievement and recognition. This cluster includes two of our endowed professors, both of whom are among the most-published and most-visible members of the department. Faculty have published numerous high-profile, prize-winning books and articles and received external funding from sources such as Fulbright, the German Academic Exchange Service, Smith Richardson Foundation, the Wilson Center, and the Guggenheim Foundation. The abundance of conference papers and invited lectures delivered by members of this cluster around the world year after year has brought Texas A&M international acclaim. Faculty have served the
profession with distinction as officers, editors, directors, and board members of scholarly organizations. Members of this cluster have long served our graduate program, and almost half our current students focus on military and diplomatic topics. In the past five years, students directed by faculty in this cluster have won major external funding from the Naval History and Heritage Command, Marine Corps Historical Foundation, Smith Richardson Foundation, Pat Tillman Foundation, and the German Academic Exchange Service. Many others have published revised dissertations with prominent university presses, such as Cambridge, Kansas, and Illinois; placed articles in the *Journal of Military History, Diplomatic History*, and other top-tier outlets; and secured positions in civilian colleges and as historians at West Point, the U.S. Air Force’s Air War College, the U.S. Army Center for Military History, and the U.S. Army’s Command and Staff College. Given Texas A&M’s military background and identity, this cluster offers ample opportunity to reach out to potential donors. No one faculty member dominates the cluster, making it particularly resilient to potential departures. And, in terms of academic commerce, the cluster is already in the midst of planning, in cooperation with Oxford University Press, a major international conference on our campus to mark the centennial of World War I.

Our faculty in War and Society are well-positioned within this field to leverage existing assets toward growth and national leadership in both the near and long term. A strategic investment in additional graduate student assistantships would aid this cause, while a new assistant professor would generate a significant step change in this cluster’s prestige. The addition of a recently-tenured “rising star” would further enhance its position as a national leader in the field.

Faculty in Atlantic World-Caribbean (Professor J. Bradford; Associate Professors T. Bickham, K. Engel, A. Hatfield, J. Parker, R. Schloss, L. Yarak; Assistant Professors G. Chambers, B. Rouleau, M. Warsh) have formed a cluster with a firm foundation for the future. Over the last two decades, the Atlantic World has emerged as a vibrant field of study, in which our group of promising junior faculty have already made significant contributions. They have published books with prestigious academic presses (Oxford and University of Pennsylvania, for example); placed articles in such journals as *Slavery and Abolition* and the *Journal of American History*; and earned distinguished fellowships from the American Historical Association, American Council on Learned Societies, McNeil Center, and Omohundro Institute of Early American Culture. Scholars in this cluster conduct research in multiple foreign languages—French, Spanish, Portuguese, Dutch—and have interests that span the fifteenth to the twentieth century in the Americas, Europe, and Africa. An increasing number of these faculty have attracted their own M.A. and Ph.D. students and all are committed to building a first-rate program in the field. The cluster’s strength in numbers and distinction would also allow it to withstand potential departures. The cluster also exhibits strong potential for academic commerce. On campus, the Atlantic World-Caribbean naturally brings faculty into contact with colleagues in other departments and programs, including Anthropology and Nautical Archaeology, Women’s and Gender Studies, Hispanic Studies, International Studies, and Africana Studies. Beyond the university, a growing number of similar programs at Vanderbilt, Ohio State, and NYU, among others, offer multiple opportunities for conferences, workshops, and colloquia. Harvard University’s renowned International Seminar of Atlantic World History makes an especially attractive model.

The Atlantic World-Caribbean cluster also vividly demonstrates the synergy and collaborative spirit uncovered through the reconfiguration and strategic planning processes. Consider, for
example, the fruitful relationship between the Atlantic World-Caribbean and War and Society. Many faculty working in the former are invested in the latter in that members of disparate global populations over the centuries have met in the context of imperial wars and proceeded to shape what we now know as the Atlantic World. Similarly, the inventive work of one member of War and Society takes as its focus understudied theaters of war in the Caribbean and under-analyzed processes such as identity formation along axes not only of politics and nation but also race and gender.

With its transnational and multi-disciplinary nature, talented faculty, and ability to attract high-quality graduate students, the Atlantic World-Caribbean has reached a “tipping point” where a targeted investment in the right senior hire could propel the cluster into national leadership.

**Chicano-Latino History** (Professors D. Baum, J. Blackwelder; Associate Professors A. Alonzo, C. Blanton; Assistant Professors G. Chambers, F. Hinojosa, L. Ramos, M. Warsh) complements the War and Society and Atlantic World-Caribbean clusters in exciting ways. Over the last decade, the history department has significantly invested in this field, and the scholars who form the core of this cluster stand at the forefront of one of the most significant demographic shifts in the state’s, indeed the nation’s, history. Since the turn of the century, the Latino population in the U.S. has grown by 43 percent, and in Texas, Latinos currently represent 38 percent of the population. As a result, Texas has joined California, Hawaii, and New Mexico as states having “majority-minority” populations. Already one of the largest and most promising concentrations of Chicano/Latino historians in the nation, this cluster is uniquely situated to respond to the changing cultural needs of the state, our department, and most critically the student body at Texas A&M by providing the scholarly expertise for comprehending the nation’s past, present, and future growth. Drawn by the excitement and immediacy of the field, a pool of graduate students has already begun to emerge to study the common threads of colonialism, immigration, race, ethnicity, gender, economics, and identity formation that so animate this cluster. Chicano-Latino history also shares much fertile ground with Atlantic World-Caribbean. Both clusters center on issues of migration, transnational flows of labor and capital, and intercultural conflict. More generally, Latino experiences in the Americas are inextricably bound to the human encounters that have characterized the Atlantic World since the late fifteenth century. Both also stand out as fields that can help (and already have helped) the department diversify and internationalize its faculty, graduate students, and curriculum. With regard to the War and Society cluster, the same rapidly changing demography of our state and student population is also reflected in the changing nature of the U.S. military (not to mention the current Corps of Cadets). Academic commerce? A young scholar in this field from UCLA drew well over a hundred students and faculty to an afternoon colloquium in October. The enormous potential for development seems self-evident as well.

Another hire at the junior or senior level would further raise the national visibility of this cluster.

**Benchmarks and Metrics**
We have identified the following peer and peer aspirant history departments, based on their rankings in *U.S. News and World Report* (in parentheses) and similar areas of strength:

Peers: Purdue (71), New Mexico (71), Michigan State (56)
Aspirant Peers: University of Texas (17), UC Davis (28), Ohio State (24)

While the Texas A&M history department (85) ranks below these institutions, we believe that we can compete more effectively in our three areas of excellence and, indeed, all our clusters by enhancing our undergraduate and graduate programs, strengthening our national profile through faculty accomplishments and more effective marketing, and achieving greater gender balance and ethnic diversity—as articulated in our four interrelated and complementary core commitments and accompanying strategies and metrics:

**Commitment One: Enhance the Quality of Undergraduate Education.** None of our peers and aspirant peers teach over 5,000 students per semester in state-mandated U.S. history survey courses—not even UT, which offers fewer than half that many seats. While continuing to fulfill our responsibilities to the state, we seek to transform the identity of our undergraduate program to better meet the College’s core commitment to leadership: “We commit to teaching our students critical thinking and analysis, independence of mind, effective written and communication skills, and global awareness.”

**Strategy:** With the additional teaching power gained from the College’s new leave policy, we intend over the next few years to double (at least) the 8 or 9 seminars, capped at 15 students, that we now offer each semester. This will provide more opportunities for our faculty to bring their research and pedagogical expertise into small writing-intensive and honors courses, capstone seminars, and perhaps a new multi-section sophomore-level gateway course currently under consideration—all to the benefit of our students.

**Metrics:** Increase the number of majors we teach in seminars by at least 10 percent per year; supervise at least 10 percent more honors theses per year; increase the number of first-year critical thinking seminars to three-to-five per semester; increase the number of history majors having study abroad experiences by 10 to 20 percent per year; increase, by 10 to 20 percent, the number of majors delivering research papers at appropriate regional conferences, including the Phi Alpha Theta conference that we host in the spring.

**Commitment Two: Build our Graduate Program—Recruiting, Training, and Placement**

**Strategy:** Motivated by the understanding that we must improve our graduate program to raise the department’s national profile, we seek to attract and retain more exceptional students. We have organized the Phi Alpha Theta conference, which targets both undergraduate and graduate students in Texas and surrounding states, to do just that. We also plan to more actively network with peers around the country (e.g., at conferences) to publicize our program, and we will apply for funds from the dean’s office to host an annual recruitment weekend to secure our top prospects. We are restructuring our curriculum to include more research instruction for graduate students with the goal of instilling in them the intellectual and practical importance of presenting their research at high-profile regional and national conferences and publishing in high-quality journals. We have a placement officer (starting this year), who organizes workshops on understanding the job market, preparing application packets, and interviewing, among other topics. We also require a seminar on professional development.

**Metrics:** Increase the number of incoming students admitted from aspirant peer universities (top 50) by 20 percent per year; increase the number of our top prospects who enroll in our program by 25 percent; submit two or three new course proposals per year on cluster-related topics; double the number of research seminars offered per semester; increase the number of
conference-paper proposals, grant applications, and article submissions by 10 to 20 percent per year; continue to place graduates at highly-competitive positions in the Department of Defense; increase by 10 to 20 percent per year the number of students who secure tenure-track positions at four-year B.A./M.A.-granting institutions; continue to strive to place out best graduate students at peer academic departments.

**Commitment Three:** **Strengthen our Faculty’s National Profile**

**Strategy:** We will be more aggressive in our efforts to strengthen our national profile by continuing to build on our strong record of securing prestigious external grants and fellowships; increasing our scholarly productivity; participating in high-profile professional activities; inviting distinguished scholars to our campus for colloquia and conferences; publicizing our accomplishments through university outlets and national venues; and applying for additional tenure-track faculty lines through the Strategic Development Fund, targeting our three areas of excellence initially, but eventually developing our other clusters as well. We will revise our annual review procedures to better reflect these priorities.

**Metrics:** Increase the number of applications for major grants and fellowships by 10 to 20 percent per year; increase by 10 to 20 percent the number of papers presented each year by faculty at national and international conferences; increase by 10 to 20 percent each year the number of articles placed in top academic journals (which in turn should lead to more books); increase by 10 to 20 percent the number of books, article manuscripts, and book manuscripts that faculty review each year; increase active participation in scholarly organizations (officers, editorial boards, etc.); start, maintain, and distribute an annual department newsletter; set aside $1,000 from our base budget to publicize new faculty and faculty accomplishments in the American Historical Association’s *Perspectives* and other national journals.

**Commitment Four:** **Increase our Commitment to Diversity**

**Strategy:** We will implement all the new initiatives proposed in our recent Diversity Action Plan and follow the department’s Diversity Committee’s recommendations for attracting and retaining graduate students and faculty from underrepresented groups. Having lost three women this past year from the faculty (one from each rank), our top priority toward our commitment to diversity is to regain our department's gender balance. We will create diverse pools of job candidates whom we interview and bring to campus for faculty positions, in accordance with DOF policy; mentor our junior faculty from underrepresented groups; employ diversity as a main factor for choosing our department colloquia speakers; nominate our graduate students for diversity fellowships; and recruit graduate students (through the Pathways program, e.g.) with an eye toward achieving greater gender balance and ethnic diversity.

**Metrics:** Increase by 10 to 20 percent per year the number of history majors from underrepresented groups; increase by 25 percent each year the number of graduate students from unrepresentative groups to whom we extend offers of admission; over the next five years, regain the gender balance in our faculty and advance the representation of underrepresented groups, assuming sufficient hiring opportunities.
Appendix B

Department of History Strategic Plan, 2015

(updated, bullet-point version)
Strategic Plan, Department of History

Update (approved by the faculty, May 1, 2015)

Mission:

Teacher-scholars of the Department of History at Texas A&M University, dedicated to the premise that teaching and research are inseparable parts of the educational process, embrace four interrelated and complementary core commitments: strengthen our faculty’s national profile, build our graduate program, enhance the quality of the undergraduate experience, and cultivate an environment that is inclusive and supportive of all.

Goals:

As a nationally prominent department at a major research university (RU/VH, member Association of American Universities), the Department of History seeks to:

- Build a world-class faculty
- Recruit, mentor, and place exceptional graduate students
- Excel in undergraduate teaching
- Foster inclusive and welcoming workplace and learning environments

Strategies:

In order to build a world-class faculty:

- Produce influential and innovative scholarship
- Seek the broadest possible visibility for our work by publishing in prestigious presses and journals.
- Secure major external grants, fellowships, and awards to increase our scholarly reputation, impact, and productivity
- Present the results of our research at high-profile national and international venues, especially in keynote and plenary addresses
- Establish long-term hiring priorities to enhance our areas of excellence, develop emerging strengths, and meet curricular needs
- Participate in high-profile professional activities (e.g., serving on editorial boards, as evaluators for major grant organizations, and as external evaluators for tenure and promotion committees at peer institutions)
- Invite distinguished scholars to our campus for colloquia and conferences
- Publicize our accomplishments through university outlets and national venues
- Encourage one another, through our annual review process, to fulfill professional standards and expectations commensurate with the aims of a major research university
• Reach out to the public, particularly in Texas, to advance its understanding of history and to encourage an appreciation of historical thinking

In order to recruit, mentor, and place exceptional graduate students:

• Increase the number of applicants to our program from aspirant peer universities by actively networking with colleagues
• Increase the number of top prospects who enroll in our program by continuing our highly successful annual recruiting weekend
• Nominate our students for Merit, Diversity, Liberal Arts Vision 20/20, and Pathways to the Doctorate Fellowships
• Make a substantial commitment from the department’s operating budget for graduate student research
• Create a student culture based on the importance of external recognition, most notably grants and fellowships, scholarly conference papers, and publications
• Hold monthly professional development workshops, organized by the Graduate Placement Director, focusing on teaching and aspects of the academic life cycle, such as grant writing, successful submission of journal articles, and the job search process
• Fund venues such as writing groups to encourage students to work collaboratively
• Continue to place graduates at highly competitive positions in the state and federal government
• Increase the number of students who secure tenure-track positions at four-year B.A/M.A-granting institutions and strive to place our best graduates at peer academic departments

In order to excel in undergraduate teaching:

• Educate students to appreciate the complexity and diversity of the human experience in historical context, to question simple explanations, to evaluate evidence in multiple forms, and to offer insightful interpretations with clarity of expression
• Fulfill and expand our course offerings in the new Core Curriculum—U.S. History and Language, Philosophy, and Culture (roughly 5,000 students per semester)—the vast majority of which are taught by tenured-tenure track faculty, not temporary instructors or graduate students
• Devote ourselves equally to high-impact practices, most notably HIST 280 and HIST 481, our required gateway and capstone courses, which allow faculty to bring their research and pedagogical expertise into small writing-intensive seminars (capped at 15)
• Provide and expand opportunities for successful and highly motivated students to participate in Honors courses and programs that challenge their interests and abilities
• Pursue study abroad opportunities and provide department-funded grants for selective students
• Give students the opportunity to present their research at the annual TAMU History Conference
• Fund the Department of History Undergraduate Scholarly Activities Grant, awarded to high-achieving students to travel to archives to conduct research or to conferences to deliver papers
• Offer extra-curricular academic activities through Phi Alpha Theta, History Club, and Webb Society (Texas State Historical Association)
• Revise History course titles and descriptions in the Undergraduate Catalog, as needed

In order to foster inclusive and welcoming workplace and learning environments:

• Promote intellectual and demographic diversity across the department—faculty, graduate students, and undergraduate majors
• Revisit the issue of faculty mentoring and revise current practices, as needed
• Encourage broad participation among faculty in the governance of the department
• Build stability of leadership by identifying and cultivating future department administrators
• Practice effective and careful stewardship of our resources for purposes of accountability, fairness, and transparency
• Recruit and retain students, faculty, and staff who represent a diverse set of experiences and perspectives
• Choose speakers and other visitors who contribute to many kinds of diversity
• Continuously evaluate the effectiveness of initiatives to improve climate and respond to concerns by updating the department’s diversity plan
Appendix C

Report of the External Review Team

2011 Academic Program Review
March 21, 2011

MEMORANDUM

TO: Walter L. Buenger, Department Head of History

FROM: Karen L. Butler-Purry

SUBJECT: History Program Review Final Report

Enclosed is the Department of History academic program review final report submitted by your external review team. As outlined in the Academic Program Review Guidelines, please forward your written response to these findings to the Office of Graduate Studies within 30 days of receipt of this memo, or no later than Friday, April 22, 2011.

The Office of Graduate Studies will work with your program to schedule a meeting with you, the Interim Provost & Executive Vice President for Academics, the Vice Provost, the Associate Provost for Undergraduate Studies, the Associate Vice President for Graduate Studies, and the Dean(s) of your college early during 2011 to discuss follow-up issues and action items. Feel free to invite other individuals from your department who are integral in this process. The administrative team will “host” this post-review meeting, but you, with input from your Dean and any guests you invite, will lead the bulk of the discussion. The discussion should focus on what the department plans to do moving forward rather than simply restating the review findings. Feel free to contact my office if you have any questions about how to effectively present your thoughts at the post-review meeting.

Enclosures

Cc: Karan L. Watson
    J. Martyn Gunn
    Pamela R. Matthews
    José L. Bermúdez
    Patricia A. Hurley
    Ben M. Crouch
    Michael A. Stephenson
    Donald J. Curtis
    Jenna S. Kurten

302 Jack K. Williams Administration Building
1113 TAMU
College Station, TX 77843-1113
Tel. 979.845.3631 Fax. 979.862.1692
kibutler@tamu.edu
http://rgs.tamu.edu
ACADEMIC PROGRAM EXTERNAL REVIEW OF THE DEPARTMENT OF HISTORY
TEXAS A&M UNIVERSITY, 2011

ACADEMIC PROGRAM EXTERNAL REVIEW TEAM:

Thomas W. Zeiler, University of Colorado at Boulder (Chair)
Jeffrey Cox, University of Iowa
Jacqueline Jones, University of Texas, Austin
Emilio Zamora, University of Texas, Austin

Introduction

The Review Team was asked to evaluate the strengths, weaknesses, and prospects of the Department of History, and submit a report with recommendations. On March 6–9, 2011, the Academic Program External Review Team visited the Department of History at Texas A&M University. This report is based on a review of the Department of History’s Self-Study Report of January 2011 and supporting documents, including emails, a draft of the Preliminary Strategic Plan, as well as requested documents that provided additional data and information. It also draws on information collected from informal conversations with the faculty; briefings with the Head of the Department, Walter Buenger; entrance and exit interviews with the following administrators: Provost Karan Watson, Vice Provost Martyn Gunn, Associate Provost for Undergraduate Studies Pamela Matthews, Assistant Vice President for Graduate Studies David Wentling, Dean of the College of Liberal Arts Jose Luis Bermudez, Executive Associate Dean Ben M. Crouch, Associate Dean Patricia Hurley, Associate Dean Michael Stephenson, and Assistant Dean Donald Curtis. We also met with the Department’s Executive Committee, Self-Study Draft Writing Committee, Full Professors, Associate Professors, Assistant Professors, future Head David Vaught, Graduate Committee, Undergraduate Committee, History Graduate Student Organization, undergraduate students and History Club members, and six individual faculty members. The Review Team also read the Self-Study Report and a draft of the Preliminary Strategic Plan, as well as requested documents that provided additional data and descriptions of the Department of History.

The access provided by a congenial Department and administration at Texas A&M was very much in evidence. We welcomed the candor of the faculty, students, and administrators regarding all aspects of the Department. Of note here was the warmth and accessibility of Department Head Walter Buenger, who has served the Department for eight years and shared his insights with us. Because of the overall openness, the Review Team departed from Texas A&M not only with a thorough knowledge of the Department but also with an appreciation for the widespread commitment among the faculty to enhance the strengths and remedy the weaknesses of the Department; this is a Department of History invested in its future.
The review will begin with an assessment of the strengths of the Department of History since the last review in 2003, and particularly the faculty; discuss some of the challenges facing the Department; and then follow with an evaluation of the undergraduate and graduate programs. It will conclude with a series of recommendations aimed at enhancing the Department’s mission as a research, teaching, and service unit and as a major contributor to the intellectual life of the University and the larger academic community. Our recommendations hinge on the Department rectifying its divisive circumstances and on the Dean providing the Department with an opportunity for thoughtful reflection, with the cardinal aim of developing a sound mission that accounts for a wide breadth of research and teaching interests appropriate for an American Association of Universities (AAU) department.

**Strengths of the Department**

The single most important feature of this department of 51 tenure-line faculty is its upward trajectory as a research, teaching, and service unit that compares favorably with peer public AAU institutions. The basis of this trajectory is two-fold: an established group of top-notch, globally-recognized scholars at the Full and Associate Professor ranks, and a cohort of young, innovative scholars who bring methodological, intellectual, and demographic diversity at the Assistant and newly-tenured Associate ranks.

While the group of veteran scholars has built a reputation largely in traditional fields of military and American foreign relations history (but also in U.S., European, and Asian history) that has earned members accolades from the University and beyond, the younger cohort – hailing from such premier graduate programs in universities such as Princeton, Chicago, Harvard, Yale, Columbia, Oxford, and Penn Universities - has poised the Department to continue to meet the standards of breadth and diversity of an AAU institution and increasingly contribute to the University’s culture of excellence. This youth generation is concentrated – somewhat artificially and awkwardly – in the category of Comparative Border Studies (CBS). Both groups have built an impressive record of publications (since the last self-study exercise in 2003, these number 29 single-authored books at such top publishers as Oxford, North Carolina, Columbia, and Harvard University Presses, as well as numerous articles in the most respected venues such as the *Journal of American History, Diplomatic History, Diplomacy and Statecraft, the Journal of Southern History, and the Journal of Modern Chinese History*) and many have received prestigious extramural grants and fellowships (NSF, Guggenheim, NEH, ACLS, Fulbright, American Council of Arts and Sciences, and Princeton Institute of Advanced Study). Senior faculty have won numerous distinctions from the University, including research and teaching awards and professorships.

These accomplishments are all the more remarkable because the University itself is a recent addition to the AAU ranking, and the Department has transformed itself over the past fifteen or so years from a largely white male-dominated unit to a more
demographically pluralistic and intellectually diverse one. Since 2002, when the Department embarked on the “Vision 2020” mission of dynamic growth under President Robert Gates, it completed an incredible 25 searches for tenure-line faculty, all but one at the entry level. Nineteen were retained as of the issuance of this report, and all Assistant Professors hired since that time have attained promotion and tenure on schedule. These faculty members add much greater breadth and balance to a Department that had been concentrated in the military/diplomatic fields and more traditional U.S. and Europe fields. The result is a faculty composition that compares favorably with peer institutions and departments in the profession as a whole.

Meanwhile, the established scholars have continued to issue high-quality scholarship at very impressive levels of productivity. Military/diplomatic, United States, and Europe are still the key areas of strength in regard to publishing and reputation, as they have been for decades. Undergraduate and graduate students (the latter, in particular), flock to these fields and the distinguished faculty who teach in them. Mentoring is superb. In addition, new faculty in these areas only add to their visibility and promise.

The excellence of these areas provides a challenge to educate students more broadly than in just, say, military history, and to integrate cohorts of non-U.S. and non-European faculty into a Department that provides regional/area and thematic breadth as well as depth. Members of the Review Team note that the Department is on an upward trajectory; clearly, the faculty have made strides toward, and have the potential to, both specialize in great depth and provide coverage through the breadth of research and teaching interests. And, it should be noted, that although the Review Team counseled dropping the CBS and military/diplomatic areas as concentration designations (more on this below), we believe that faculty have thought imaginatively about these issues, and always with an eye on recruiting the best faculty and students.

Such deliberations have led, to be sure, to divisiveness in the Department, a factor that not only stalls further exploration of possible integration, but also inhibits deep thought and planning on the part of many faculty, especially those at the junior and mid-career ranks. The overall collegiality (and certainly commitment to excellence) of the faculty, certainly within the younger ranks, and the potential for collaboration under firm, intelligent, and creative leadership, also struck the Review Team as a strength of the Department. Our recommendations address remedies, but it should be noted that the Department has made great strides toward correcting the white, male-dominated culture of the past decades, and has done so fairly recently with new hires over the past half decade or so. While gender and racial/ethnic balance continues to be a matter of concern, the Department – and especially its Head, Walter Buenger – are to be applauded for leading in this regard.

Added to the faculty’s research record is its stellar performance as teachers. The faculty prides itself on embracing undergraduate and graduate instruction. In
meetings with students, the Review Team found universal admiration for the excellence of teaching and mentoring that students received from the Department's instructors. They commented on the availability, nurturing, and guidance of the faculty in class and as thesis advisors, and all by instructors of diverse ethnic background, age, and experience. They also noted the seriousness of the Department in terms of intellectual rigor and expectations.

A sign of success in both the undergraduate and graduate programs is placement of students. In other words, the impact of this superior teaching and tutoring has been just as impressive as the performance. Since 2001, several undergraduate majors have gone on to fine graduate programs in History, as well as other venues of employment. From the graduate ranks, thirty-one PhD students have secured positions in government, the military, and academia (many of the last in the finest service academies). Several have been successes at their own institutions.; Dan Flores and Greg Cantrell, for instance, have published books and articles that have earned prizes. The Department has provided a thorough education and training to undergraduates and graduate students alike, and prepared them for meaningful careers in which many have excelled as leaders in their fields.

Although the Review Team merely interacted with, rather than interviewed, the Department's staff, the key personnel who help administer the faculty and curriculum appeared to be content with the Department. Undergraduate students reports in particular noted the helpfulness of the advisors, Philip Smith and Robyn Conrad, in guiding them into and through the History major.

This access to advisers and to the faculty as a whole, is all the more remarkable since the number of undergraduate majors has risen to 543 students, while the Department possesses a total of 1.13 FTE for advising (the average ratio of majors to advisers in four-year public universities is 285/1). Added to the burden is the requirement in the State of Texas that every undergraduate complete six hours of U.S. or Texas history. Thus, faculty and instructors also teach an enormous number of non-majors, and with budget constraints threatening to cut into the part-time instructor ranks, the faculty are under even greater pressure to raise enrollments in their classes and teach and tutor more students. Nonetheless, the Department remains dedicated to training students – majors and non-majors alike – in the study of history and in understanding the world around them.

**Challenges and Concerns**

The Review Team noted that some problems facing the Department, some of which are internal and others of which are driven by economic conditions and University-wide policies. These issues very much colored our visit, and consequently, this report. Some are endemic to Texas A&M; others arise from pressure imposed by the administration, and particularly the Dean, on the Department. Others relate to what can only be termed as unfortunate personality clashes that have led to turf wars among the faculty. Ultimately, regardless of outside pressures, the Department will
have to resolve its own internal differences before it can meet its full potential of providing excellent research, teaching, and service to the University.

Regarding problems and challenges outside of the Department, the Review Team considered questions from Dean Bermudez that focused on many facets of the Department but which largely centered on measuring excellence and identifying areas of strength. The Dean asked why the Department is ranked so low in national ratings (mainly the NRC but also U.S. News and World Report) and how this situation could be ameliorated. He communicated that one way might be through targeted investments in areas of strength identified by the Department in a Strategic Plan that central planners in the administration would use to direct resources. Two areas were identified by the Department: its well-regarded, traditional concentration in military/diplomatic history, and the new area developed under the impetus of new hires, of Comparative Border Studies.

Specifically, the Dean justifiably asked if the CBS field can be defined as a subfield or umbrella overarching other areas of research, whether it is an area of strength, why and how it is distinctive, what Texas A&M's contribution would be to the larger historical profession were it a target of investment, and whether focusing resources on Comparative Border Studies would make a difference in the Department's effort to rise in the rankings. More generally, but pointedly and understandably, he requested reasons not to be guided by the rankings, and an explanation of why the Department ranks so low. Was there, for instance, a lag factor due to the demographics of the Department which necessitated waiting for the young cohort to develop national reputations? Or, is CBS simply heading the Department down the wrong path? Should the Dean focus resources instead on the demonstrated excellent field of distinction, military and diplomatic? Would the Department's Strategic Plan reflect established and current trends in the Department, and the profession as a whole, and in the process, place the Department on a path to excellence overall that would compare favorably with peer, and aspirant-peer, institutions, as well as other departments on campus? Are such comparisons valid? While these questions occupied the bulk of the Review Team's conversations with the Dean (and with other administrators, as well as with the Department), there were also related issues such as the placement record of graduate students, an effort that is also used (along with faculty reputation) to indicate excellence in certain areas. The Review Team addresses these questions in the Recommendations section below.

Our team also considered other issues related to the faculty, as well as programmatic challenges and developments facing the Department – all of which tie into the need to assess the trajectory of the Department. These include: maintaining the recent momentum created by the new scholarly distinction of the Department but which is now threatened by budget reductions (this includes partner placement in order to attract and retain faculty); the binary of the military/diplomatic and CBS as areas of strength that has led to an as artificial, divisive, and incomplete description of the Department (and which calls into
question the Dean's conception of identifying specific areas of excellence for targeted investment; the aforementioned binary that threatens to undermine the Department's upward trajectory; the inadequate presentation of the Department's strengths to the administration and community; the insularity of the Department in regard to its undeveloped interdisciplinary engagement and cooperation on campus; the only modest success in attracting and retaining the very best graduate students (and, in particular, raising the paltry graduate stipend that compares unfavorably with peers, as well as monitoring what are at times excessive and even egregiously burdensome teaching loads); a graduate curriculum that does not fully prepare students for doctoral research; and an upper-level undergraduate curriculum that does not sufficiently train students in research and writing before they enroll in the senior capstone course.

It bears reiteration that the Department of History itself — and not the Office of the Dean — must resolve many of these issues internally. Also, the Dean should take into account the circumstances of the Department and the very nature of the field of History. His exploration of areas of excellence and consideration of correctives are understandable; his challenge to find answers is complex. But, Dean Bermudez might also be more sensitive to the Department’s particular composition — namely the military/diplomatic versus Comparative Border Studies split — and, above all, the notion that the strength of a top-ranked, AAU Department of History lies in its breadth of coverage, rather than on targeted areas of excellence. Furthermore, the latest NRC ranking came at a time (2005) when Texas A&M was new to the AAU "game." These rankings are very hard to move as a new entry in the game of being a nationally ranked research department. The University was expanding its research profile at a time when private universities in the 1990s and 2000s could count on growing endowments and tuition, leading places such as Vanderbilt, Emory, Rice, Tufts, and USC to offer very high salaries for history faculty that very few public universities can match. The report addresses this issue in more depth below but the College and central administration might exercise some patience as the Department of History continues to rise amidst struggling economic circumstances and a junior faculty that begs for time to develop.

Recommendations

The Review Team marshaled the following recommendations with the understanding that resources are constrained and that the Department must take responsibility for its own internal challenges. We do not pretend to have the answers to all problems; we merely offer this list as a guide to the faculty, for it is they who shape their culture, programs, and future.

1. Targets of excellence (the Dean’s charge): Targeted investment may undermine the Department’s commitment to meet professional norms of the highest national standards of an AAU Department of History. The key is that
Department's efforts to maintain excellence depends upon a breadth of coverage and a diversity of intellectual interests. In order for the Department to meet the highest AAU standards, all talented faculty should receive the needed support and full recognition they deserve, regardless of the field of study. Other areas of the world, for instance, must be placed on equal footing with the U.S. and Europe, and those faculty who specialize in areas or themes outside of military/diplomatic or borders must receive equal consideration when the Department considers resources, course assignments, etc.

2. Momentum toward distinction: The Department and University must continue the upward trajectory of excellence created by the new scholarly contributions of the faculty by restoring support for faculty development leaves and work with the Department to restore departmental support for research travel, conference, participation, and summer stipends. The Review Team expresses its dismay that neither the Dean nor the Provost appear to understand fully the significance of the Faculty Development Leaves of a semester every sixth year for the faculty in this Department, and who also appear to believe that current levels of support from the College and central administration are adequate. Productive faculty in this department should have, not an entitlement, but an expectation of a faculty development leave if they have an active research program judged to be worthy by the department. The Dean and the departmental leadership should work together now, not later, to reassure productive faculty directly at all levels in the Department that these resources will be made available to them, if appropriate to their particular research needs (and some faculty have distant travel to archives), as the highest priority of both the college and the department. Senior faculty need periodic leave throughout their careers, and do not necessarily have access to alternative sources of support. Productive faculty are making their long term research plans now, and they need to know that the Provost, Dean, and Department will do everything in their power to find the support that they need.

3. Communication: The Office of the Dean and Department need to communicate -- clearly and diplomatically -- the needs of the Department. The aforementioned leave policy is one area in which this is required. The leave policy has been a core tool in raising the standards of productivity in this department, but faculty, and especially junior faculty, are convinced that this will no longer be the case in the future. We support the Dean's interest in providing support when possible and where needed, and we understand that part of the centralization scheme of the University includes the Dean instituting a college-wide competition for leaves. But a more civil discourse between the Department and the Office of the Dean that focuses on Department
needs, and perceptions of non-support that may undermine confidence and collegiality in the Department itself, is in order.

4. **Binary areas of strengths:** The binary has been remarked upon by prior external reviewers; our Review Team advises even more dramatic action to address this festering problem than before. The pursuit of dual, targeted areas of strength through military/diplomatic and Comparative Border Studies areas should be reconfigured, and consideration given to modifying them out of existence altogether. The binary provides an incomplete description of the Department. It makes little sense intellectually if the goal is to unify the faculty in a comprehensive way, for it fails to take into account the research and teaching contributions of several faculty members, while it is also artificial and it has prompted unnecessary tensions and even divisiveness in the Department. The Department should reconfigure its academic strengths in ways that unite the faculty and takes advantage of all faculty talents and interests, including those in Asia, Africa, Latin America, Middle East, United States, and Europe.

5. **Governance and planning:** The current and future Heads, the Executive Committee, and/or senior Full Professors should take the lead in healing the divisions of the Department and pointing the faculty in new directions. The Dean might be consulted in this effort, which will also require the granting of additional time by the Office of the Dean before the presentation of a new Strategic Plan can be made.

6. **Presentation of the Department:** The Department has done an inadequate job in presenting its own strengths to the University, administration, and community at large. The Self-Study Report is indicative of this weakness, as it describes the Department in a somewhat haphazard and imprecise way. The Self-Study Report requires an addendum, as well as an effective outline at the beginning of the document, that highlights data on the Department's achievement (along the lines of Table 1, Faculty Arrivals and Departures Since 2002). The website must be overhauled, and other means of communicating excellence on campus and beyond the University should be considered.

7. **Interdisciplinary cooperation:** In order to overcome the Department's insularity on campus, it must take full advantage of opportunities for interdisciplinary engagement and cooperation. The Department – and not just individual faculty – should actively seek to cross-list courses and to pursue opportunities for joint degree programs and co-sponsored programmatic activities. Possibilities may include Latin American studies, East Asian studies, and Medieval studies.

8. **Graduate student recruitment:** In the effort to attract and retain the best graduate students (which, along with scholarly reputation, is the key
measure of excellence in an AAU institution), the Department, the College of Liberal Arts, and the central administration should develop a plan to increase stipends at least equal to that of peer institutions. Furthermore, the Department should carefully monitor teaching loads, perhaps by surveying the faculty and graduate students, to ensure that grading does not continue to place a patently unfair burden on students. Finally, the Department should devise ways to attract a more diverse student body from satellite campuses and historically minority institutions in Texas. Outreach through travel and electronic communications by individual faculty and students or groups are possibilities, as is more dedication to the effort by departmental leadership.

9. *Graduate curriculum:* In order to better prepare graduate students for doctoral research, the Department should consider introducing mandatory research seminars in the first year.

10. *Undergraduate training:* Because undergraduate majors need sufficient training before enrolling in the senior capstone course (History 481), the Department should consider ways to strengthen further the research and writing components of the curriculum for sophomores and juniors.

**Conclusion**

The Review Team unanimously supports this assessment of the Department, including the recommendations. We had differences of opinion on ways to remedy certain situations, but overall, we report in a unified voice. We hope that our recommendations are helpful, for they are presented in the spirit of making an already very good department even better. The Review Team agrees that, with reconceptualization and reform internally and support from the administration, the Department of History will continue on its established upward trajectory. We appreciated the opportunity to contribute to this effort.
Appendix D

Department of History

Procedures and Criteria for

Annual Merit Performance Evaluation and Review
Department of History
Procedures and Criteria for
Annual Merit Performance Evaluation and Review

Adhering to the requirements of University Rule 12.01.99.M2, section 1, and the College of Liberal Arts “Guidelines for Workload Allocation and Evaluation for Tenured Faculty Members,” the Department of History presents its procedures and criteria for the annual merit evaluation and review process. Our purpose is to provide a mechanism to evaluate faculty members’ accomplishments in their three principal areas of responsibility—research, teaching, and service—in a manner emphasizing openness, fair assessment, and collegiality. This evaluation system reinforces the department’s four core commitments—to strengthen our faculty’s national profile, enhance the quality of the undergraduate experience, build our graduate program, and increase our commitment to diversity. As such, we, the faculty, view this process as a means to encourage one another to fulfill professional standards and expectations commensurate with the aims of a major research university.

Note: The annual merit evaluation and review process conducted by the Executive Committee, as described below, also fulfills the “peer evaluation” required by the University rule on Post-Tenure Review (University Rule 12.06.99.M1).

A. Procedures. On or about December 1, the department head will distribute blank "Faculty Member's Annual Report" forms (copy enclosed) along with copies of this document. Each member of the faculty will be required to submit the completed report by January 20 of the succeeding year. The "Faculty Member's Annual Report" will detail the academic activities of a calendar year (January 1 through December 31) and will serve as the primary basis for evaluating a faculty member's professional progress. It is incumbent upon each faculty member to make the best case for his/her accomplishments on the form and to state, with clarity and purpose, his/her short and long term goals for professional development (teaching, research, and service) in the section at the end of the form.

Approximately six weeks after the beginning of the succeeding calendar year, the department's executive committee will evaluate the faculty with the objective of locating each member in the appropriate category of performance using a five-point scale: 4 = Superior; 3 = Excellent; 2 = Commendable; 1 = Satisfactory; 0 = Unsatisfactory. Typically, areas of responsibility will be weighted as follows: Research 60%, Teaching 20%, Service 20%. Thus, for example, a faculty member evaluated by the executive committee as Excellent in research, Satisfactory in teaching, and Commendable in service would receive a weighted composite score of 3 x 0.6 (Research) plus 1 x 0.2 (Teaching) plus 2 x 0.2 (Service) or 2.4. The executive committee will evaluate teaching and service accomplishments in a manner appropriate to rank. (For a full description of the executive committee—its role and purpose, the process to select members, and the length of term and rotation schedule—see the department’s bylaws, section E.1.)
Upon the completion of the evaluations, the department head will notify each member of the faculty in writing of the executive committee's assessment of his/her performance, including individual scores and rankings in research, teaching, and service and overall ranking and weighted composite score. This memorandum constitutes the faculty member’s annual review. The department head will also include an assessment of each faculty member’s progress in research, teaching, and service, which will vary from rank to rank. For assistant professors, the assessment will focus on progress toward tenure and promotion; for associate professors, on promotion to professor; and for full professors, on further advancement of the department’s four core commitments. (For assistant professors, progress toward tenure and promotion is also assessed by the department’s tenure and promotion committee.)

Faculty members, upon indicating receipt by signing a copy of the document, will be given the opportunity to question their rankings in writing to the department head, who will consult the executive committee when reconsidering the evaluation. In such a case, the department head will issue to the faculty member a final written notification explaining the decision. Additional meetings between the department head and the faculty member may be held at either’s request to discuss expectations and/or professional progress. If the annual review fails to follow these published guidelines, complaints should be directed in writing to the Dean of the College of Liberal Arts and copied to the Dean of Faculties.

The annual review serves as the primary documentation not only for evaluation of job performance but also for merit increases. On the basis of the completed evaluations and after consulting with the executive committee, the department head will recommend specific salaries to the dean when the university budget becomes known. When the recommendations have been approved by the Board of Regents, the department head will notify each faculty member of their respective salaries.

This process for annual review also acknowledges that research, teaching, and service loads may vary from faculty member to faculty member as their careers evolve. The default position is that all faculty members will teach a 2-2 teaching load, maintain a productive research agenda, and participate in department, college, university, and/or professional affairs. This document explains the circumstances that would bring about differential teaching or service responsibilities for tenured faculty (in order to maintain approximately comparable workloads across the department) or allow them to negotiate individualized loads. Faculty members who take on greater teaching or service responsibilities will be evaluated for merit in accordance with their altered workloads. Guidelines concerning differential workloads (and unsatisfactory rankings) are applicable only to tenured faculty, as performance expectations for tenure-track faculty members are discussed in other university, college, and departmental documents.

Tenured faculty members receiving two consecutive unsatisfactory rankings will face the prospect of altered performance responsibilities. In the case of unsatisfactory research productivity, the faculty member will be subject to an increased teaching or service load for a period of three years—a 3-3 teaching load being the most likely outcome. In most instances, a faculty member with a 3-3 teaching load will be evaluated as 20% Research, 60% Teaching, and 20% Service. In most instances, an increased service load will be evaluated at 20% Research,
20% Teaching, and 60% Service. In the case of unsatisfactory teaching or service, the faculty member will be subject to remedial actions and professional development as appropriate. In all cases, the department head, in consultation with the faculty member, will identify in advance, and in a written document signed by both parties, the conditions under which such adjustments or recommended actions will be continued, reversed, or modified (including appropriate expectations for those with lowered research weights). A faculty member who chooses to forgo the adjustment or recommended action may be subject to the procedures specified under university policy for post-tenure review should he/she receive a third consecutive unsatisfactory ranking (see University Rule 12.06.99.M1).

Differential teaching responsibilities may also be seen as an opportunity for those whose greatest contributions to the department take place in the classroom. Tenured faculty members may work with the department head to initiate altering their performance expectations and the respective weights assigned to research, teaching, and service. Those who volunteer for a 3-3 teaching load in this manner will be evaluated as 20% Research, 60% Teaching, and 20% Service. Similarly, those who volunteer for an increased service load (comparable, in terms of commitment, to a third class) will be evaluated at 20% Research, 20% Teaching, 60% Service. Both teaching and service options require the approval of the executive committee. In voluntary as with mandatory cases, the department head, in consultation with the faculty member, will identify in advance, and in a written document signed by both parties, the conditions under which adjustments in teaching or service will be continued, reversed, or modified.

The executive committee will determine unsatisfactory/satisfactory rankings (one is the inverse of the other) annually and within a three to five year window (the current year under consideration and the two to four preceding calendar years), as defined by the criteria below. An unsatisfactory ranking results from a faculty member’s failure to meet departmental standards in one or more of the three areas of responsibility (research, teaching, or service) as defined by the criteria below, pending a review by the department head, in consultation with the executive committee, of the person’s professional development and of his/her individual circumstances (e.g., a serious health condition or acute family care situation—see Appendix B). A satisfactory ranking reflects a faculty member having met departmental standards in all three areas of responsibility.

The three other categories of performance above and beyond “satisfactory” (and therefore simply gradations of “satisfactory”) pertain to a faculty member’s accomplishments in the given calendar year: commendable for exceeding departmental standards; excellent for excelling in the given area; and superior for extraordinary performance.

B. Criteria. For descriptions of peer-reviewed book presses, classroom books, peer-reviewed journals, and major grants and fellowships, see Appendix A.

RESEARCH

Unsatisfactory: The absence of a significant and productive research agenda—one demonstrating progress, trajectory, and sustainability (as defined, below, under “satisfactory”).
Satisfactory: The presence of a significant and productive research agenda—one demonstrating progress, trajectory, and sustainability. Evidence of such an agenda involves meeting two sets of criteria: (1) at a minimum over a three year period, editing a volume of scholarly essays; or publishing an article in a second tier disciplinary journal or a second-tier area-specific journal, a scholarly essay in an edited volume, or a significant article-length translation; or winning small (as opposed to “major”) external grants or fellowships totaling approximately $3,000; or receiving other research honors, such as a significant article or book award; or having a major (A- or B-category) research monograph in its third year of publication; and (2) other indicators of continued activity in at least two of the three years, such as papers presented at professional meetings, invited lectures, grant proposals, additional publications submitted, Glasscock Center working-group papers, department colloquium presentations, and other comparable research products.

In exceptional circumstances, such as the publication of a major (A- or B-category) research monograph, it may be appropriate to take into account a longer window (of up to five years), but past achievements cannot substitute for tangible evidence of an ongoing research program.

Commendable: Demonstrable evidence of research productivity in the given calendar year, such as editing a volume of scholarly essays; or publishing an article in a second tier disciplinary journal or a second-tier area-specific journal, a scholarly essay in an edited volume, or a significant article-length translation; or winning small (as opposed to “major”) external grants or fellowships totaling approximately $3,000; or receiving other research honors, such as a significant article or book award; or having a major (A- or B-category) research monograph in its third year of publication.

Excellent: Demonstrable evidence of a highly productive research agenda in the given calendar year, such as the publication of a major article in a first tier disciplinary journal or a first tier area-specific journal, two scholarly articles in second-tier disciplinary or area-specific journals (or any two “commendable” research accomplishments, e.g., a scholarly essay in an edited volume and a book award), a significant book-length translation, or a classroom book; or winning a major (national or international) external grant or fellowship, awarded for the year in which the grant or fellowship begins; or having a major (A- or B-category) research monograph in its second year of publication.

Superior: Publication of a major research monograph in the given calendar year.

TEACHING

Unsatisfactory: The absence of demonstrated competence in the classroom over a three year period as evidenced by a faculty member’s failure to meet basic expectations (as defined below under “satisfactory”).

Satisfactory: Demonstrated competence in the classroom over a three year period as evidenced by a faculty member meeting basic expectations, including consistently employing pedagogically sound techniques to instruct students, meeting classes during regularly scheduled times, holding
regularly scheduled office hours, meeting minimum syllabus requirements, posting syllabi and C.V. on the HOWDY website, submitting midterm and final grades on time, conducting student evaluations, complying with W-course standards, and mitigating concerns raised in student evaluations.

**Commendable:** Extra engagement in the classroom in the given calendar year beyond meeting basic expectations, such as teaching independent studies (485s, 497s, and 685s) or first-year critical thinking seminars, supervising honors theses, honors contracts, and/or embedded sections, winning curriculum development grants, participating in workshops or programs designed to improve teaching, participating in study abroad, adding a new course to the inventory of classes, publishing pedagogical articles in scholarly journals, delivering pedagogical papers at professional conferences, hosting a speaker in one’s class who addresses concerns of diversity and/or internationalization/globalization with respect to the course topic(s), contributing significantly to internationalization/globalization and/or diversity by, for example, participating in a teaching workshop or institute sponsored by the Center for Teaching Excellence or the Office of the Vice President and Associate Provost for Diversity; or contributing markedly to graduate education, as evidenced by chairing one or two committees or serving on at least four others, or significant recruiting efforts.

**Excellent:** In the given calendar year, contributing substantially to the graduate program, as evidenced by chairing two or more committees and serving on more than four others, chairing a completed Ph.D., placement of a Ph.D. in a tenure-track position at a B.A./M.A.-granting institution or a significant non-academic position, scholarly publications by one’s current graduate students, or significant recruiting efforts to enhance diversity and/or internationalization/globalization; contributing substantially to the undergraduate program, as evidenced by three or more “commendable” teaching accomplishments, receipt of a College-level teaching award (or equivalent), or publication of a pedagogical book.

**Superior:** Extraordinary teaching in the given calendar year as evidenced by, for example, receipt of a University-level teaching award (or equivalent); recent placement of a Ph.D. in a tenure-track position at a Ph.D.-granting institution.

**SERVICE**

**Unsatisfactory:** Failure to provide service in a manner appropriate to rank over a three year period (as defined below under “satisfactory”).

**Satisfactory:** Participation over a three year period, as judged in a manner appropriate to rank, in departmental processes (e.g., attending faculty and tenure and promotion meetings, providing the head with a valid explanation for an absence from a tenure and promotion meeting, serving, when asked, on standing committees, T&P subcommittees and search committees); and in professional activities (e.g., reviewing books and manuscripts, chairing and/or commenting on conference panels).

**Commendable:** In the given calendar year, exercising a leadership role in departmental processes (e.g., chairing a department standing committee, T&P subcommittee, or search committee;
writing a research report for a T&P subcommittee; serving on the executive committee; or providing significant faculty mentoring); in university activities (e.g., sponsoring a student organization; giving a scholarly presentation on campus; serving as a member of the Faculty Senate; taking the training as an Aggie Ally; or conducting Center for Teaching Excellence workshop on diversity and/or internationalization/globalization); or in professional activities (e.g., reviewing at least four books and/or manuscripts; serving on editorial boards, program or prize committees, or as officers for associations; or significant public service to the local community).

**Excellent:** In the given calendar year, exceptional participation in university affairs (e.g., serving as a department officer, or on important college and university committees such as the Dean’s Advisory Committee, or a college or university-level search committee, or as an officer in the Faculty Senate) or in professional affairs (e.g., serving as an evaluator for a major/national grant or fellowship organization, an academic program external review committee, on an external tenure and promotion committee, as an organizer of a major conference, or as an editor of a second-tier disciplinary or area-specific journal).

**Superior:** Extraordinary participation in the given calendar year in university or professional affairs such as chairing a highly significant university committee, serving as president of a major historical association, or editing a first-tier disciplinary or area-specific journal.

**Note:** According to University Rule 12.01.99.M2, section 1.5.5.8, noncompliance with either minimum safety standards or state/university mandated trainings automatically leads to an unsatisfactory ranking.

---

**Appendix A**

**Peer-Reviewed Book Presses**

A Such a press enjoys the reputation of being a major national/international publisher producing books of the highest quality that are well publicized, widely distributed, and reviewed in major journals. A book published by an A-category press typically is in the best position to make a significant impact in the discipline.

B The B-category press has a distinguished publishing record and a national/international reputation in the subject areas of the books that are distributed under its name. A book published by a B-category press is well positioned to make an impact in its field of study.

C The C-category press peer-reviews the manuscripts it publishes, but does not have a national/international reputation in the area of study of the books it distributes. Such a book is not best positioned to make an impact in its field.
Classroom Books

Those intended primarily for use in undergraduate courses—i.e., in series published by presses such as Bedford/St. Martin’s, Longman, Wiley, etc., as well as authored or co-authored textbooks published by appropriate presses.

Peer-Reviewed Journals

First tier disciplinary journals publish high-quality articles of significance across the discipline. Such journals enjoy high reputations, are likely to be widely read and cited by scholars, and their impact on the discipline is great. Examples may include but are not limited to: American Historical Review, Past and Present, Journal of the Historical Society, Daedalus

First tier area-specific journals publish high-quality articles of significance within a specific sub-field or area and generally are the leading journals in the particular subfield or area. Such journals enjoy high reputations throughout their sub-field and often beyond and are likely to be read and cited by scholars in their relevant sub-field and beyond. Examples may include but are not limited to: Journal of American History, William and Mary Quarterly, Journal of Southern History, Business History Review, French Historical Studies, Journal of Modern History, Pacific Historical Review, Journal of Military History, Journal of Asian Studies, Technology and Culture

Second tier disciplinary journals are respected in their fields and publish articles of interest across the discipline. Examples include but are not limited to: The Historian, History Today

Second tier area-specific journals publish peer-reviewed articles of interest within a specific sub-field or area. Publications in these journals frequently are selectively read and cited by scholars active in the relevant sub-field or area. Examples may include but are not limited to: The Southern Quarterly, Journal of the West, Southern California Quarterly, The Annals of Iowa, Contemporary European History, European History Quarterly, German Studies Review, Modern & Contemporary France, Journal of Baltic Studies

Major Grants and Fellowships

Highly competitive, national, semester or year-long research fellowships, such as those awarded by the American Council of Learned Societies, American Philosophical Society, Fulbright Scholar Program, Huntington Library, Guggenheim Foundation, National Endowment for the Humanities, National Humanities Center, Woodrow Wilson Center, and others approved by the College of Liberal Arts in its “Policy on Development Leaves, External Fellowships, and Course Buyouts,” Appendix 1.

Appendix B

Individual Circumstances

In their efforts to maintain a significant and productive research agenda, faculty members should
not be penalized in annual reviews for individual circumstances such as a serious health condition or acute family care situation that cause them to miss significant time (three months or so). A faculty member cannot earn a satisfactory ranking in research solely on the basis of illness or acute family care situations, but may request, in writing and with proper documentation, an extension of the three to five year window owing to the issues raised by such circumstances. In order to ensure fairness, equal access to assistance, and consistency in how such situations are handled across the department, the department head, in consultation with the executive committee, will normally consider such requests after the faculty member has been granted leave under the Family Medical Leave Act (http://employees.tamu.edu/benefits/leave/fmla) or a temporary workload adjustment under College of Liberal Arts policy (http://liberalartscommunity.tamu.edu/docs/Bjobling/FacultyWorkloadAdjustmentPolicy.pdf).

Upon approving the request, the department head will extend the three to five year window forward, so as to allow the faculty member to recoup the research time lost in the given calendar year, and backward so as to, in essence, remove the given calendar year from the evaluation period. To illustrate, assume, for example, that the significant period of lost research time occurred in calendar year 2013. The faculty member’s evaluation for calendar year 2014 will extend to what amounts to a four-year window (2011-2014) and the evaluation for 2015 will cover the period 2012-2015. The 2016 evaluation, at which time calendar year 2013 will fall out of the three year window, will return to normal. Both these four year windows extend to six years where appropriate (i.e., with the publication of a major research monograph, as stated on p. 4 of these guidelines). Similarly, the 2013 evaluation period will extend back four years to include 2010 for publications, grants, and awards and to 2008 for a major research monograph.

As with all annual reviews, the executive committee will determine the faculty member’s ranking in research on the basis of the criteria listed on p. 4 of these guidelines, as opposed to publications submitted or projects in progress.

The executive committee and department head will revisit this document at least every five years, starting no later than September 2019.
Appendix E

Department of History

Faculty-Member’s Annual Review Form
Department of History  
Faculty-Member’s Annual Report Form  
Calendar Year 2017

Name: _______________________

Rank: _______________________

It is incumbent upon each faculty member to make the best case for his/her accomplishments on this form. Elaborations/annotations are welcomed and encouraged.

Please list accomplishments for the calendar year only. For publications, the copyright date determines the year eligible for merit. Multidisciplinary and interdisciplinary contributions in research, teaching, and service are valued no more and no less than disciplinary contributions.

*Indicates activities unlikely to be considered for merit but pertinent to one’s professional development.

RESEARCH

1. **Research monographs** (complete citations)

2. **Edited volumes** (complete citations)

3. **Classroom books** (complete citations)

4. **Articles in refereed journals** (complete citations)

5. **Scholarly essays in edited volumes** (complete citations)

6. **Books or articles translated by you** (complete citations)

7. **Research fellowships/grants** (list project title, funding source, amount of fellowship/grant, date fellowship/grant begins)

8. **Research-related honors** (significant book awards, article awards, etc.)
9. *Revised editions of previously published books* (complete citations)

10. *Other refereed publications such as reference works, biographical dictionaries, etc.* (complete citations)

11. *Publications accepted but not yet in print* (indicate where it was submitted and its status – accepted but still under revision, final form of manuscript submitted or accepted, etc.)

12. *Publications submitted* (where, date submitted, status of review)

13. *Papers presented at professional meetings* (title of paper, name of organization, date of meeting)

14. *Invited lectures* (title of lecture, place, date)

15. *Submitted research fellowship/grant proposals* (list project title, funding source, amount of fellowship/grant)

16. *Status of long-term research project(s)*

**TEACHING**

1. **Courses Taught**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course No.</th>
<th>Hours</th>
<th># of Students</th>
<th># of Sections</th>
</tr>
</thead>
</table>

2. **Independent Studies** (485s, 497s, and/or 685s)

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course No.</th>
<th>Hours</th>
<th># of Students</th>
</tr>
</thead>
</table>

3. **Contributions to Undergraduate Education**

   A. *Pedagogical books, articles, lectures, and/or papers at professional conferences* (provide full citations/details)

   B. *Curriculum and pedagogical development* (adding new courses to the Catalog, grants used to support curriculum improvement, participating in workshops or programs designed to improve teaching, etc.)
C. Extra-Engagement undergraduate experiences (honors theses, teaching first-year critical thinking seminars, study abroad)

D. Significant contributions to diversity and/or internationalization/globalization (e.g., participation in a Center for Teaching Excellence workshop addressing these issues, study abroad)

E. Teaching awards (describe)

4. Contributions to Graduate Education

A. Chair of Graduate Student Committees  
   PhD candidates (list names)  
   MA candidates (list names)

B. Chair of Completed Ph.D.s (list names, dates)

C. Scholarly publications by current graduate students under your supervision (complete citation)

D. Committee Member of Graduate Committees  
   PHD candidates (names & department)  
   MA candidates (names & department)

E. Graduate Student recruiting efforts (describe)

SERVICE

1. University Service

A. Department Committees (list)  
   Chair  
   Member

B. College Committees (list)  
   Chair  
   Member

C. University Committees (list)  
   Chair  
   Member

D. Administrative Duties (describe)
E. Sponsorship of student organizations (describe)

F. Scholarly presentations on campus (title, date, occasion; not a classroom presentation)

G. Civic and Public Relations Activities (lectures to community organizations, media – interviews and/or television appearances, etc.)

H. Significant contributions to diversity and/or internationalization/globalization (e.g., conducting a Center for Teaching Excellence workshop addressing these issues)

I. Significant faculty mentoring by you (describe efforts, identify mentees)

J. Faculty who have mentored you significantly (describe efforts, identify mentors)

2. Extra-mural Service

   A. Book Reviews (complete citations)

   B. Manuscript reviews (title of press or journal)

   C. Reviewing grant applications (granting agency)

   D. Sessions chaired at professional meetings (full session title, name of professional meeting, date)

   E. Commentator, discussion panelist, or panel organizer at professional meetings (full title of session, name of professional meeting, date)

   F. Outside research evaluator: tenure and promotion, academic program external review committee, etc. (list institution, nature of evaluation, and date)

   G. Conference organizer (title of conference, location, date)

   H. Offices held or committee membership in professional organizations (name of organization or board and position held)
I. *Membership in professional organizations

MISCELLANEOUS

Special Accomplishments Please describe any accomplishments in research, teaching, or service not specified in the above criteria.

Goals *(required)*

A. Short term goals for professional development (teaching, research, service)

B. Long term goals for professional development (teaching, research, service)
Appendix F

Department of History

Statement on Tenure and Promotion Criteria
Department of History
Texas A & M University

STATEMENT ON TENURE AND PROMOTION CRITERIA

Approved by Departmental Vote on
April 29, 1994
Revised and approved by Departmental Vote on
March 23, 2007
Revised and approved by Departmental Vote on
October 24, 2014

This statement of tenure and promotion criteria supplements the guidelines and procedures published annually by the College of Liberal Arts and the Office of the Dean of Faculties as well as the relevant sections of Texas A&M University Statement on Academic Freedom, Responsibility, Tenure and Promotion University Rule 12.01.99.M2—all cited at the end of this document.

To be considered for tenure and promotion to associate professor as well as for promotion to the rank of professor, candidates must demonstrate meritorious performances in three areas: (1) teaching; (2) research and publications; and (3) service. In general, criteria for promotion to associate professor focus on promise and trajectory as well as the candidate’s professional accomplishments, while criteria for promotion to full professor center on the candidate’s actual body of work and its impact on the discipline and the university. In both cases, the department’s Tenure and Promotion Committee will appraise quality of publications, potential for continued professional growth, and contributions in teaching and service. A separate College document (“Academic Professional Track Guidelines for Faculty”) addresses career advancement for instructional professors and lecturers.

Tenure and Promotion to Associate Professor

Teaching

Candidates should show a genuine commitment to undergraduate and, if appropriate, graduate teaching. Courses taught should be characterized by diligent preparation, careful organization, clarity of presentation, intellectual rigor, and fair evaluation of students’ exams and assignments. Specific indicators of high-quality teaching may include, but are not limited to:

- Syllabi, assignments, exams, handouts, course websites
- Development of new modes of instruction
• Development of courses new to the curriculum
• Successful curriculum development grants
• Participation in workshops, institutes, or programs designed to improve teaching (e.g., for the department or the Center for Teaching Excellence)
• Course evaluation scores

Assessment of candidates will also be based on peer evaluation. At least two members of the Tenure and Promotion Committee will observe the candidate in the classroom (two separate visits) and include their analyses in the teaching report.

Research and Publication

A single-authored research monograph, normally a significant revision of one’s doctoral dissertation, at least one and preferably two articles drawn from that dissertation research, and tangible evidence of a clear and compelling agenda for future research are the requisites for consideration for tenure and promotion to associate professor. Tangible evidence of a post-dissertation research project—a significant and sustainable agenda intended to produce a second single-authored research monograph—normally consists of an article from that research published in a peer-reviewed scholarly journal, a book chapter from that research published in a scholarly volume of essays, or an external grant or fellowship for conducting that research.

In addition to their published work, candidates for promotion to associate professor with tenure may also present work accepted for publication. Written evidence of acceptance (normally from journal or press editors) must be provided.

A section entitled “Works in Progress” may also be included on the curriculum vitae but should be listed under a heading separate from “Publications.”

A single-authored research monograph and accompanying publications do not guarantee tenure and promotion to associate professor. The attention paid to an individual’s work by other scholars, including evidence of the work’s quality and impact (or potential impact) on the candidate’s field, will be an important area of assessment. Specific indicators of quality and impact may include, but are not limited to:

• Letters of evaluation from outside referees of national reputation in the discipline (solicited by the candidate’s T&P evaluation subcommittee)
• Published reviews of books (time permitting)
• External research grant and fellowship proposals—submitted
• External research grant and fellowship proposals—awarded
• Awards for scholarship or scholarly achievements
• Conference papers and/or invited lectures presented at prestigious venues
• Contextual information regarding presses or series in which books are published if the press is not universally recognized as a leading one (i.e., other authors who have published in the same venue, impact on the discipline of other books in same venue), provided by the candidate’s T&P evaluation subcommittee.
• Citations that especially appraise the value of the work and its distinctive contributions
• Citation counts
Service

Candidates for tenure and promotion to the rank of associate professor should show a pattern of developing citizenship in university and scholarly communities. At this stage, service is most commonly rendered to the university by working on departmental committees (as assigned by the head) and assisting student organizations, and to the profession by participating in scholarly organizations and providing editorial services to scholarly presses and journals (manuscript and book reviews). Community service takes many forms, but relative to promotion and the granting of tenure, it should have a scholarly or educational component. Specific indicators of meritorious service may include, but are not limited to:

- Departmental standing committee work (undergraduate, graduate, diversity)
- Department’s executive committee
- Departmental search committees
- Departmental ad hoc committees
- Work with student organizations
- Other university service
- Significant community service and/or public history projects (museum exhibits, e.g.)
- Chair, commentator, coordinator of panels at professional conferences
- Participation in scholarly societies, including program committees, prize committees
- Editorial services to scholarly publishers (manuscript and book reviews)

Promotion to Professor

Teaching

The History Department expects excellent undergraduate teaching and important contributions (relative to the individual’s field) to the graduate program from its full professors. Specific indicators of high-quality teaching may include, but are not limited to:

- Those listed above under Tenure and Promotion to Associate Professor
- Directed readings with undergraduates
- Supervising honors theses
- Publication of textbooks, pedagogical articles, or other instructional materials
- Awards for outstanding teaching
- Leading workshops or programs designed to improve teaching (e.g., for the department or the Center for Teaching Excellence)
- Leadership in programmatic and curricular development
- Student accomplishments (e.g., scholarly achievements, admission to prestigious graduate or professional programs)
- Teaching graduate seminars
- Recruiting, advising, training, and placing graduate students
- Research success by the candidate’s graduate students (publications, conference papers)

Research and Publication

Candidates for promotion to the rank of professor should demonstrate continued and outstanding
accomplishments in research. They will normally present an additional research monograph published by a prestigious university or trade press and related high-quality publications as evidence of an ongoing and productive scholarly research agenda. As in the case of promotion to associate professor, there should also be evidence of an ongoing research agenda. Candidates may present a body of publications—edited books, textbooks, co-authored works, book chapters, translations, bibliographies, and articles published in refereed journals—in lieu of a second single-authored research monograph, but they must make a persuasive case that this body of publications is equivalent to a single-authored book. Few faculty will possess the research accomplishments that will warrant such an exception.

For promotion to professor, in contrast to promotion to associate professor, only works that are in print will be considered. Instances of scholarly works that have increased in stature and importance after initial publication and/or since one’s first promotion may be documented through such evidence as reviews, republication in anthologies, and significant citations.

When presenting their work, candidates for promotion to the rank of professor should demonstrate the actual (not just potential) impact of their research on their field. They should reflect on the entire body of their scholarship, not just their productivity since tenure. It is very important that candidates document their standing in the field, their national (or international) visibility, and the quality, impact, and significance of their research through multiple indicators—which may include, but are not limited to:

- Letters of evaluation from outside referees of national reputation in the discipline (solicited by the candidate’s T&P evaluation subcommittee)
- Published reviews of books
- External research grant proposals and fellowships—awarded
- Awards for scholarship or scholarly achievements
- Conference papers, invited lectures, and/or keynote addresses presented at prestigious national and/or international venues
- Appearance of the candidate’s work on graduate syllabi for courses in highly regarded programs
- Contextual information regarding presses or series in which books are published if the press is not universally recognized as a leading one (i.e., other authors who have published in the same venue, impact on the discipline of other books in same venue), provided by the candidate’s T&P evaluation subcommittee.
- Citations that especially appraise the value of the work and its distinctive contributions
- Citation counts

Service

Aspirants to the rank of professor should demonstrate a pattern of established citizenship through leadership and engagement in significant university and professional activities. Specific indicators of high-quality service may include, but are not limited to:

- Those listed above under Tenure and Promotion to Associate Professor
- Participation on significant college and university level committees
- Chairing department standing, search, T&P, and/or ad hoc committees
• Leadership/participation in scholarly societies, including officer positions, editorial boards, executive boards, program committees, prize committees
• Service on external grant and fellowship review panels
• Writing external letters for promotion cases at other universities

Sources


Appendix G

College of Liberal Arts:

Guidelines for Review, Tenure, and Promotion of

Tenure-Track and Tenured Faculty (2017)
(link only)

Appendix H

College of Liberal Arts:

“Academic Professional Track Guidelines for Faculty” (2017)
(link only)

Appendix I

New Faculty Handbook
Welcome to the Department of History at Texas A&M University! The objective of this handbook is to be neither comprehensive nor definitive but to provide new faculty members with general information and to introduce them to department practices and policies concerning teaching and research. Links to more specific and detailed policies, such as tenure and promotion, may be found at the end of this document.

**General Information for New Faculty Members**

**Computer/printer:** Mary Johnson is in charge of ordering and setting up your computer, so you need to provide her with information about your preferences (laptop vs. desktop, Mac vs. PC, etc.). Keep in mind that it will take some time to acquire and set up your computer. Let Mary know when you will be arriving so that she will know when you will need access to it.

**Office & Keys:** The Department Head and Mary Johnson will help you select an office from the spaces that are available. Mary will provide you with key(s) to your office and to the Glasscock building once you arrive. Please be advised that the building is locked around 5:00pm each day so you will need your keys to enter after that time (and on weekends).

**Transportation & Parking:** If you plan to drive to campus, you will need a parking permit. See Mary Johnson to arrange your parking preferences and obtain a permit. There is also a campus bus that services some off-campus neighborhoods. You can access information about the bus service at: [http://transport.tamu.edu/transit](http://transport.tamu.edu/transit). If you have a disability and need transportation assistance, visit this site: [http://transport.tamu.edu/transit/paratransit](http://transport.tamu.edu/transit/paratransit). There is also a ride-sharing service. See: [http://transport.tamu.edu/parking/rideshare](http://transport.tamu.edu/parking/rideshare).

**ID card:** Mary Johnson will get your UIN (University Identification Number) set up for you when you arrive. You will use this number for nearly all transactions with the University where a unique identification number is necessary. All students, faculty, and staff have a UIN and it generally takes the place of using a Social Security Number. Once your UIN is established, you will be given an authorization sheet to take to General Services Complex (750 Agronomy Road, Suite 2801), where you will have your photograph taken and receive an ID card (Aggie Card). You will use this card to check out library materials, access certain university facilities and services, and receive discounts at the bookstore and elsewhere.

**Email Account:** There may be a short delay in setting up your email. Therefore, you may wish to have your email forwarded from a previous account if possible.

**Benefits:** Spend some quality time with the salary and benefits information that will be sent to you. Try to decide before you come what benefits you want and what retirement system you want to sign up for. You will need to take care of this as soon as you arrive on campus. Mary Johnson will confer with you and help you through the process by providing you with the proper forms for both payroll and benefits. When you have signed all the pertinent documents relating to payroll and benefits, double check them and make copies of all of them and put them in your files. You should be aware that there is a 60-day delay in accessing insurance benefits at A&M.
Caution!
~After your initial enrollment, you will only be able to make changes to your benefits during Annual Enrollment (during July each year) or if your status changes (e.g. birth/death of a dependent/beneficiary, etc.).

~If you fail to sign up for an Optional Retirement Program (referred to as an ORP) within the first 90 days of employment, you are automatically and irrevocably signed up for the Texas Retirement Plan.

Phone & Fax: Most faculty offices no longer have a dedicated phone line. Should you require a land line, you may use the phone in the main office. When calling on campus, you need only dial the last five digits. When calling off campus, you need to dial 9 and then the seven-digit number. When calling long distance, you need to dial 9 but do not need to dial 1. Dial the area code and the seven-digit number. You may send and receive faxes in the main office.

Photocopying: There are two photocopy machines in the main office that can be used to copy classroom and research materials. The office staff does all photocopying. During the semester, you should give the staff 24 hours to complete requests. At the beginning of the semester, you should give them 48 hours. They can produce print or electronic copies of your materials. You can either drop off print materials or send electronic files to the staff member at the front desk (currently Kelly Cook, k-cook@tamu.edu) to be printed and copied. Print copies of exams will be kept in a locked cabinet until you pick them up. All other print copies will be placed in your faculty mailbox. Electronic copies will be emailed to you. In the effort to reduce costs and waste, the department strongly encourages you to use electronic copies of classroom and research materials whenever possible.

**Teaching Guide “Helpful Hints”**

Texas A&M is a Research 1 university of approximately 60,000 students (including 10,000 graduate students) studying in over 240 degree programs in 16 colleges and schools. The History Department is part of the College of Liberal Arts, and we currently have approximately 550 majors. In addition to these students, every semester we teach about 4,500 others in part due to the Texas State law requiring every student who graduates from a state-run institution to complete 6 credit hours in United States history. In upper and lower division, we regularly teach 6,000 students in history courses per semester. In practice this means that some of the students are both well prepared and highly motivated to do the work we demand of them while others may lag behind. Our challenge, therefore, is to provide the most engaging, substantive learning experience that we can, one that takes into account the different learning styles (haptic, visual, oral), and academic preparation of our diverse student population.

**Courses:** In the history department we offer several different kinds of courses:

100- /200-level: These typically are broad survey courses. They are open to all students (first-year, sophomore, junior, senior) and, depending on the content, can be ‘capped’ (enrollment
limit) at anywhere between 100 and 315 students, often dependent on the rooms available and past enrollments for the course. The history faculty strongly encourages that, if possible, instructors incorporate a writing component (be that a short answer/essay on an exam, a short response paragraph/paper, or a longer written essay) into these classes.

300-/400-level: These courses are capped according to room size (but no more than 45 students) and are limited to students with junior or senior standing (although, at your discretion, you may ‘force’ enroll a student who has completed fewer credit hours). These courses generally are more specialized than survey courses, and there is no qualitative difference between a 300 and 400 level course in terms of student preparation or instructor expectations. The department faculty strongly recommends that all 300 and 400 level history courses incorporate a significant written component outside of exams and also that the component draw upon both primary and secondary sources if at all possible.

Honors courses: Honors sections of 100/200/300/400-level courses are periodically offered. They usually are capped at no more than 25 students and include a substantive discussion and written component.

“W” courses: All history majors are required to complete two “W” (writing intensive) courses: HIST 280/Sophomore Seminar and HIST 481/Senior Seminar before graduating.

HIST 280 This course is limited to history majors only, and is capped at 15 students. It is intended to introduce students to the historical discipline and provide them a practical opportunity to develop their critical thinking, reading and writing skills. This course includes an extensive writing component that adheres to the standards designated for “W” courses by the Center for Teaching Excellence: in-class writing instruction in at least 3 different class periods specified in the syllabus (often referred to as writing workshops or writing labs); an opportunity for students to make revisions based on instructor/student feedback to drafts of research papers, and at least 33% of the course grade explicitly linked to a writing component.

HIST 481/Senior Seminar: This course (capped at 15 students) serves as the capstone course for history majors. It is limited to history majors with junior/senior standing and, to those who have already completed HIST 280. Students must earn a "C" or better in this course in order to graduate with a history degree. This course also follows the criteria established for “W” courses by the Center for Teaching Excellence.

Many new assistant professors will teach 481 (and/or 280) in their first or second semester and fairly frequently in successive semesters until their tenure review. Thus, it will likely be a staple in your 4-5 course rotation. Although the department has taken steps to ensure that students in all 300-400 level history write research papers based on both primary and secondary sources their levels of experience and expertise will vary prior to enrolling in HIST 481. When choosing class materials for any course, including 481, you should not assume that students fully understand how to identify and use primary sources. Plan to allot class time to explain and explore different types of sources and how to analyze them.
For more on the requirements for HIST 280 and HIST 481, please see: http://history.tamu.edu/misc/Requirements%20for%20HIST%20280%20and%20HIST%20481.pdf

HIST 491/497: These designations are used when working with students on an individual bases (497 for honors theses).

600-level courses: These graduate level courses are restricted to MA and PhD students, preferably in history, and, in general, are divided into specialized content reading and research seminars. The exceptions are HIST 628 (historiography), HIST 629 (research methods and professional development), HIST 685 (directed studies for individual students), and HIST 691 (thesis research hours).

Course selection: In most instances, new faculty will have appropriate courses assigned to them when they arrive for their first semester of teaching. The lack of flexibility stems from the fact that classes for the fall semester have already been scheduled early the previous spring, before most new faculty are hired. Thereafter, however, new faculty (like all faculty) will have the opportunity to request courses (four choices for two classes each semester). The department scheduler makes every attempt to accommodate these requests, though at times may need to seek alternatives.

The History Department strongly recommends that new assistant professors develop no more than 4 courses prior to one’s midterm review and 5 at the most before one’s tenure and promotion review. The purpose of this recommendation is to allocate sufficient time for research, writing, and publication. Be sure, therefore, to request courses that will likely be taught more than once. Assistant professors making excellent progress on research (i.e., having published their dissertation-based book manuscripts) may also be asked to teach a graduate seminar (usually as a 5th course).

Graduate Assistants (GATs):

Graduate Assistants or GATs (more commonly referred to as Teaching Assistants or TAs) are Ph.D. and M.A. students in the Department of History who receive funding (stipend and tuition waiver) for their work in large lower-division courses. The exact meaning of “large” varies from semester to semester depending on curricular needs and/or the size of the classrooms we receive from the Registrar. But generally speaking, courses with more than 100 students tend to be assigned a graduate assistant. The Director of Graduate Studies will inform instructors as soon as possible whether or not they will be assigned a graduate assistant so that they may plan their courses accordingly.

GATs are paid for an average of 20 hours of work per week. Their time includes the hours he or she spends attending class, reading the assignments, grading papers, and holding office hours. Please take this into consideration when deciding how many written assignments, exams, projects, etc. to include for each course. Instructors should not have their assistants lead discussions by themselves in the lecture hall. Instructors themselves are encouraged to hold discussion, though doing so in a large classroom can be difficult and require creative
organization. New faculty would do well to consult more experienced colleagues who have successfully met this challenge. Each semester two U.S. surveys (one 105 and one 106), for the third hour of each week, divide into 12 sections conducted by four graduate assistant discussion leaders. These two surveys are generally assigned to senior faculty members.

**Syllabus:** Your syllabus is a very important document. It states the course’s purpose, objectives, policies, assignments, expectations, and other essential information.

It is the responsibility of the faculty member teaching a course to distribute to students, at the beginning of each semester, the course syllabus and requirements. A list of the minimum requirements to be included on any course syllabus can be found at (http://registrar.tamu.edu/Registrar/media/Curricular-Services/Curricular%20Approvals/Course%20Approvals/CourseSubmissionChecklist.pdf). Well in advance of the first day of each semester, the department head will distribute to members of the faculty a reminder of the minimum requirements as well as a syllabus template with all the various clauses and policies. New faculty are welcome to ask the department head for a copy in advance as they prepare for classes for the first time.

**Howdy System:** Howdy connects faculty and students to Texas A&M resources, email, news, and important links—all with one login. Visit http://howdy.tamu.edu and assess the system with your NetID and password. All instructors, by state law, must post their course syllabi and CVs online in the Howdy web portal. Instructions—simple and intuitive—are provided once you have logged in.

**Class Rosters:** You can also view and print your class rosters through the Howdy system. Choose the "Instructor/Advisor" tab for all course-related functions. From here, you can find basic information about enrolled students (major, standing, UIN, etc.). This is where you will enter their mid-term and final grades. The registrar will send e-mail reminders regarding this process at mid-term and near the end of each semester. This site is also where you will upload your course syllabi and your CV. Starting fall 2016, you will be able to email your students through TAMUDirect (tamudirect.tamu.edu).

If your class is full, you may have students asking you to "force" their enrollment in your class. This means your class will be over-enrolled. Most professors ask students to wait until near the very end of the drop/add period (usually the first week of classes) before considering this option. It is entirely up to you whether or not to force students in to your classes. Typically, however, it is not a problem to enroll an extra student or two when you are teaching a large class. The difference between 150 and 151 students will not have a dramatic impact on your teaching/grading. If, however, you are teaching a smaller class and have students wishing to be forced in, this may impact the classroom environment, assignments, and grading. Please do not force students into undergraduate seminars (280 and 481) that are full (15 students). When in doubt, ask one of the department’s undergraduate advisors.

**Classrooms and Technology:** The Howdy system will also show the classrooms provided for your courses. When you arrive on campus, be sure to visit in advance the classrooms assigned to
Although you will use the Howdy system to post official mid-term and final grades, it is not set up for posting grades on specific assignments given throughout the semester. Because, in accordance with FERPA (Federal Educational Right to Privacy Act), faculty must be very careful about posting student grades publicly (such as on an office door or through unsecured email), eCampus provides a safe and secure site on which you can post these grades. The eLearning system can also be linked to classroom technologies (like the CPS responders or "clickers") permitting immediate recording of in-class assessments. In order to utilize the eCampus system, you will need to request a "section" for each of your classes about a week before the semester starts. To do so, simply go to: http://ecampus.tamu.edu/ and follow the instructions. ITS offers very helpful training classes on using eCampus both as in-person workshops and through online modules.

Newer and more established faculty alike (the former more than the latter, perhaps) use the above technologies in their classes, and they can be a useful resource for finding help and answers to your questions. An increasing number of faculty use eCampus for a variety of course-related tasks, many use turnitin.com as a plagiarism prevention tool, and some use the CPS/clicker system for electronic in-class assessments. Many use PowerPoint for in-class presentations and some use mediamatrix (see below under Libraries) for showing films.

Books: Several months before the start of the semester, book orders for classes will be due (a reminder will be sent). You are encouraged to submit your book list directly to the A&M bookstore, located in the Memorial Student Center. To submit your order, go to the MSC bookstore homepage, (http://tamu.bkstore.com), click the 'faculty' tab and then follow the instructions. Because many students buy their books online or in off-campus bookstores, the MSC does not order enough books for all the students enrolled in your classes. Usually this does not present a problem, but it never hurts to double check that the university bookstore has received your book order and, indeed, ordered the correct books. Take a walk over to the MSC or follow-up with the manager of the bookstore.

Libraries: The main library (Evans) is conveniently located immediately facing the Glasscock building. The library has a number of useful services for patrons, including a utility called "Get It for Me," available on its homepage (http://library.tamu.edu). This service allows you to request
materials from other libraries (like a traditional interlibrary loan), but also allows patrons to request chapters or articles in electronic format (.pdf's) from other repositories or from within the A&M libraries. The library also maintains active subscriptions with thousands of databases, journals (print and electronic), and other resources. These are generally accessible to faculty free of charge from on or off campus (using your NetID and password).

The Cushing Library, which contains rare materials and special collections, may also be of interest to you. Its holdings include a wide variety of materials on the history of the university, military history, and a several other specialties. Cushing librarians are interested in interacting with faculty and their students and welcome class visits. See their site at: http://cushing.library.tamu.edu.

In addition to the print and electronic resources available through the A&M library system, we are fortunate to have a large collection of media resources. The Media and Reserves department (housed in the library annex on the fourth floor) is a repository of films, television shows, music, and other materials that can be checked out, presented in one of their various showing rooms, or streamed online. The coordinator of the Media and Reserves department and can assist you in reserving films, arranging showing times and locations, and getting materials on Mediamatrix, the online utility with which students can view films assigned in class on their home or campus computers.

Course reserves are also handled at Media and Reserves in the library annex. The library will place hard copies of books and articles on reserve for you. They also create e-Reserves if given enough notice before materials need to be available. This is a useful (and cheap) alternative to using course packs, which have become increasingly rare. The Media and Reserves staff can scan and post materials from the library’s collections or from your own personal collection, when provided with them in plenty of time. Generally, they will send out email reminders each term about getting materials selected and ready for the next term. Students have free access to e-Reserves materials for each course in which they are enrolled using their NetID and password. Some may complain, however, that “the server was down” when they tried to access documents, especially at busy times of the semester so it is helpful to remind your students to get their documents early. You can set up your course reserve requests yourself online at: http://library.tamu.edu/services/media-reserves.

Another very useful resource at the library is Joel Kitchens (jdkitchens@tamu.edu). He maintains the library's web resources for history, including class and research guides, provides "labs" for history students (particularly useful for 280 and 481), and is generally a terrific source of information and advice on finding and using the resources available through the A&M library system. He has created a webpage specifically for resources relevant to history classes which in available via the library homepage. You can access that webpage by going to the library homepage, clicking “subjects” under Research Guides and then clicking the “history” tab.

Teaching Evaluations: In accordance with state law and university rule, Texas A&M requires computer read teaching evaluations. Approximately three weeks before the end of the term, a staff member will place a manila envelope with the appropriate number of Scantron forms for your course in your departmental mailbox. It is important for you to devote approximately 20
minutes of class time sometime before the end of the semester for the students to complete the ‘bubble questions,’ and to provide written comments on the back of the form. Pencils are available in the office for you to take to class. While students are filling out the evaluations, you should not be present in the room; you should instead ask a student to distribute/collection the forms and return them (and the pencils) to the departmental office.

In addition to these Scantron forms, you should feel free and are encouraged to develop an open-ended series of questions asking students to comment on their experience in your class. You may administer this supplemental evaluation at any point in the term, online or on paper, and may find them more useful than the university evaluations in terms of course planning and revision. An on-line evaluation system (“PICA”) is also available for students to provide you with mid-term and end-of-term evaluations.

**Research**

Revising the Dissertation: At some colleges, faculty may be encouraged to let the dissertation "rest" before revising it for publication as a scholarly monograph. That is not the case at Texas A&M. Your primary objective during the first three years should be to revise the dissertation and place the manuscript with an appropriate academic press. Your peers inside and outside the department can offer you helpful ideas about which presses might best suit your field and have the highest standing in the discipline. You may find it useful to begin talking with editors as soon as possible. Even before you have revised the dissertation, do not hesitate to introduce yourself and your work to editors at academic conferences and other venues. These can be important contacts as your work advances.

There are two items that you will be asked to compile during your first semester.

1) **Annual Report**- On or about December 1, you will receive a “Faculty Member’s Annual Report” form, which all faculty members are required to complete and submit by January 20. Your completed form will detail the academic activities and accomplishments of the previous calendar year and will serve as the primary documentation not only for evaluation of job performance but also for merit raises for the next academic year. Around mid-March, the department's executive committee (made up of six elected members) will evaluate the faculty with the objective of locating each member in the appropriate category of performance using a five-point scale: 4 = Superior; 3 = Excellent; 2 = Commendable; 1 = Satisfactory; 0 = Unsatisfactory. Typically, areas of responsibility will be weighted as follows: Research 60%, Teaching 20%, Service 20%. On the basis of the completed evaluations and after consulting the executive committee, the department head will recommend specific salaries to the dean when the university budget becomes known. When the recommendations have been approved by the Board of Regents, usually by mid-August, the department head will notify each faculty member of their respective salaries. For a detailed description of this process, see “Procedures and Criteria for Annual Merit Performance Evaluation and Review,” located at the bottom of the department’s website.
2) **Tenure and Promotion File:** This file may at first seem to duplicate much of your Annual Report and is also due in mid-January—and thus invariably serves as a source of confusion for new faculty. And in fact, faculty and administrators often use the terms Annual Report, Annual Review, and T&P review interchangeably. In contrast to the Annual Report, only assistant professors assemble a Tenure and Promotion File. In every year of your probationary period, in February, the tenured faculty in the department use this file to evaluate assistant professors and monitor their progress toward tenure and promotion. The third year review (or “midterm review”) requires a more formal procedure involving evaluations not only by the tenured faculty, but also the department head and the dean. And in October of one’s sixth year, the cumulative file serves as the basis for one’s tenure and promotion review—again, by the tenured faculty, the department head, and the dean.

Preparing this file each year is a building project. It is to your great advantage to start assembling your tenure and promotion file in your first year on the faculty. By the time of your third-year review and then by the all-important sixth-year review, you should have the necessary documentation at hand and in order, which in turn should allow you to reduce the stress normally associated with the tenure and promotion process.

The information that you should include in this file is very much the same that you put in your Annual Report, only you need to present it in a different form—a series of files each labeled and containing a specific kind of information.

I. **The first file should be your personal statement** of no more than 3 pages (single-spaced, 10 or 12 point font). In it you should write about what you have done and plan to do in the future in regard to research, teaching, and service.

**Contents of the personal statement:**
- In the research component of your personal statement (which should be longer and more detailed than the other two components), you should describe what you have published in the past year, discuss the status of forthcoming publications, describe the research you are conducting, and discuss your plans for future research and publications. This description typically includes a discussion of articles and/or book manuscripts that have been submitted for publication and papers delivered or to be delivered at academic conferences. Pay special attention to the progress you have made on revising your dissertation—new research, additional chapters, revised sections of chapters, etc. In this section you should also clearly articulate the scholarly significance and impact of your research agenda and specific publications. Do not be timid about seeking advice from your colleagues—including (or especially) those who have recently received tenure and the department head.

- In the teaching component, you should discuss your approach to teaching and the courses you have offered here at A&M. You should also identify any new courses that you hope to develop in the future. You can draw attention to innovative
methods and/or materials you employ in your classroom(s) and discuss ways that you intend to improve and strengthen your teaching.

-In the service component, you should identify book reviews you have published, the committees you have served on here at A&M, and any other professional service that you have been engaged in such as committee work for professional organizations or acting as referee for articles in scholarly journals or manuscripts for presses/publishing companies.

The personal statement is a crucial component to your tenure and promotion file. Take it seriously and try to improve each year—so as to master the craft by year six, when it really counts.

II. The second file should contain your curriculum vita arranged as directed in College of Liberal Arts, “Faculty Review, Tenure and Promotion Procedures,” pp. 9-10: http://liberalartscommunity.tamu.edu/docs/Bjobling/TenurePromotionGuidelines.pdf.

Following the guidelines outlined in the above website, you should include a section listing all publications, separating refereed articles from those which were not refereed. You should also separate articles that have been published in scholarly journals from book chapters, essays in reference works, book reviews, and articles in quarterly bulletins, magazines, or newspapers.

Your vita should also include a section identifying your research in progress, another section listing the grants that you have applied for, and another section listing the professional organizations to which you belong.

The teaching component of your vita should include a complete list of courses by semester that you have taught since arriving at A&M and the enrollments for each of these courses. You should also list all independent studies projects that you have directed. (This includes both undergraduate 485s and graduate 685s). And finally, it should include a list of graduate committees on which you have served and graduate committees that you have chaired. Note: During your first semesters, you will not be expected to serve on graduate committees, so don't worry if you haven't done so.

The last item in your vita should be a list of ways you have served the department, the college, the university, and the profession.

The formal vita is required only for the third and sixth year reviews, but we ask that you follow the college guidelines every year so that the process becomes routine by year six. Ask your colleagues or department head for assistance!
III. Subsequent files providing supporting documentation

The files in this section are meant to serve as documentation for items that you have mentioned in your personal statement and your vita. Every line on your C.V. should have a corresponding document to support it (with the exception of your diploma and employment contract.) See Appendix A for a more detailed list of items you should/can include among these documents.

A. The first file in this part of your packet includes documents supporting your research file. In it you should place all of your publications such as monographs, articles, and book chapters, and conference papers as well as drafts of articles that you have submitted or that have been accepted. Please include as well a copy of your dissertation until you have the revised version published and in hand. Also include copies of correspondence with journal editors and editors at university presses or trade presses relating to those manuscripts. If the material has already been refereed, include the referees’ reports and your response to the referees’ reports as well as any letters or e-mails calling for further revision. Be sure to include letters indicating that your book or article has been accepted for publication with an estimate or expectation of when the book or article will be published. You can also include any requests for your work from others in your field such as requests for book chapters.

B. The second file in your packet should include documents related to grants and fellowships. In it you should include copies of all of your grant and fellowship application materials. If you have been awarded a grant or fellowship, include the email and/or letter that indicates the amount of the award and the dates it covers.

C. The third file in your packet should include the following documents related to your teaching: the syllabus for each class that you have taught as well as all quizzes, exams, and assignments. Include in this file also the summary portion of your course evaluations,

D. The fourth file in your packet should contain additional teaching support documents. On occasion, you may get an unsolicited letter/email from a student who so enjoyed your class that he/she felt compelled to say so in writing. KEEP THESE unsolicited words of praise and put them in your teaching file. They will not carry as much weight as your teaching evaluations and your students' comments but they are, nevertheless, an indicator of your success in the classroom.

E. The fifth file in your packet should include documents related to service. When you receive letters pertaining to service (thank you letters for serving on committees, invitations to deliver scholarly presentations on or off campus, correspondence relating to chairing, commenting on, or otherwise organizing
a conference panel, etc.), KEEP THEM and include them in this file. If you participated in professional conferences, photocopy the pages from the programs indicating the panel on which you participated and put them in this folder.

Note: There are some items that do not need to be included in your packets. They include salary letters, annual salary rankings made by the department's executive committee, and the annual report that you turned in for salary purposes. The information contained in your annual report should already be included in your personal statement and/or your vita.

Sample helpful hints from your colleagues regarding this process:

1. Keep a paper trail from the moment you arrive. You may want to print and file relevant emails, letters, and other documents as you receive them rather than searching for them in the weeks prior to delivering your packet of materials.

2. When you are putting together your annual tenure and promotion review files, do NOT be modest about your accomplishments. Toot your own horn, just as you did when you applied for this job.

3. It bears repeating: If you have questions about this process, ask the department head or another tenured faculty member. You might also consider asking a tenured faculty member(s) to look over your files before you turn them in. Tenured and untenured faculty may also be willing to share their files (particularly the personal statement and c.v.) with you as templates.

4. You will be asked to turn in this file in mid-January, often prior to the start of the semester. This is a particularly busy time of year, so to avoid feeling pressured, try to keep your material and c.v. updated so that you have less to do to prepare and submit it on time.

What happens next?

Once all the files have been turned in, the tenured faculty read them and then gather in February to discuss each junior faculty member's progress. They then vote on each untenured faculty member twice- one vote asks if the person is making satisfactory progress toward tenure; the second vote asks if the person should be renewed.

Based on the discussion and the votes, the department head will write a formal memorandum that will go in your permanent Tenure and Promotion file. In this memorandum, the department head will also provide his/her assessment of the candidate’s progress toward tenure and promotion. The head will provide you a copy of the memorandum and then meet with you to discuss it.

Appendix A: List of support documents for your Tenure and Promotion files.

Research

• DO include things from before you came to A&M, at least in your first annual review.
• **For print publications that have already come out in print form,** simply include the book/offprint/journal itself. This does mean you need to include in the file a complete (preferably) bound copy of your dissertation. Once the revised version is published—i.e., “the book is on the table,” then you no longer need to include the dissertation.

• **For publications that have come out in electronic form,** include a printout.

• **For accepted publications that have not yet come out** (always referred to as “forthcoming”), include a printout of the draft (just printing a Word document is fine) accompanied by printouts of the e-mail or letter you received telling you it was accepted, plus any details about when it may come out.

• **For publications that have been submitted but not yet accepted,** include a printout of the document and a printout of the e-mail confirming the submission.

• **For articles/chapters that are pretty much done but not yet submitted,** include a printout of the word document plus a note specifying what journal you are planning to submit it.

• **For articles/chapters that are underway but not close to done,** just leave them out; your vita has a place for listing current projects so you can detail your unfinished work there.

• **For past conference papers,** include a printout of the paper and either the pages from the original conference program or a printout or photocopy of the conference schedule showing your talk.

• **For upcoming conference papers,** include a printout of the confirmation e-mail saying it’s been accepted, and a printout of the paper if it’s finished.

• **For review articles,** these go in Service, not in Research.

• **Also include “evidence of the impact of your work” including:**
  - Reviews of your publications
  - Articles, in print or online, which cite your work.
  - E-mails or letters from publishers interested in your work, even if you choose not to work with them.
  - E-mails or letters from colleagues asking you to give talks or write reviews for their journals or be on scholarly councils, etc.
  - E-mails or letters from prominent scholars that indicate that they’ve heard of you and think your work is good.
  - Invitations to colloquia, conferences etc.
  - **NOTE:** you may not have anything on this list; if not, it is OK, but do look around. Searching your e-mail backlog may yield some things you had forgotten about.

**Grants**

• **DO include things from before A&M if you have documentation at least for the first year review.** For small past grants that you may not have the papers for, do not worry about it. For major past grants—a Fulbright, for example—definitely include it.

• **For each past grant,** include
  - A copy of any certificate or other official piece of paper you received telling you got the grant. If there’s no certificate, printouts of e-mails telling you that you received a grant are a fine substitute.
Any letters of support you have from host institutions.
A copy of the grant proposal or statement of purpose, though this is more important for grants you got at A&M than for earlier ones.
Note: On your vita, you should include the amount of your grants, past and present

- For each pending grant application, you should include a line on your vita indicating that you have applied for the grant, the amount of the award or stipend, the date you submitted the application and some indicator of the status (pending, wait-listed, etc.).
- NOTE: if this is a fairly skinny folder, that is OK the first year.

Teaching

- For each course you’ve taught at A&M (ignore all past teaching) include:
  - Syllabus
  - Any exams, essay assignments or other large graded assignments. Include a printout of the original assignment, not a completed student copy.
- For future courses you are developing to teach at A&M, include the syllabus.
- NOTHING ELSE goes in this folder.

Teaching Support Documents

- Once you have the official student feedback forms from your A&M teaching they go here.
- Include copies of the certificates for any teaching awards you’ve received, at A&M or elsewhere, or failing the certificate an e-mail or letter telling you got the award.
- If you have any, you can include student feedback forms for your teaching at past institutions.
- If you have received any unsolicited e-mails from students saying that they loved your class and you’re wonderful and brilliant etc., print those out and include them.

Service

- If you have practically nothing in this folder your first year, that is OK.
- Review articles you wrote, or that have been accepted but not yet printed, go here, with the same documentation you'd provide for research articles (i.e. physical copy if out already, acceptance e-mails if not, recruitment e-mail if you have not yet done it.)
- Editorial work you did goes here, again with the same documentation. Remember, if you have a printed version of the thing, no other documentation is necessary.
- If you were on committees at A&M, include the letter/e-mail asking you to be on it.
- If you did other random service at A&M, figure out a way to document it. For example, if you did Aggie ALLIES training, include your registration confirmation. If you corresponded with someone about improving the study abroad program, or organized a job talk for graduate students, print out the e-mails. If you helped with a Glasscock Center working group, put that here. If you have not done any of this, that’s totally understandable in the first year.
- If you did any high-profile service at earlier institutions, like helping to organize a conference or working group, include documentation from that.
- If you have any non-scholarly publications they go here, with the same documentation.
• If you have received any awards for other activities, they go here.
• If you have presented in non-academic contexts, or been interviewed, or been on TV talking about history, documentation goes here.
• If you are a member of any academic organizations (like the AHA) that goes here; try to find something you can print out to prove it, like a letter or e-mail from the secretary. It is especially important to document leadership activities within such organizations.

*REMEMBER: Your research is the most heavily weighted and carefully scrutinized aspect of your promotion and tenure files. It should constitute at least 50% of your personal statement and the physical file will be larger than those for teaching and service. Research, teaching, and service are NOT weighed equally. Chairing five conference panels and attending six teaching workshops does not "count" the same as publishing an article in a peer-reviewed journal. Thus, the majority of your time and effort (especially after you have settled in and established your teaching routine in the first semester) should be spent revising your manuscript, securing a contract with an appropriate academic press, and preparing your book for publication. As a result, you may have to turn down many requests for your participation in less meaningful professional activities. Some of these invitations may come from your colleagues in the department or from elsewhere. At every turn, keep your publication goals and schedule in mind and politely but firmly refuse anything you deem a distraction.

Additional Sources and Information

Department of History Bylaws:

http://history.tamu.edu/misc/bylaws.pdf

Annual Review, procedures and criteria:

http://history.tamu.edu/misc/Annual%20Review%20Procedures%202012%207%2012%206.pdf

Tenure and Promotion criteria and procedures:

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

http://history.tamu.edu/misc/HIST%20TP%20Statement.pdf

Faculty Handbook (Dean of Faculties):

Appendix J

Department Officers’ Responsibilities and Compensation
MEMORANDUM

TO: Lorien Foote  
    Professor  
FROM: David Vaught  
    Head of Department  
SUBJECT: Director of Graduate Studies

Thank you for agreeing to take on the job of Director of Graduate Studies in the Department of History. Your term of appointment begins September 1, 2016, and concludes on August 31, 2020. This memorandum outlines in broad detail your responsibilities and also lists how you will be compensated for your service.

Responsibilities

- chief advisor of graduate students
- chair, graduate committee
- supervision of associate director of graduate studies and graduate secretary
- serve as department representative on all college-level graduate committees
- serve as department representative regarding all matters involving the Office of Graduate and Professional Studies
- conduct graduate student evaluations
- supervision of TAs, including appointments
- work in conjunction with the associate department head regarding scheduling graduate seminars
- oversee all matters pertaining to the graduate curriculum
- serve as the department’s graduate assessment liaison
- advise the department head on all matters concerning graduate students, including budgetary matters
- assist the department head in identifying and training your successor
- work in cooperation with the department head to ensure the best interests of the department and the graduate program.

Compensation

- Reduced teaching load (one class per semester)
- One month summer salary starting summer 2017
- Funding to attend the Annual Meeting of the American Historical Association, pending budget constraints
• If you stay on the job for the full four-year term, you will receive one semester without teaching obligations
• You will be given appropriate consideration for a merit raise both on normal considerations of scholarship and teaching and your extra service as graduate director

April 20, 2017

MEMORANDUM

TO: Rebecca Hartkopf Schloss
    Associate Professor

FROM: David Vaught
    Professor & Head of Department

SUBJECT: Director of Undergraduate Studies

Thank you very much for agreeing to take the job of Director of Undergraduate Studies in the Department of History in Felipe Hinojosa’s absence. Your one-year term of appointment begins June 1, 2017, and concludes on August 31, 2018. This memorandum outlines in broad detail your responsibilities and also describes how you will be compensated for your service.

Responsibilities

❖ Supervise undergraduate advising
    ➢ Oversee syllabi review for transfer credits
    ➢ Facilitate assessment for undergraduate advisors (to incorporate into WEAVE online assessment and for yearly performance evaluations)
❖ Chair, Undergraduate Committee (with a voice in choosing members)
    ➢ Oversee matters related to the undergraduate curriculum
        ▪ Review program mission/program objectives/metrics/targets (WEAVE online assessment compliance for SACSCOC recertification)
        ▪ Course changes
        ▪ New courses
        ▪ Core Curriculum certifications for new courses
        ▪ Core Curriculum re-certifications for existing Core Curriculum Courses
        ▪ Facilitate end of semester program assessment
            • Distribute graduating senior evaluation rubric to all 481 instructors and incorporate data into WEAVE online assessment
            • Distribute automated Graduating Senior Exit Survey (qualtrics) and incorporate data into WEAVE online assessment
        ▪ Review HIST 481 syllabi/HIST 280 syllabi each semester
    ➢ Attend monthly UIC meetings and UCC meetings (as needed) and WEAVE assessment meetings (as needed)
Coordinate with Associate Department Head regarding semester course scheduling (taking into account history major degree requirements, balance of HIST 481/280 sections, courses to be scheduled for the Core Curriculum, etc.)

Facilitate “What To Do With a History Major”/professional development event each semester for undergraduates

Provide orientation for new GALs/lecturers each semester

Communicate with history majors via weekly update (History WAAG)

Provide undergraduate program update at monthly faculty meetings

Oversee History Honors program
  ➢ Track/communicate with eligible student candidates
  ➢ Coordinate with Mary Johnson to send a recruitment letter to ADMITTED potential Honors in History students (end of Fall and ongoing Spring)
  ➢ Send email/hard copy WELCOME letter to History Honors students prior to NSCs informing them of the program and HPR status
  ➢ Coordinate monthly events
  ➢ Attend monthly CLLA/HURAC meetings

Faculty Advisor to Phi Alpha Theta
  ➢ Track members
  ➢ Coordinate monthly events- History Events, Collections tours, Study Abroad presentations
  ➢ Coordinate with PAT officers regarding monthly meetings
  ➢ Coordinate yearly PAT induction ceremony (usually spring semester)

Co-Chair the Phi Alpha Theta/History Graduate Student Organization annual conference

Co-coordinate end of the semester History Student Recognition Ceremony

Communicate with guidance counselors at area high schools to help recruit future history majors

Represent the department at college and university undergraduate recognition events (PBK, Honors, etc.)
  ➢ Send congratulatory letters to PBK/etc. nominees

Signature authority (shared with Associate Department head)

Attend meetings/serve as proxy for department head

Other duties as needed

Compensation

• Reduced teaching load (one class per semester)
• One month salary summer 2017 and summer 2018
• You will be given appropriate consideration for a merit raise both on normal considerations of scholarship and teaching and your extra service as undergraduate director
March 28, 2017

MEMORANDUM

TO: Adam Seipp  
Professor of History

FROM: David Vaught  
Professor & Head of Department

SUBJECT: Associate Department Head

Thank you for agreeing to take on the job of Associate Department Head in the Department of History. Your four-year term of appointment begins September 1, 2017, and concludes on August 31, 2021. This memorandum outlines in broad detail your responsibilities and also lists how you will be compensated for your service.

Responsibilities

- course scheduling (with Robyn Konrad)
- maintain the schedule over the course of the semester (with Robyn Konrad)
- assist the department head in hiring full- and part-time lecturers and graduate assistant lecturers (GALs) as needed (in consultation with the Director of Graduate Studies)
- observe GALs, full- and part-time lecturers, and faculty in instructional titles in the classroom, write one-page evaluations of their teaching, and discuss your reports with them— once every fall semester as part of their annual performance reviews. Schedule additional visits, if necessary
- comment on T&P dossiers (personal statements, CVs, etc.) of 1st, 2nd, 4th, and 5th year assistant professors in January before they go “live” to the T&P committee
- signature authority—sign for the department head when he/she is out of the office
- serve as Acting Department Head in any extended absence of the department head (e.g., vacation)
- attend meetings (e.g., Executive Council) in the department head’s absence
- advise the department head on departmental matters
- other duties as needed

Compensation

- reduced teaching load—one course per semester
- one month salary in the summer
- Funding to attend the Annual Meeting of the American Historical Association, pending budget constraints
- If you stay on the job for the full four-year term, you will receive one semester without teaching obligations
- You will be given consideration for merit raises based on both your administrative and academic accomplishments.
April 22, 2016

MEMORANDUM

TO: Katherine Unterman
   Assistant Professor of History

FROM: David Vaught
       Professor & Head of Department

SUBJECT: Graduate Placement Director

Thank you for agreeing to take on the job of Graduate Placement Director in the Department of History. Your two-year term of appointment begins September 1, 2016, and concludes May 31, 2018 (renewable on a year-to-year basis as needed). This memorandum outlines in broad detail your responsibilities and also describes how you will be compensated for your service.

Responsibilities

- Serving as a full member of the department’s Graduate Committee
- Organizing one or two placement or professional development workshops per month during the Fall and Spring semesters (led, in most cases, by a combination of a senior and a junior faculty member).
- Arranging mock interviews for graduate students on the job market.
- Evaluating and providing feedback on job application materials prepared by graduate students—letter of application, cv, etc.
- Commenting on grant and fellowship applications prepared by graduate students.
- Coordinating the annual graduate recruiting weekend, normally held in February or March

Compensation

- Reduced teaching load (one course per year in the semester of your choice)
- You will be given appropriate consideration for a merit raise both on normal considerations of scholarship and teaching and your extra service as Graduate Placement Director
Appendix K

Faculty Publications, 2011-2017
Faculty Publications, 2011-2017

This bibliography is a comprehensive listing of significant publications between 2011 and 2017 by all faculty in the Department of History. It includes research monographs, edited volumes, novels, translations, teaching books (classroom books, pedagogy, textbooks), peer-reviewed journal articles, and book chapters. It does not include non-peer-reviewed articles, book reviews, encyclopedia entries, or introductions to edited volumes as separate book chapters.

Research Monographs


Kim, Hoi-eun. *Doctors of Empire: Medical and Cultural Encounters between Imperial Germany and Meiji Japan*. University of Toronto Press, 2014.


**Edited Volumes, Novels, and Translations**


Foote, Lorien, ed. *Historians and the American Civil War at the Sesquicentennial*. Special Issue of *South Central Review: The Journal of the South Central Modern Language Association* 33 (Spring 2016).


Seipp, Adam, ed. *1917 in History and Memory*. Special Issue of *The Journal of the South Central Modern Language Association* 34 (Fall 2017).

**Teaching Books** (classroom books, pedagogy, textbooks)


**Peer-Reviewed Articles**


**Book Chapters**


Cobbs, Elizabeth, “Fighting on Two Fronts: World War One, Women’s Suffrage, and John Pershing’s ‘Hello Girls,’” in Adam Seipp, ed. *1917 in History and Memory.* Special Issue of *The Journal of the South Central Modern Language Association* 34 (Fall 2017), 31-47.


Gunter, Rachel, “‘Without Us, It is Ferguson with a Plurality’: Woman Suffrage and Anti-Ferguson Politics,” in Jessica Brannon-Wranosky and Bruce A. Glasrud, eds.,


Seipp, Adam, “‘Hold On’ is the Order of the Hour’: Consent, Dissent, and Mobilization in 1917,” in Adam Seipp, ed. 1917 in History and Memory. Special Issue of The Journal of the South Central Modern Language Association 34 (Fall 2017), 58-72.


Appendix L

Current Tenured Faculty

Research Productivity, 2011-2017
### Full Professors

<table>
<thead>
<tr>
<th>Name</th>
<th>Monographs</th>
<th>Other Books</th>
<th>Articles</th>
<th>Book Chapters</th>
<th>External Grants</th>
<th>Awards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vaught (head)</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Livesay</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anderson</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Kamphoefner</td>
<td></td>
<td>1</td>
<td>6</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Linn</td>
<td>1</td>
<td>2</td>
<td>6</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Cobbs</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>6</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Broussard</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rosenheim</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dawson</td>
<td>1</td>
<td>4</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Reese</td>
<td>1</td>
<td></td>
<td></td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Johnson</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bouton</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kirkendall</td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foote</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Bickham</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seipp</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>6</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Coopersmith</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Blanton</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Hudson</td>
<td>1</td>
<td>1</td>
<td></td>
<td>2</td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

### Associate Professors

<table>
<thead>
<tr>
<th>Name</th>
<th>Monographs</th>
<th>Other Books</th>
<th>Articles</th>
<th>Book Chapters</th>
<th>External Grants</th>
<th>Awards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stranges</td>
<td>3</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lenihan</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resch</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brooks</td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alonzo</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hatfield</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dror</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Schloss</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parker</td>
<td>1</td>
<td></td>
<td>4</td>
<td>3</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Haefeli</td>
<td>1</td>
<td></td>
<td></td>
<td>3</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Hernandez</td>
<td>1</td>
<td>2</td>
<td>4</td>
<td>3</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Kim</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Hinojosa</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Schwartz</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Rouleau</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Unterman</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

(Source: Faculty Annual Report Forms and Internal Department Documents)
Appendix M

Faculty CVs (2-3 pp.)
ARMANDO C. ALONZO

Texas A&M University

Department of History, College Station, Texas 77843-4236
Phone: (o) 979-845-7176; (c) 979-224-2492 Fax: 979-862-4314
E-Mail: alonzo@tamu.edu

I. Education

II. Academic Employment
Associate Professor of History, Texas A&M University, Sept. 1999 to present.
Associate Professor of History, Thomas O’Connor Chair, St. Mary’s University, Aug. 2004-May 2005, (On-leave.)

III. Teaching Fields
U.S. History, Spanish Borderlands, Mexican American, and Texas, Hispanic Civil Rights in the 20th century

IV. Research Projects
My book project is a transnational history of Northern Mexico-Texas Borderlands that examines social, economic, and political connections for the period 1848-1942. It is under contract with the University of Texas Press at Austin.

V. Publications


VI. Professional Service

*Papers presented at professional meetings*


“Merchants along the Rio Grande, 1848-1900,” Caribbean and Atlantic History Conference, Texas A&M University, Bryan, Texas, October 23, 2015.


*Book Reviews*


*Other Public Service*

Committee Member, Program Committee for 2017 Annual Conference, Texas State Historical Association, Irving, Texas, March 2016.


Director, Symposium, The Evolution of the U.S. Southern Border: Immigration and Settlement, 1848-
Present, Texas A & M University, College Station, April 17-18, 2006. Budget, $10,000. Collaborative Project, Office of the Vice-President & Associate Provost for Diversity and Dean of Faculties.

**Consultant Service**


National Parks Service, Documenting the Chisholm Trail in Texas, 2010-’11, $54,000.

**Reader for University Presses and Academic Journals**

Texas Book Reviews, Center for the Study of the Southwest, Texas State University, San Marcos, Texas, 2014

Western Historical Quarterly, 2013


University of Texas, Austin, 2011

**Memberships in Professional Associations**

American Historical Association

Western Historical Association

Southern Historical Association

Texas State Historical Association

**VII. University Service**

Texas A&M Diversity Fellowships, Reviewer, 2016.

Member of Search Committee, Latino History, 2008-‘09

Member, Faculty Plagiarism Case, Office of Research Compliance, 2007-‘08

Member, Tenure Case of Dr. Carlos Blanton, Fall 2006

**IX. Honors, Grants and Fellowships**

**Honors**

Scowcroft Institute Faculty Research Grant, 2012, 2013

Fellow, Mexican American and Latino Research Center, Texas A & M, 2010-11

Fellow, Center for the Study of the Great Plains, University of Nebraska, 1995
TERRY H. ANDERSON
Professor of History and former Cornerstone Faculty Fellow, Texas A&M University

ADDRESS: Department of History, Texas A&M University, College Station, TX 77843-4236
8979 845-7157 FAX: 979 862-4314
e-mail tha@tamu.edu website: www.tamu.edu/history/faculty/anderson.htm

EDUCATION:
1978 Ph.D. Indiana University (History)
1973 M.A. University of Missouri (History)
1971 B.A. University of Minnesota (Psychology)

ACADEMIC EMPLOYMENT:
1979- Texas A&M University (TAMU), Professor, Associate, and Assistant
2016 Fulbright-Palacky University Distinguished Chair, Olomouc, Czech Republic, January to May
2012 Senior Fulbright Professor, Universitas Gadjah Mada, Yogyakarta, Indonesia, January-July.
2001-02 Mary Ball Washington Professor of American History, University
College Dublin, Ireland (Distinguished Fulbright Award)
1994-95 Fulbright Professor, Institute of American Studies, Northeast Normal University,
Changchun, China.
1991 TAMU-Koriyama, Japan.
1979-88 The Oral Historian, TAMU.
1986-87 Texas International Education Consortium, Institut Teknologi Mara,
Shah Alam, Malaysia.

PUBLICATIONS:
2006: TAMU College of Liberal Arts Research Award.

BOOKS:


EDITED WORKS:

*South Central Review* (an interdisciplinary journal of the Modern Language Association). Guest Editor of a special edition on 1968, in which I wrote one article and edited eight others that concerned the United States and Western Europe, vol. 16.4-17.1 (winter 1999-spring 2000).


(Recent) ARTICLES, BOOK CHAPTERS, and other Referred Publications:


33, issue 4 (December, 2008), 491-499, in a special edition on 1968 and the 1960s.


**TEACHING:**

**Distinguished Teaching Award**, College of Liberal Arts, 1984-85, Texas A&M. Nominated by students again in 2000. Departmental nominee for Fasken Chair in Distinguished Teaching, spring 2005.

Courses include the American Survey, U.S. and Vietnam War, United States Since 1945 (graduate and undergraduate), The 1960s (graduate and undergraduate), The 1960s and Beyond (graduate students), and Twentieth Century U.S. and the World.

**GRADUATE TEACHING:** To date, 10 PhDs, 2000-2017, with two revised dissertations published. One PhD Candidate now.


Invited Lectures: Dozens, from Texas to France, to Finland, to Norway, to China, to Indonesia, to Vietnam, to Australia, to Malaysia.

DAMON RANDOLPH BACH
Texas A&M University
CV

ADDRESS
711 Gibbs Street
Navasota, TX 77868

Texas A&M University
012 Glasscock
TAMU 4236
College Station, TX 77843
E-mail: dbach@tamu.edu
Phone: (979) 845-7151

EDUCATION

2013 Ph.D. Texas A&M University (History)
Major Field: Modern America
Minor Field: Latin America
Dissertation: The Rise and Fall of the American Counterculture: A History of the Hippies and Other Cultural Dissidents
Chair of Committee: Dr. Terry H. Anderson
Member: Dr. Andrew J. Kirkendall
Member: Dr. John H. Lenihan
Member: Dr. James Burk (Sociology)

2008 M.A. Texas A&M University (History)
Thesis: “The Prison Was the American Dream:” Youth Revolt and the Origins of the Counterculture
Chair of Committee: Dr. Terry H. Anderson

2002 B.A. University of Wisconsin-Madison (History)

ACADEMIC EMPLOYMENT

2017- Lecturer, Texas A&M University
2015-2017 Instructor of History and Political Science, North Central Missouri College
2014-2015 College of Liberal Arts Postdoctoral Fellow, Texas A&M University

PUBLICATIONS

Book Manuscript:

Hippies: The Rise, Journey, and Demise of the American Counterculture
Book Reviews:


GRANTS, FELLOWSHIPS, AND AWARDS

2016   Travel to Conference Grant, North Central Missouri College
2014   College of Liberal Arts Postdoctoral Fellowship, Texas A&M University
2012   Texas A&M University Dissertation Fellowship
2010   Travel Grant to Fund Research, Center for Communal Studies and David L. Rice Library, University of Southern Indiana
       Charles C. Keeble ‘48 Graduate Dissertation Fellowship, Department of History, Texas A&M University
2009   Travel to Conference Grant, Melbern G. Glasscock Center for Humanities Research, Texas A&M University
       Graduate Student Travel to Conference Grant, Department of History, Texas A&M University

PRESENTATIONS


TEACHING EXPERIENCE

Texas A&M:

History of the United States to 1877
History of the United States Since 1877
World History to 1500
World History Since 1500
International Developments since 1918
Sex and Sexuality in History (Cross-listed with Women’s Studies)

North Central Missouri College:

United States History Since 1877
Introduction to National Government
General Sociology
World Regional Geography

CERTIFICATIONS AND PROFESSIONAL TRAINING:

Professional Certificate in Online Teaching (Awarded at Texas A&M)

PROFESSIONAL ORGANIZATIONS:

American Historical Association
Organization of American Historians
American Culture Association

PROFESSIONAL SERVICE:

2016 Search Committee, Psychology Instructor; Technology Committee; Institutional Aims Committee; Committee aimed at recruiting and retaining quality faculty; North Central Missouri College
2011 President of Second Annual Texas A&M History Graduate Student Conference Planning Committee
2010 Departmental Round Table Career Panelist for Dr. Adam Seipp’s History 280 course, speaking to undergraduates contemplating a career in history, Texas A&M University, September 27.
Vice President, History Graduate Student Organization, Texas A&M University

OTHER EXPERIENCE:

2002-2005 U.S. Navy, Communications Officer and Gunnery Officer, USS Taylor (FFG-50). Honorable Discharge.
Brief CV (as of 11/1/17)

DR. CARLOS KEVIN BLANTON
Department of History
Texas A&M University—4236
College Station, TX 77843–4236
Email: ckblanton@tamu.edu
Phone: (979) 845-7151

PERSONAL
Full time Academic Employment
History Department, Texas A&M University, College Station, TX
  Professor, 2016–present
  Associate Professor, 2007–2016 (Assistant Department Head, 1/10 to 6/11)
  Assistant Professor, 2001–2007

Chicano/Latino Studies Department, Portland State University, Portland, OR
  Assistant Professor, 1999–2001

Higher Education
PhD, 1999, History (John Boles), Rice University
MA, 1995, History, Southwest Texas State University (now Texas State University-San Marcos)
BA, 1993, History & Pol. Sci., Texas A&I University (now Texas A&M University-Kingsville)

RESEARCH
Awards and Honors
2017 Winner, Glasscock Center for Humanities Research Faculty Fellowship, Texas A&M University, Spring 2017, for Between Black and White

2016 Winner, NACCS Book Award for the best book in Chicano Studies by the National Association of Chicana and Chicano Studies for George I. Sánchez

2010 Winner, Bolton-Cutter Award for best article on borderlands history by Western History Association for "Citizenship Sacrifice"

2005 Winner, Coral Horton Tullis Award for best book in Texas History by Texas State Historical Association for Strange Career of Bilingual Education

2005 Honorable Mention, Outstanding Book Award by History of Education Society for Strange Career of Bilingual Education

Works in Progress
Monograph, Between Black and White: The Chicana/o in the American Mind (project in research phase).

Monographs


Edited Book

Journal Articles


Book Chapters

"Deconstructing Texas: The Diversity of People, Place, and Historical Imagination in Recent Texas History" in Beyond Texas Through Time: Breaking Away from Past Interpretations, Buenger and De León, eds. (College Station: Texas A&M University Press, 2011): 179–220.

**Encyclopedia Entries**


**Book Reviews (40)**

**Conference Presentations and Invited Lectures (33)**
Cynthia A. Bouton  
Professor  
Department of History, Texas A&M University

Education  
B.A. 1976  Colgate University (major: French Literature; minor: History)  
M.A. 1979, Ph.D. 1985  State University of New York at Binghamton (History)  
1973-4  Université de Dijon, France (French Literature)

Academic Positions  
2012-  Professor, History, Affiliated Faculty, WGST, Texas A&M University  
1993- 2012  Associate Professor, History, Affiliated Faculty, WGST, Texas A&M University  
1987-93  Assistant Professor, History, Texas A&M University  
1986-87  Assistant Professor, History, Antioch College, Yellow Springs, OH  
1985-86  Assistant Professor, History, College of Charleston, Charleston, SC

Major Awards and Honors  
2010  Eisenberg Institute for Historical Studies, Residency Research Fellow, University of Michigan, Ann Arbor, MI (Spring Semester)  
1994-96  Humboldt-Stiftung Transatlantic Research Cooperation Grant (co-PI)  
1993-95  National Endowment for the Humanities Collaborative Projects Grant (co-PI)  
1992-95  Council for European Studies Research Planning Group Grant (co-PI)  
1992  Association of Former Students Distinguished Teaching Award, College of Liberal Arts, Texas A&M University

Publications  
Books  

Articles  

Book Chapters:


Journal Special Issue or Edited Volume:


Other Fellowships and Research Grants (from outside TAMU)

2015 New England Fellowship Research Consortium Grant
               Hagley Foundation Research Grant

2012-13 Filson Historical Society Research Fellowship

2011-12 New Orleans Center for the Global South Research Fellowship, New Orleans, LA
               Kentucky Historical Society Scholarly Research Fellowship, Frankfort, KY
               Newberry Library Short-Term Fellowship for Individual Research, Chicago, IL
               American Society for Eighteenth-Century Studies (ASECS) Fellowship, Library Company of Philadelphia, PA
               Henry Belin DuPont Research Grant, Hagley Library, Wilmington, DE
               Lord Baltimore Research Fellowship, Maryland Historical Society, Baltimore

Invited Lectures (recent)

2015 “Subsistence, Society, Commerce, and Culture in the Atlantic World in the Age of Revolution,” invited talks, Connecticut Historical Society; Massachusetts Historical Society; Colonial Society of Massachusetts, Boston, MA


2013 “Le regard d'une historienne américaine” Colloque international: Les émeutes de 1847 à Buzançais, Buzançais, FR

HIST Courses: Age of Revolution in the Atlantic World; Iberian World; Historian’s Craft; Senior Seminar; French Revolution & Napoleon; survey courses

WGST-HIST Courses (cross-listed): Modern European Women’s and Gender History (undergraduate); Gender and Sexuality in History (graduate)
Personal Vita
Charles E. Brooks

Personal:
Home Address: 3001 Pierre Place
College Station, Texas 77845
(409) 693-6691

Office: 111a Glasscock Bldg.
Dept. of History
Texas A&M University
College Station, Texas
77843-4236
(409) 845-7193

Education:
State University of New York at Buffalo
Ph.D. in History, September, 1988

State University College at Buffalo
M.A. in History, May 1977

State University College at Buffalo
B.A. in History, May 1973

Positions:
Associate Professor of history at Texas A&M University, Sept. 1995 to present.

Assistant Professor of history at Texas A&M University, Sept. 1989 to May 1995.

Lecturer at State University College at Buffalo, January to May 1989. Supervised student
teachers in social studies education.

survey courses in American history and an upper level undergraduate course on the origins
of the U. S. Constitution.

Teaching Assistant and full time student at SUNY Buffalo, Sept. 1983 to May 1987.

Part time Instructor in History and Social Studies Education Department at State University

Director of Education, Buffalo and Erie County Historical Museum, October 1978 to August
1983.
Papers Presented:
“‘Never consent to a system which would reduce white labor to nothing’: Texas Yeoman Attitudes toward Slavery on the Eve of the Civil War” at the Fostering Community Through Applied History Conference, October 22-23, 1999.
“‘He has put himself off on the regiment--by force’: John Marshall and the Fourth Texas Regiment” at the East Texas Historical Association Spring Program, February 22-23, 2002.

Books:
Citizen Soldiering, and Popular Constitutionalism in the Confederacy. Book manuscript in progress.

Articles:
“The Social and Cultural Dynamics of Soldiering in Hood’s Texas Brigade.” In Ethan Refuse, ed., The Civil War, 45-82. The International Library of Essays in Military
“Popular Sovereignty in the Confederate Army: The Case of Colonel John Marshall and the
Fourth Texas Regiment.” In Aaron Sheehan-Dean, ed. The View from the Ground:
Experiences of Civil War Soldiers, 199-225. Lexington: University Press of Kentucky,
2007.
“Leadership, Command, and Soldiering in Hood’s Texas Brigade.” In Ralph A. Wooster and
Robert Wooster, eds. Lone Star Blue and Gray: Essays on Texas and the Civil War, 260-

Honors and Awards:
Winner of the Ralph W. Hidy Award for the best article published in Forest & Conservation
History during 1995.
Distinguished Teaching Award, College of Liberal Arts, 2002.
University Research Grant, Program to Enhance Scholarly and Creative Activities, 1998.
CURRICULUM VITAE

ALBERT S. BROUSSARD

Department of History
Texas A&M University
College Station, TX 77843

EDUCATION:

Stanford University 1969-1973 B.A., History


Duke University 1975-1977 Ph.D., History

RESEARCH:

Books:


American History: The Early Years to 1877 with Donald A. Ritchie (Glencoe/McGraw Hill, 1997).


The American Republic to 1877 with Joyce Appleby, Alan Brinkley, James A. McPherson, and Donald A. Ritchie (Glencoe/McGraw Hill, 2002).


United States History and Geography with Joyce Appleby, Alan Brinkley, James McPherson, Donald Ritchie (Columbus, OH, McGraw Hill, 2013).

Articles/Essays:


“Percy H. Steele, Jr., and the Urban League: Race Relations and the Struggle for Civil

“African Americans in the West,” Journal of the West 44 (Spring, 2005). Voted best issue of the year by editors of the Journal of the West


“El Movimiento por los derechos civiles y la lucha de los negros por la libertad, 1945-1968,” in El Color de La Tierra: Minorias en Mexico Y Estados Unidos eds., Barbara Driskoll de Alvarado and Paz Consuelo Marquez-Padilla (Mexico: Universidad Nacional Autonoma de Mexico, 2001),

“Local History and Beyond: Black Urban Communities Revisited,” Locus, Regional and Local History of the Americas 7 (Spring 1995), 171-77.


“George Albert Flippin and Race Relations in a Western Rural Community,” Midwest Review 12 (1990), 1-15. won prize as the best article of the year.


“Strange Territory, Familiar Leadership: The Impact of World War II on San Francisco’s Black Community,” California History 65 (March, 1986), 18-25, 70-73.

“Slavery in California Revisited: The Fate of a Kentucky Slave in Gold Rush

“Organizing the Black Community in the San Francisco Bay Area, 1915-1930,” Arizona and the West 23 (Winter, 1981), 335-54.

HONORS/SERVICE
Vice-President/President Elect, Society for Historians of the Gilded Age and Progressive Era, 2017-present
Frederick Jackson Turner Book Prize Committee, Organization of American Historians, 2015-16
Humanities Texas Board of Directors, 2006-11, 2013-16
Board of Editors, Pacific Historical Review, 2007-11
Program Committee, Western Historical Association, 2008
Nominating Committee, Southern Historical Association, 2005
Langston Hughes Professor of American Studies, University of Kansas, 2005
Turentine Jackson Book Prize Committee, Western History Association, 2005-2006
Charles Sydnor Book Prize Committee, Southern Historical Association, 2004
Director of Graduate Studies, Texas A&M University, 2000-2003
Texas A&M University Distinguished Faculty Lecturer, 1999-2000
Distinguished Teaching Award, Texas A&M University, 1997
President, Oral History Association, 1992-93
Associate Department Head, Texas A&M University, 1989-1994
Chair, Nominating Committee, Organization of American Historians
Advisory Editor, The Handbook of Texas, 1985-1997
National Endowment for the Humanities Research Award, 1984-85
American Philosophical Society Research Award, 1982
David J. Cameron, Ph.D.

21514 Bridge Light Ln
Katy, TX 77449
281-740-2704
davidcameron@tamu.edu

Department of History
TAMU 4236
Texas A&M University
College Station, TX 77843-4236

EDUCATION:

Texas A&M University, College Station, TX (2012-2017)
Doctor of Philosophy in History (August 2017)
Dissertation Committee: Felipe Hinojosa (Chair), Carlos Blanton,
Angela Hudson, April Hatfield, Joseph Jewell


University of Houston – Clear Lake, Houston, TX (2010-2012)
Master of Arts in History (May 2012)
Thesis Committee: Adam Hodges (Chair), Daniel Haworth


Texas A&M University, College Station, TX (2000-2005)
Bachelor of Arts in History, Communication Minor (December 2005)

SCHOLARLY ACTIVITY:

Articles in Refereed Journals:

“‘With Their Own People’: Mexican American, African American, and Anglo Baptists in Texas,” Baptist History and Heritage 50, no. 3 (Fall 2015): 53-66. (Winner of the 2015 Norman W. Cox Award)

Book Reviews:

Conference Presentations:


“With Their Own People’: Latina/o, African American, and Anglo Baptists in Texas, 1900-1965,” Fifth Annual Texas A&M History Conference, College Station, TX, March 28-29, 2014.


Invited Presentations:


HONORS, AWARDS, AND FELLOWSHIPS:

Summertime for Advancement in Research Fellowship, College of Liberal Arts, Texas A&M University, June-August, 2016.

Norman W. Cox Award for the Best Article Published in the Baptist History and Heritage Journal in 2015, Baptist History and Heritage Society, Macon, GA.

Portal to Texas History Research Fellowship, UNT Libraries, University of North Texas, 2016.

Department of History Dissertation Research Fellowship, Texas A&M University, 2015

Vision 2020 Dissertation Enhancement Award, College of Liberal Arts, Texas A&M University, 2015

Dissertation Research Fellowship, Ron Stone Foundation for the Enhancement and Study of Texas, Texas A&M University, 2014

Catarino and Evangelina Hernández Research Fellowship in Latino History, Texas State Historical Association, 2014

Lynn E. May, Jr., Study Grant, Southern Baptist Historical Library and Archives, Southern Baptist Convention, Nashville, TN, 2014

Outstanding Graduate in the College of Human Sciences and Humanities, University of Houston – Clear Lake, 2012

ACADEMIC POSITIONS:

Lecturer (2017- )
History Department, Texas A&M University

Graduate Lecturer (2016-2017)
History Department, Texas A&M University

Graduate Assistant Teacher (2012-2016)
History Department, Texas A&M University
Curriculum Vitae
Elizabeth Cobbs, Ph.D.

Education
Ph.D., Stanford University, Department of History, 1988
  Major Field: United States
  Minor Field: Latin America
M.A., Stanford University, Department of History, 1984
B.A., University of California, San Diego, 1983
  Summa Cum Laude with High Distinction in Literature

Present Position
Melbern G. Glasscock Chair in American History,
Texas A&M University

Academic and Literary Honors
2017-   Senior Fellow, Hoover Institution, Stanford University
2015-2017  Research Fellow, Hoover Institution, Stanford University
2010-2014  National Fellow, Hoover Institution, Stanford University
2009   “Director’s Mention,” Langum Prize in American Historical Fiction
2009   San Diego Book Award, “Best Historical Fiction”
2006   “William Jefferson Clinton Lecture,” University College Dublin
2003-2004  Fulbright Distinguished Professorship, Mary Ball Washington Chair,
            University College Dublin, Ireland
1997   Bernath Lecture Prize, Society for Historians of American Foreign
        Relations (SHAFR)
1993   Stuart L. Bernath Book Prize, SHAFR, for best first book on the history
        of U.S. foreign relations
1993   Fellow, Woodrow Wilson International Center for Scholars,
        Washington, D.C.
1989   Allan Nevins Prize, Society of American Historians, for Best
        Dissertation on U.S. history
1986   David Potter Award, Outstanding History Graduate Student, Stanford

Teaching Awards
2012   “Most Influential Teacher,” Department of History, San Diego State University
2006   “Most Influential Teacher,” Department of History, San Diego State University

Other Awards
1983   “Outstanding Senior,” UCSD Alumni Association
1980   John D. Rockefeller III Youth Award ($10,000), for a “significant contribution
        to the well-being of mankind,” Rockefeller Foundation, New York. Only one of
        these awards was given annually, worldwide
1978   Robert F. Kennedy Memorial Fellowship, Washington, D.C.
1978   Award for “Service to San Diego Youth,” City of San Diego

Government Service:
Member, Historical Advisory Committee, U.S. State Department (1999-2005)
CV, Elizabeth Cobbs, p. 2

Books

2017  The Hello Girls: America’s First Female Soldiers
      Cambridge: Harvard University Press


Filmmaking

2016  Producer and Scriptwriter, Documentary film “American Umpire,” Shell Studios, LLC. American Public Television, WETA-Washington,

Op-Eds, Journal Articles, Encyclopedia Entries, and Book Chapters (Past Two Years)


**Book Reviews (Past Two Years)**


2016  

Previous Academic Positions

1998-2015  
Dwight E. Stanford Professor of History, San Diego State University

1989-1998  
Associate and Assistant Professor of History, University of San Diego

1988-1989  
Lecturer, University of California, San Diego
CURRICULUM VITAE
Jonathan C. Coopersmith

Department of History
Texas A&M University
College Station, Texas 77843
(979) 845-7151
862-4314 fax
j-coopersmith@tamu.edu
people.tamu.edu/~j-coopersmith
http://historynewsnetwork.org/blog/author/42

ACADEMIC EMPLOYMENT

Tokyo Institute of Technology
Fulbright Visiting Lecturer/Researcher 2008-09

Texas A&M University
Professor 2016+
Associate Professor 1995-2016
Assistant Professor 1988-95

Virginia Polytechnic Institute and State University
Visiting Assistant Professor summer 1987

EDUCATION

Oxford University
D.Phil., Department of Modern History 1985

Princeton University
A.B., History and Philosophy of Science Program 1978

RESEARCH AREAS

Failure and technology
Fraudulent and frothy firms in emerging technologies
History of technology maturity assessment
Pornography and communications technologies
History of the facsimile machine, 1843-2010
CONFERENCE ORGANIZER
NSF-funded conference, “To Boldly Preserve: Ensuring the Future of Space Archives,”
March 1-2, 2018, American Institute of Physics, College Park, Maryland.

BOOKS

https://muse.jhu.edu/book/46089


ARTICLES


“Old Technologies Never Die, They Just Never Get Updated,” International Journal for the History of Engineering and Technology 80:2 (July 2010), 166-82.


HONORS

Institute of Electrical and Electronic Engineers (IEEE)
   Senior Member 2015

American Association for the Advancement of Science
   Fellow elected for distinguished contributions to the history and philosophy of science and technology, as well as for dedicated leadership to the AAAS Section on History and Philosophy of Science 2014

Society for the History of Technology
   Sally Hacker Prize for “exceptional scholarship that reaches beyond the academy toward a broad audience” to Technology in World History, editor W. Bernard Carlson and co-contributors 2009

PROFESSIONAL SERVICE

Faculty Senate,

Working Group on Science and Technology, Glasscock Center
   Organizer, 2017

Digital Humanities Working Group (née Humanities Informatics Working Group),
   Member, 2005-17

Texas A&M University Chapter, American Association of University Professors (AAUP)
   President and co-founder, 1997-98; President, 1999-2000; Secretary-Treasurer, 2001-08; Vice-President, 2014-17

Society for the History of Technology
   Member, Executive Council, 2013-15; Nominating Committee, 2009-11; Editorial Committee, 2000-05; Program Committee, 1994-96; Institute of Electrical and Electronic Engineers Prize Committee, 1991-93; Robinson Prize Committee, 1990-1992

American Association for the Advancement of Science Section on History and Philosophy of Science,
   Secretary, 2004-2012; Member-at-Large, 2000-2004

BLOG

JOSEPH G. DAWSON III

Department of History/4236
Texas A&M University
College Station, TX 77843-4236

Ph.D. in History, Louisiana State University, 1978
M.A. in History, Louisiana State University, 1970
B.A. in History, Louisiana State University, 1967

Present Position: Professor of History, 2000-currently
Department of History
Texas A&M University

Previous Positions: Visiting Professorship, 2012-2013
Charles B. Ewing Chair & Visiting Professor of History
Dept. of History, U.S. Military Academy, West Point, NY.

Director, Military Studies Institute, 1986-2000
Associate Professor of History, 1985-2000
Dept. of History, Texas A&M University, College Station.

SELECTED PUBLICATIONS

Army Generals and Reconstruction: Louisiana, 1862-1877.
Winner, Kemper Williams Book Prize for best work published on Louisiana history in 1982, awarded by the Louisiana Historical Assn.

Roger J. Spiller, editor; T. Harry Williams, consulting editor.

editor, The Louisiana Governors: From Iberville to Edwards.

editor, Commanders in Chief: Presidential Leadership in Modern Wars.
[published in the Kansas Press Modern War Studies Series].

SELECTED PUBLICATIONS (continued): Dawson, p. 2

Winner of the Robert D. Heinl Award for best article on Marine Corps history, awarded by the Marine Corps Heritage Foundation in 1999.


**Graduate Student Committees:**

Dawson, p. 3

As Chair, 18 Ph.D. students:

John Blair, 2016. Staff Archivist, George H. W. Bush Library, College Station, TX.
*David Bath, 2015. Veterans Program Coordinator, Univ. of Mississippi, Oxford, MS.

Jonathan Beall, 2014. Asst. Prof., Univ. of North Georgia, Dahlonega, GA.


*Verity McInnis, 2012. {co-chair}. Instructor, Texas A&M Univ., College Station.


Cyril Lagvanec, 1999. Teacher, Jesuit High School, New Orleans, LA.


*Kurt Hackemer, 1994. Prof. of History, Univ. of South Dakota, Vermillion, SD.


*Steve Waddell, 1992. Prof. of History, U.S. Military Academy, West Point, NY.

*Dissertations revised & published or under contract to be published.

Chair of 27 M.A. Students.
OLGA DROR

Address: 103D Melbern G. Glasscock Building,
Department of History,
Texas A&M University
College Station, TX 77843-4236

Phone: office: (979) 845-7151
E-mail: olgadrор@tamu.edu
Fax: (979) 862-4314

Academia.edu page:
https://tamu.academia.edu/OlgaDror

EDUCATION

• Ph.D. in History, Cornell University, 2003
  Southeast Asian and East Asian History with a concentration in Sino-Vietnamese History and
  Literature and a cognate field in Religious Studies
• The School of Criticism and Theory, Cornell University: worked on the subject of “Bilingual Games”
  and on Theory of Religion, 2002
• M.A. in History, Cornell University, 2000
• Ph.D. student, Department of Asian Studies and Department of International Relations, Hebrew
  University, Jerusalem, Israel (not completed, interrupted to work for the Israeli Ministry of Foreign
  Affairs), 1990-1993
• Ph.D. student, Institute for Linguistic Studies, Academy of Science, Moscow, USSR, field of Sino-
  Vietnamese linguistics (not completed, emigrated to Israel), 1987-1989
• M.A. in Oriental Studies, Leningrad State University, Leningrad, USSR, specializing in Vietnamese

ACADEMIC POSTIONS HELD

• Associate Professor, Department of History, Texas A&M University, College Station, 2009-present
• Assistant Professor, Department of History, Texas A&M University, College Station, 2004-2009
• A. Kenneth Pye Visiting Assistant Professor (endowed chair), Clements History Department,
  Southern Methodist University, Dallas, TX, 2003 –2004
• Lecturer in Asian History, Wells College, Aurora, NY, 2000

PUBLICATIONS

Books:

Single-Authored Monograph:

Edited Volumes and Translations:

   translation from Vietnamese; paperback June 2016.
   2014 INDIEFAB Book of the Year Awards Winner (Bronze in the War and Military category)
   by *Foreword Reviews* (a select group of librarians and booksellers from around the country)
   In addition to academic journals reviewed by *Publishers Weekly, Kirkus Review, Shelf Awareness, VVA Veterans* magazine.
   Being translated into Vietnamese in Hanoi
3. *Opusculum de sectis apud sinenses et tunkinenses (A Small Treatise on the Sects Among the Chinese and Tonkinese)* by Father Adriano di St. Thecla: A Study of Religion in China and North Vietnam in the
Olga Dror-CV


**Peer-Reviewed Articles and Chapters:**


**CURRENT PROJECT**

- monograph on establishing and development of Hồ Chí Minh’s cult as political religion
LANGUAGES
• Fluency in English, Russian, Vietnamese, Hebrew.
• Fair command of French.
• Reading abilities in Latin, Italian, Spanish, Classical and Modern Chinese, Demotic Vietnamese characters (Nom).

RECENT FELLOWSHIPS AND AWARDS

External:
• National Endowment for Humanities Fellowship, 2015-2016 academic year
• 2014 INDIEFAB Book of the Year Awards Winner (Bronze) by Foreword Reviews (a select group of librarians and booksellers from around the country) for the translation of Mourning Headband for Hue
• Vietnam Studies Group (Association for Asian Studies) sponsorship for the panel I organized for the AAS conference in Seattle, 2016 (one panel is selected by the group)

Internal (place of work or study):
• Faculty Development Leave, Fall 2016
• 2015 Inaugural Class of Texas A&M University Arts & Humanities Fellows, three year fellow, 2015-2018
• Melbern G. Glasscock Center for Humanities and Research, Fellow, Texas A&M University, Spring 2015
• Program to Enhance Scholarly and Creative Activities (PESCA) Grant, Texas A&M University, 2014
• SEED Grant, College of Liberal Arts, Texas A&M University, 2013

RECENT INVITED TALKS
• Keynote address: “Life after Death: Cults of Personalities in the Soviet Union and the Countries of East and Southeast Asia,” Conference “Commemorating October 1917: Re-thinking Marxism and the Russian Revolution in East and Southeast Asia,” Palacký University Olomouc, Czech Republic, October 2017
• “The Two Vietnams: State and Youth in North and South Vietnam during the War, 1965-1975,” Max Planck Institute, Göttingen, Germany, June 2017
• “Educational Systems in North and South Vietnam during the War” Glasscock Center for the Humanities, Texas A&M University, February 2017
• “Why is Vietnam important?” Luce Foundation, New York City, June 2016.
• “Significance of Nha Ca’s Work Mourning Headband for Hue,” Cornell University, October 2015
• “Significance of Nha Ca’s Work Mourning Headband for Hue,” University of California, Berkeley, February 2015
• "Ho Chi Minh and Children: (De)Constructing Narratives of Love and Devotion," Yale University, April 2013
Side Emre
Curriculum Vitae

Texas A&M University
Assistant Professor, Department of History
210A Melbern G. Glasscock Building
4236 TAMU
College Station, TX 77843-4236
sideemre@tamu.edu

Education
Ph.D., 2009, with Distinction
Department of History, University of Chicago
Ph.D. Dissertation Title: İbrahim-i Gülşeni (ca.1441-1534): Itinerant Saint and Cairene Ruler
M.A., 1996
Department of History, Institute of Social Sciences, Boğaziçi University, İstanbul, Turkey
M.A. Thesis Title: Every Picture Tells A Story: An Analysis of the Crime, Atrocity, and Murder Illustrations in Servet-i Fünun As Recurrent Messages Emphasizing A Critique of the West
B.A., 1992
Department of Romance Languages and Literature, Faculty of Arts and Sciences, Boğaziçi University, İstanbul, Turkey

Academic Employment
Assistant Professor, 2010-present: Texas A&M University, Department of History
Visiting Full-Time Faculty 2009-2010: University of Tennessee-Knoxville, Department of History
Full-time Instructor, 2002-2005: Sabancı University, İstanbul, Turkey, Department of History, Ottoman Turkish Language and Ottoman Culture: Beginner, Intermediate, and Advanced Levels; Ottoman Paleography

Teaching at Texas A&M
HIST 103: World History and Civilizations to 1500
HIST/RELS 221: History of Islam (c. 600-2016)
HIST/RELS 347: Rise of Islam (c. 600-1258)
HIST/RELS 348: History of the Modern Middle East
HIST 481: Seminar: History of the Modern Middle East (c. 600-2016); Seminar: History of Islam (c. 600-1450); Seminar: Historical and Literary Perspectives on Islam (c. 570-1500)

Publications
Book

Peer Reviewed Articles


**Peer Reviewed Book Chapter in Edited Volume**


**Book Reviews and Encyclopedia Article**


**Fellowships and Research Grants**

Program to Enhance Scholarly and Creative Activity Grant, Division of Research and Graduate Studies, Texas A&M University, 2011-2012

Melbern G. Glasscock Center for Humanities Research Fellow, Texas A&M University, 2010-2011

**Conference Papers**

Middle Eastern Studies Association (MESA) Conference, Washington D.C., November 2017

Panel: Seeking Order: Sufi Responses to Ottoman Power in 16th-17th Century Egypt and Syria

Paper title: “Negotiated piety: Interactions of the Khalwati-Gulshans and Egyptian Sufis With Political Authority in 16th Century Egypt

Middle Eastern Studies Association (MESA) Conference, Boston, November 2016

Panel: Issues in the Ottoman Empire: Boundaries, Belonging, and the Ottoman Way

Paper title: “The Ottoman Way: Its Critics and Supporters in the Sixteenth Century”

Middle Eastern Studies Association (MESA) Conference, Washington DC, November 2014

Paper title: On the cusp of divine truths and everlasting quest for knowledge: The Intellectual World of Muhyi-ı Gulsheni (d. 1606)

Sixteenth Century Society and Conference, Puerto Rico, October 2013

Panel: Lay Devotion in the Early Modern Mediterranean Zone
Session 118: Devotional Corporations/Associations Part 1

Paper title: Law, Order, and Justice in 16th century Egypt: A Case Study of the Heresy Accusations against the Gûlsheniye Order of Dervishes

Middle Eastern Studies Association (MESA) Conference, Denver, November 17-20, 2012

Panel: Sufis and Their Worlds

Paper title: Being A “Fususi”: Muhyi-ı Gûlsheni’s (d. 1606 C.E.) Intellectual World and Defense of Ibn al-ʿArabi

International and Interdisciplinary Conference, Victoria College in the University of Toronto, April 19-21 2012: Early Modern Migrations: Exiles, Expulsion and Religious Refugees 1400-1700

Panel: Minds on the Move

Paper title: An itinerant Sufi in the lands of sound and fury: İbrahim-ı Gûlsheni’s (d.1534 C.E) exiles

Middle Eastern Studies Association (MESA) Conference, Washington DC, December 1-4 2011

Panel: Spirituality and Religion in Literature

Paper title: Literary Inspirations, Spiritual Heritage, and Crafting Piety: The Voices and Agendas of the Cairene Gûlsheniye Dervishes, 16th and 17th centuries

Sixteenth Century Society and Conference, Montreal, October 2010

Panel: The Making of the Ottoman Empire and the Context of Sixteenth-Century Europe and the Mediterranean

Paper title: Legitimating the Ottoman Imperial Enterprise in Egypt and the incorporation of the province into the Ottoman Polity, ca. 1517-1600 C.E.

Middle Eastern Studies Association (MESA) Conference, San Diego, November 2010

Panel Organized by Side Emre: Revisiting the Ottoman Imperial Project: Its Advocates and Critiques in the 15th and 16th centuries

Paper title: Perspectives on the Ottoman imperial project in Egypt: The crossing paths of a Messianic conqueror, Sultan Selim (d.1520), a Cairene saint/shah, İbrahim-i Gûlsheni (d. 1534), and a Hanefi judge/Ottoman chronicler, Abdussamed Diyarbekri (d.1542)

Middle Eastern Studies Association (MESA) Conference, Montreal 2007

Roundtable Discussion: “The Nexus of Sufism and Society: Arrangements of the Mystical in the Muslim World, 1200-1800 C.E.”

Middle Eastern Studies Association (MESA) Conference, Boston 2006

Panel: Sufi Networks and Crossing Boundaries

Paper title: “Controversial Images of İbrahim-i Gûlşeni (d.1534): The Anti-Ottoman Sufi in Cairo”
LORIEN L. FOOTE

EDUCATION

Ph.D., History  University of Oklahoma  1999
M.A., History  University of Oklahoma  1995
B.A., Political Science  University of Kansas  1991

ACADEMIC POSITIONS

Professor  Texas A&M University  2013-present
Professor  University of Central Arkansas  2012-2013
Associate Professor  University of Central Arkansas  2006-2012
Assistant Professor  University of Central Arkansas  2000-2006
Assistant Professor  Middle Tennessee State University  1999-2000

Undergraduate Courses taught:  Civil War/Reconstruction; Early National Period; American Military History; Abraham Lincoln and 19th Century America; Junior Honors Seminar: Reform in America; Senior Research Seminar; U.S. History to 1877; U.S. History after 1877
Graduate Seminars taught:  Research in War and Society; Readings in War and Society; 19th Century America; Civil War; Early National; Historiography and Methods; Research in History

BOOKS: Author


  •  Honorable Mention, The Lincoln Prize (2011)


BOOKS: Editor

DIGITAL HUMANITIES PROJECT
Lorien Foote, “Fugitive Federals and the Collapse of the Confederacy,” http://www.ehistory.org/projects/fugitive-federals.html.  I am the creator and principal investigator for a joint project of the Center for Virtual History at the University of Georgia and Texas A&M University that is mapping the movement of 3000 Federal prisoners of war who escaped from the Confederacy during the American Civil War.
REferred Journal Articles

  • Finalist, Army Foundation Distinguished Writing Award

“Rich Man’s War, Rich Man’s Fight: Class, Ideology, and Discipline in the Union Army,” Civil War History 51 (September, 2005): 269-287.


Essays


Fellowships and Grants

“Database of Escaped Federal Prisoners,” Faculty Research Grant, Sponsored Programs, University of Central Arkansas, $1500, Spring 2012.

2011 Andrew W. Mellon Foundation Fellow, Huntington Research Library, San Marino, CA.

“Home so Far Away: Southern Civilians and Fugitive Federals During the Civil War,” Faculty Research Grant, University Research Council, University of Central Arkansas, $4,041, Fall 2011.

“Home So Far Away: Southern Civilians and Fugitive Federals During the Civil War,” Summer Stipend, University Research Council, University of Central Arkansas, $3,000, Summer 2011.


AWARDS

Honorable Mention, The Lincoln Prize (2011)
Univ. of Central Arkansas Teaching Excellence Award (2010)
Outstanding Faculty in the College of Liberal Arts (2004-2005)

EDITORIAL AND ADVISORY BOARDS

Advisory Board, The Journal of the Civil War Era
Advisory Board, New Perspectives on the Civil War Series, University of Georgia Press
Texas A&M University Press Advisory Committee

PROFESSIONAL SERVICE

Member, 2016 Tom Watson Brown Book Award Committee, Society of Civil War Historians
Member, 2017 Edward M. Coffman First Manuscript Awards Committee, Society for Military History
Member, 2017 Society for Civil War Historians Program Committee
Co-Convener, 2017 Symposium on POWs in American History, Filson Historical Society

UNIVERSITY SERVICE (at Texas A&M University)

Director of Graduate Studies (2016-present)
College of Liberal Arts Graduate Instruction Council (2016-present)
Graduate Placement Director (2014-2016)
Graduate Committee (2013-2016)
Executive Committee (2014-2016)
Glasscock Center Advisory Council (2014)
History Department Graduate Committee (2006-2013)
College of Liberal Arts Ad-Hoc Committee on the Cornerstone Fellowship (2016)
EDUCATION

Texas A&M University
Ph.D., History, August 11, 2017  
Dissertation Advisor: Dr. Sara Alpern
Dissertation Title: “More than Black and White: Woman Suffrage and Voting Rights in Texas, 1918-1923”
Date of Defense: April 28, 2017

University of Houston Clear Lake
M.A., History, 2012  
Thesis Adviser: Dr. Angela Howard
with Graduate Certificate in Women’s Studies
B.A., History, 2010 with Undergraduate Certificate in Women’s Studies

BOOK MANUSCRIPT

Full Citizenship: Voting Rights of Women, Aliens & Servicemen, 1917-1923
I explore the intersections of the woman suffrage movement and minority voting rights in Texas, a state that did not require voters to be citizens but disfranchised all servicemen for the length of their enlistment during WWI. I show how the Susan B. Anthony Amendment ultimately strengthened white political control. My work analyzes how Anglo, black, and Mexican American or Mexican immigrant women, working separately or collectively, participated in and at times benefitted from the woman suffrage movement, which caused unforeseen relaxations of minority voting restrictions. I analyze how laws regulating elections affected women differently based on race and citizenship status and argue that politicians expanded or restricted suffrage as was convenient for those already in power.

PUBLICATIONS

In Process


“A Broader Americanism’: Woman Suffrage and Non-Citizen Voting in Texas,” To be submitted to The Southwestern Quarterly.

Handbook of Texas Women Online, “Vivian Anderson Castleberry,” Published by the Texas State Historical Association

Handbook of Texas Women Online, “Rebecca Ashton Brown,” Published by the Texas State Historical Association
Edited Volumes


Book Reviews


Projects

Texas Coordinator for the *Online Biographical Dictionary of the Woman Suffrage Movement in the United States*, a crowd sourcing digital humanities project thru the Women and Social Movements in the United States website. The Completed dictionary will contain three groups of suffragists, black suffragists’ whose works are published on the Women and Social Movements site; National Woman’s Party suffragists; and NAWSA suffragists including those whose names are listed in volume 6 of the *History of Woman Suffrage* (1922). As Texas Coordinator, I compiled a list of Texas NAWSA suffragists, assigned them to researchers, and am now collecting the biographical sketches of National American Woman Suffrage Association (NAWSA) suffragists. I was instrumental in forging a partnership between the Handbook of Texas Women and the Online Biographical Dictionary, in which we will share biographical sketches.

Executive Advisory Committee Member for the *Handbook of Texas Women*, a project which seeks to provide an online space for the focus on Texas Women’s history and to significantly add to the women’s history already offered in the *Handbook of Texas*. See: [www.tshaonline.org/TexasWomen](http://www.tshaonline.org/TexasWomen).

**AWARDS AND HONORS**

External Funding/Awards

- Brooks Forum Selected Participant, St. George Tucker Society, 2015-2016 $500
- Archie P. McDonald Scholarship, East Texas Historical Association, 2014 $2,000

Texas A&M Funding/Awards

- TAMU Department of History, Faculty Research and Travel Funding, 2017-2018 $2,100
- TAMU College of Liberal Arts, Fasken Graduate Student Teaching Award, 2017 $500
- TAMU College of Liberal Arts, Summertime for Advancement in Research (STAR) Award, 2016 $5000
- Association of Former Students Scholarship, 2016-2017 $2000
- Aggie Ring Scholarship, 2016 $500
- College of Liberal Arts Fee Allocation Grant, 2015-2016 $1286/semester
Aggie License Plate Scholarship, 2015-2016 $1,000
Department of History, Inaugural Dissertation Research Grant, 2015 $8,000
Women’s & Gender Studies Program-Travel & Research Assistance Grant, 2015 $300
Women’s & Gender Studies Program-Travel & Research Assistance Grant, 2014 $250
Department of History, Summer Research Grant, 2014 $1,000

CONFERENCE PARTICIPATION
“West Texas Suffragists and the Primary Election of 1918,” To be presented at the West Texas Historical Association Meeting, April 13-14, 2018 in San Angelo, Texas.

“Central Texas Suffragists in the Fight for the 1919 State Alien-Suffrage Amendment,” To be presented at the Central Texas Historical Association Meeting, April 27-28, 2018 in Round Rock, Texas.


“Anxious to Claim the Honor: How Texans Wanted the South to be Remembered for Woman Suffrage.” Presented at Southern Conference on Women’s History sponsored by the Southern Association for Women Historians, June 11-14, 2015 in Charleston, SC.

"More than Black and White: Woman Suffrage and Latino/a (Dis-)Enfranchisement in Texas.”
Presented at Texas State Historical Association Annual Conference, March 5-7, 2015 in Corpus Christi, TX.

TEACHING EXPERIENCE
Texas A&M University
Spring 2018, Instructor of History, 3 sections
  History 105.502, 200 students
  History 106.507, 45 students
  History 106 FIG Group, 25 students
Selected Instructor for Freshman Innovation Group (FIG) for first generation college students

Fall 2017, Instructor of History, 4 sections
  History 105.502, First Half U.S. History Survey, 148 students
  History 105.503, First Half U.S. History Survey, 136 students
  History 106.517, Second Half U.S. History Survey, 99 students
  History 106.519, Second Half U.S. History Survey, 183 students

COMMUNITY SERVICE
Mentor, Lone Star Running Project, Training with at-risk youth to run half marathons, 2017-2018
Evan Haefeli  
email: evanhaefeli@tamu.edu

WORK ADDRESS  
History Department  
101 Melbern Glasscock Building  
4236 Texas A&M University  
College Station, Texas 77843

EMPLOYMENT  
Associate Professor, Department of History, Texas A&M University, Fall 2014 - present.  
Associate Professor, Department of History, Columbia University, Fall 2011 – Spring 2014.  
Visiting Fellow, London School of Economics, Dept. of International History, 2012-2013.  
Assistant Professor, Department of History, Columbia University, Fall 2005 – Spring 2011.  
Assistant Professor, Department of History, Tufts University, Fall 2002 – Spring 2005.  
Lecturer, Department of History, Princeton University, Fall 2000 – Spring 2002.

EDUCATION  
Ph.D. Dept. of History, Princeton University, June 2000; advisor John Murrin.  

SELECTED FELLOWSHIPS  
2017: National Endowment for the Humanities (NEH) Summer Stipend  
Texas A&M University PESCA Research Grant  
2016-2017 Ruth R. and Alyson R. Miller Fellowship, Massachusetts Historical Society  
2015-16 Texas A&M Glasscock Faculty Research Fellowship  
2014-15, 2015-16 Texas A&M History Department Travel/Research Grants  
2011-2012 Cullman Center for Scholars and Writers, New York Public Library National Humanities Center, (declined).  
2008, 2009 Columbia University Junior Faculty Summer Research Grant  
2005 Huntington Library, 1-month research fellowship  
2004 NEH Summer Research Grant

SELECTED AWARDS  
For New Netherland and the Dutch Origins: Hendricks Award  
For Captors and Captives: New England Historical Association Book Award

BOOKS  


**SELECTED EDITED VOLUMES**

*Against Popery and Slavery: Anti-Catholicism and Liberty in the British-American World, c.1530-1830* (under consideration with University of Virginia Press).


**SELECTED ARTICLES**


**SELECTED BOOK CHAPTERS**


**SELECTED NOTES AND DOCUMENTS**


**SELECTED INVITED PAPER PRESENTATIONS**


“Maryland’s Tolerance in its broader English Context,” Historic St. Mary’s City, Maryland, November 20, 2014.


**SELECTED PAPER PRESENTATIONS**


April Lee Hatfield

Department of History
Glasscock Building, Rm. 101
Texas A&M University
4236 TAMU
College Station, TX 77843-4236
ahatfield@tamu.edu

Employment:
2004- Associate Professor of History, Texas A&M University
1998-2004 Assistant Professor of History, Texas A&M University
1997-1998 Visiting Assistant Professor of History, Marquette University
1996 Adjunct Instructor, George Mason University

Education:
1998 Ph.D., Department of History, The Johns Hopkins University
1994 M.A., Department of History, The Johns Hopkins University
1992 M.A., Department of History, The University of Oregon
1989 A.B., Department of History, Duke University

Work in Progress:
Book Projects:
“Caribbean Bodies Politic, 1667-1715,” preparing for submission to Penn Press, summer 2018.

Articles and Book Chapters:

Publications:
Book:


Peer-Reviewed Articles:
“A ‘very wary people in their bargaining’ or ‘very good marchandise’: English Traders’ Views of Free and Enslaved Africans, 1550-1650” *Slavery & Abolition* 25 (December, 2004), 1-17.


Solicited Essays in Refereed Journals:
“Slavery, Trade, War, and the Purposes of Empire.” *The William and Mary Quarterly* 3rd ser., 68 (2011), 405-408.


Awards and Fellowships:
Texas A&M University. Faculty Development Leave, 2011-2012.
Melbern G. Glasscock Center for Humanities Research Internal Faculty Fellow, Spring 2009.
Texas A&M University. Program to Enhance Scholarly and Creative Activities, 2006.
Texas A&M University. Faculty Development Leave, 2005-2006.

Selected Conference Papers and Invited Lectures:
“Patrons and Petitioners: Late Seventeenth-Century Anglo-Spanish Trade in the Western Caribbean.” Entangled Histories of the Early Modern British and Iberian Empires, Austin, Texas, November 22, 2014.


Professional Service:
Proposal Reviewer, American Philosophical Society, 2013, 2014
Council, Omohundro Institute of Early American History and Culture, 2013-2016
Editorial Board, William and Mary Quarterly, 2013-2015
Co-Convener, Early Americanists in Texas, 2015-present.

Internal Service
Coordinator, Departmental Colloquium, 2009-2014.
Member, 7 Search Committees, Department of History between 1999 and 2014.
Department Head Search Committee, Department of History, 2011.
Chair, American Indian Search Committee, Department of History, 2006-2007.
Member, American Studies Director Search Committee, College of Liberal Arts, 2005.
Chair, 4 completed Ph.D. committees (3 placed, 1 on the market) and 3 completed M.A. committees
Member, 8 completed Ph.D. committees, 7 current Ph.D. committees, 3 completed M.A. committees and 1 current M.A. committee in the Departments of History, Anthropology (Nautical Archaeology), English, and Hispanic Studies,
External Member, 2 current Ph.D. committees (University of Texas, College of William and Mary)
Sonia Hernández

Associate Professor
Department of History
Glasscock Bldg. 303-B
Texas A&M University, College Station
(History Dept.)

Teaching and Research Interests
U.S.-Mexico Borderlands, Chicano/a, Modern Mexico, Gender & Labor

Education
PhD, Latin American History (2006), University of Houston
MA, History (2001)/BA, Spanish (1998), University of Texas-Pan American

Academic /Research Appointments
Associate Professor of History
Department of History
Texas A&M University
August/2014-present

Director, Latino/a & Mexican American Studies Program
College of Liberal Arts
Texas A&M University
Fall 2017-present

Faculty Affiliate, Women & Gender Studies Program
Texas A&M University
Fall 2015-present

University of Texas-Pan American, Associate Professor
Department of History & Philosophy
Fall 2012-Spring 2014

Mexican American Studies, Co-Director
University of Texas-Pan American
Fall 2013-Spring 2014

Northeastern University, Boston, Ma., Visiting Dissertation Fellow
Department of History
Fall 2005-Spring 2006

Selected Publications
Single-Authored Books:
Working Women into the Borderlands (College Station: Texas A&M University Press, 2014).
Winners, Sara A. Whaley Book Prize (National Women’s Studies Association); Winner, Liz Carpenter Award for Research in the History of Women (Texas State Historical Assoc.); Finalist, Weber-Clements Prize (Western History Association, Clements Center)


Articles and Chapters:


Re-prints & Translations of Chapters & Articles

Forthcoming


Selected Research Grants & Awards
National Endowment for the Humanities Collaborative Grant ($65,000)

Tier One Grant ($296,000)
Texas A&M University
Project, “Bridging the Humanities and Hard Sciences: Transformational Learning and Retention of Latina/o and First Generation Students via a Global Borderlands Classroom,” PI 2017-2020

Program to Enhance Scholarly & Creative Activities (PESCA) ($9,932)

(NEH) National Endowment for the Humanities ($99,500)

University of Texas System Board of Regents’ Outstanding Teaching Award—Category: Tenure-Track 2012

Academic Advisor on Museum Exhibits & Public History Projects
“Life and Death on the Border,” Bob Bullock Texas State History Museum, Received Award of Merit by the AASLH Leadership in History Award (Am. Assoc. for State and Local History)

“World War I” Commemorating the Centennial of the Great War, Minnesota Historical Museum

“Refusing to Forget” [www.refusingtoforget.org] is an educational, non-profit that brings public awareness to the forgotten period of 1910-1920 in which Mexican Americans living on the Texas-Mexico borderlands were targets of state and non-state sanctioned violence. Awarded the Autry Public History Prize, 2017, Western History Association.

Manuscripts Reviewed for:
Western Historical Quarterly; Journal of American Ethnic History
Journal of Church & State; University of Nebraska Press
University of Texas-Austin Press; Labor: International Labor and Working-Class History
FELIPE HINOJOSA
Department of History
TAMU4236
Texas A&M University
College Station, TX 77843-4236
main office (979) 845-7151; fax (979) 862-4314
fhinojosa@tamu.edu

Degrees Received
Ph.D., History, University of Houston, 2009
M.A., History, University of Texas Pan American, 2004
B.A., English, Fresno Pacific University, 1999

Academic Positions
Associate Professor, History, Texas A&M University, College Station, Fall 2015-present.
Assistant Professor, History, Texas A&M University, College Station, 2009- Spring 2015.
Lecturer, History, South Texas College, McAllen, Texas, June 2009.
Lecturer, History, University of Texas Pan American, Edinburg, Texas, June 2005.
Teaching Assistant, History, University of Houston, Houston, Texas, Fall 2004.

Teaching & Research Fields
Chicana/o and Latina/o History
Borderlands
American Religious History
Social Movements
Gender, Race, Ethnicity
U.S. 20th Century History

Research & Publications
Books
_Latino Mennonites: Civil Rights, Faith, and Evangelical Culture_ (Baltimore: Johns Hopkins University Press, April 2014), 297 pages.

Refereed Articles


“From Goshen to Delano: Towards a Relational Mennonite Studies” _Mennonite Quarterly Review_, Volume XCI, No. 2 (April 2017).

“Católicos Por La Raza and the Future of Catholic Studies,” _American Catholic Studies_ v. 127, n. 3 (Fall 2016), 26-29.


**Chapters in Books**


**Manuscript in Progress:**


**Articles and Essays in Progress:**


**Awards, Fellowships & Research Grants Received**

2017 Association of Former Students Teaching Award at the College Level, College of Liberal Arts, Texas A&M University. October 2017.
Accountability, Climate, and Equity (ACE) Award, Department of Multicultural Services Collaborator Award, April 2017.
2017-2018 James Weldon Johnson Institute for the Study of Race and Difference Research Fellowship, Emory University, Grant Total: $60,000.

2015 Américo Paredes Book Award for *Latino Mennonites: Civil Rights, Faith, and Evangelical Culture*, Center for Mexican American Studies, South Texas College, McAllen, TX.

**Conference Papers**


**Conference Session Chair, Commentator, &/or Coordinator**


**Manuscript Reviews for Presses & Journals**
Book Manuscript review, University of Illinois Press, 2017
Book Manuscript review, University of North Carolina Press, 2017
Book Manuscript review, University of Nebraska Press, 2017
Article manuscript review for *Latino Studies*, 2017

**Membership In Professional Organizations:**
American Historical Association
Organization of American Historians
Western Historical Association
American Studies Association
American Academy of Religion

**LANGUAGES:**
English and Spanish, verbal and written.
Angela Pulley Hudson

Department of History
Texas A&M University
4236 TAMU
College Station, TX 77843-4236
(979) 845-7151; fax (979) 862-4314
aphudson@tamu.edu

Degrees Received
- Ph.D., American Studies, Yale University, 2007
- M.A., American Studies, Yale University, 2003
- M.A., English, University of Georgia, 1999
- B.A., English/Spanish, Auburn University, 1996

Academic and Professional Positions
- Professor, History, Texas A&M University, 2017-present
- Associate Professor, History, Texas A&M University, 2013-2017
- Assistant Professor, History, Texas A&M University, 2007-2013
- Instructor, American Studies, Yale University, 2005
- Graduate Teaching Assistant, American Studies, Yale University, 2003-2004, 2006
- Project Director, Southeastern Native American Documents, 1730-1842 Database, Digital Library of Georgia, NEH/IMLS Grant, 2000-2001
- Graduate Teaching Assistant, English, University of Georgia, 1999

Research

Books

Articles

Book Chapters
**Other Publications**


**Recent Conference Presentations**

"Female Obstructions: The Role of Indian Doctresses in the 19th-century South," Southern Historical Association Annual Meeting, St. Pete Beach, Florida, November 3-5, 2016

"‘Cases of a Delicate Nature’: Indian Doctresses in the 19th-century United States,” American Society for Ethnohistory Annual Meeting, Las Vegas, Nevada, November 4-8, 2015


"The Burdens of Southern History," Indians as Southerners/Southerners as Indians Symposium, Florida State University, Tallahassee, FL, September 12, 2014


"Creek Paths and Federal Roads," Muskogean Symposium, Muscogee (Creek) Nation, March 6-7, 2014

**Recent Book Reviews**


**Select Fellowships & Research Grants**

Arts and Humanities Fellowship, Texas A&M University, 2017-2020

Andrew W. Mellon Fellowship, Massachusetts Historical Society, 2017-2018

Kate B. and Hall J. Peterson Fellowship, American Antiquarian Society, 2016

Ray A. Rothrock '77 Fellowship, College of Liberal Arts, Texas A&M University, 2013-2016
Faculty Research Fellowship, Melbern G. Glasscock Center for Humanities Research, 2012-2013
Faculty Research Enhancement Program, College of Liberal Arts, Texas A&M University, 2011-2012
Franklin Research Grant, American Philosophical Society, 2010
Ballard Breaux Visiting Fellowship at the Filson Historical Society in Kentucky, 2010

Recent Invited Lectures
“Unsettling Histories of the South and the Nation,” Rose Gladney Lecture for Justice and Social Change, University of Alabama, Tuscaloosa, AL, October 19, 2017
"’Every Focus Distorts’: Unsettling Histories of the American South," (keynote) Southern American Studies Association Annual Meeting, Williamsburg, VA, March 2, 2017
"Real Native Genius: How an Ex-slave and a White Mormon became Famous Indians," Georgia Center for the Book, Decatur, GA, December 1, 2015
"Real Native Genius: How an Ex-slave and a White Mormon became Famous Indians," Center for the Study of Southern Culture, University of Mississippi, October 14, 2015
"Real Native Genius: How an Ex-slave and a White Mormon became Famous Indians," Fall for the Book Festival, George Mason University, October 1, 2015  
https://www.c-span.org/video/?328569-1/real-native-genius

Service
Editorial Duties
Co-editor, with Kristofer Ray and Andrew Frank, “Indians and Southern History” series, University of Alabama Press, 2016-present

Department of History
Graduate Committee, 2016-present
Climate and Inclusion Committee, 2011-2012, 2015-2016
Chicana/o/Latina/o History Search Committee, 2013-2014
Strategic Planning Committee, 2011
19th-Century U.S. History Search Committee, 2010-2011
Undergraduate Committee, 2010-2011
Latino/a History Search Committee, 2008-2009

College of Liberal Arts
Advisory Board, Melbern G. Glasscock Center for Humanities Research, 2017-present
Ad Hoc Committee on Service, 2016-2017
Texas A&M Institute for Advanced Study, Ad Hoc Committee Member, 2013-2014
Advisory Board Member, American Studies Program, 2008-2011

Texas A&M University
Convener, Indigenous Studies Working Group, 2008-present
Faculty Advisor, American Indian Student Association, 2014-present
David R. C. Hudson  
Curriculum Vitae 2017

Instructional Associate Professor  
Associate Graduate Director  
Department of History  
Texas A&M University

tel: (979) 845 7101  
fax: (979) 862 4314  
E-Mail: david-hudson@tamu.edu


• M.A., History, Sam Houston State University, Huntsville, Texas; December 1993. Thesis: “D'Hanis, Texas: Immigration, Integration and Assimilation” (Director: Terry Bilhartz)

• B.A. (hons.), Theology and Religious Studies, University of Bristol (UK): July 1983.

Fields of Study/Research:

• Ireland: politics, culture, religion and nationalism.
• Modern Britain; political, culture, society and religion.
• The British Empire.
• Nationalism and identity formation – in particular in Britain, Ireland and elsewhere.
• John Redmond and the quest for political consensus in Ireland
• British-Israel/Identity movement in Britain.

Current Position at Texas A&M University:

• Instructional Associate Professor, Department of History
• Associate Graduate Director, Department of History
• Faculty - Nineteen (19) years in position
• Member of the Graduate Faculty
• Member of the History Department Graduate Committee
• Chair - Study Abroad Application Review Committee
My roles - Teacher, Researcher & Writer, Administrator, Colleague & Mentor

(1) Teacher.

- During my time at Texas A&M I have taught a very wide variety of undergraduate courses at both lower and upper level. In addition to survey courses over American and European History, I have also taught courses in British and Irish History covering every period from earliest times to the present.

- In fact my interest in Irish History arose as a direct result of my research - and while at Texas A&M, I have created three new courses in Irish history – these are described in the current University Catalog. I have also supervised an Undergraduate Honors Fellow (who subsequently went on to earn an M.A. in History).

- My work with the graduate program includes independent study teaching, and both M.A. and Ph.D. committee service. In all the classes that I teach I endeavor to communicate my own enthusiasm and excitement about History - and I have abundant evidence that many students respond extremely positively.

- In all of my teaching, I try to bear in mind that almost all learning takes place in response to questions – and that the task of the historian is to examine the past in as forensic a manner as possible. Although in my teaching I employ various methods and techniques (outlines, maps, charts, power-point, students presentations, etc.), I remain convinced that the traditional lecture when well-delivered is an unbeatable model for College teaching.

(2) Researcher & Writer.

- I am fascinated by all aspects of history, and have a keen desire to help push back the frontiers of our knowledge about the past, particularly in my own fields of British and Irish History.

- I am interested in nationalism and identity since the seventeenth century, and the ways in which this has influenced both the writing of history and perceptions of national history.

- I am also writing a history of England, which I hope to complete during the course of 2017.

(3) Administrator.

- In my current position as Associate Graduate Director (AGD) my work is both varied and stimulating. It brings me into contact with not only the more than 70 students currently enrolled in our program, and also involves interacting with many enquirers and outside entities.

- My tasks include streamlining procedures and improving communications between the graduate program, the History Department and the University community. I also work to
enhance and to improve the overall effectiveness and quality of the History Graduate Program.

(4) Colleague & Mentor.

- The History Department aspires to be a community of scholars, actively engaged in teaching and studying the past. My aim is to play an active role in enabling the entire department - faculty, graduate and undergraduate students, staff and others achieve our goals and maximize our output.

Awards, Recognitions & Service

- ✓ College of Liberal Arts. Undergraduate Advising Award (2004)
- ✓ Texas A&M Greeks. Outstanding Panhellenic Professor Award (2010)
- ✓ HGSO. (Texas A&M University History Graduate Student Organization) Award for Outstanding Service (May 2012)
- ✓ The Association of Former Students Distinguished Achievement Teaching Award (Fall 2013)
- ✓ Appointed by CLLA Dean to the Task force on Undergraduate Education in the Arts & Humanities (2013-2014)

Selected Publications/Conference Participation:


- ✓ Presented Paper “The Earl of Midleton’s Autopsy on Ireland’s Death by Kindness” at Western Conference on British Studies meeting, Tucson, October 1999.


- ✓ Panel chair and commentator - Southern Conference on British Studies (SHA meeting), New Orleans, November 2001 - “Imps, Imperialism and Impertinent Women: Subversive females and the British military authorities.”

• Panel commentator - Western Conference on British Studies, Little Rock, October 2002 - “Using the Irish and Being Used: Anglo-Irish Relations 1895-1918.”

• Monograph. Doctoral Dissertation, “A Conservative New Departure,” adapted for publication. This study deals with British policy towards Ireland 1870-1922, focusing on the contributions of A. J. Balfour and G. W. Balfour. The Ireland That We Made was published by the University of Akron Press, April 2003.

• Book Review (R. V. Comerford, Ireland: Inventing The Nation) published in CITHARA (St. Bonaventure University), May 2004

• Chaired session at NACBS 2005 meeting in Denver - “Imperial Understandings: Ireland and the Empire 1798-1922” - four papers presented with commentary.

• Program Chair, Western Conference on British Studies (WCBS), for 2005 & 2006.

• July 2005 - authored manuscript report for the College of Veterinary Medicine on a proposed History of the Veterinary School at Texas A&M University.


• 2009/2010 - President of the Western Conference on British Studies (WCBS - http://www.wcbs.org/).


• Presidential Address at Western Conference on British Studies meeting, Austin, October 2010. “Poles Apart: John Redmond, Roman Dmowski and the Road Less Traveled.”


• Article - The Transportation of Irish Swordsmen to Sweden and Russia and plantation in Ulster (1609–1613) with Chester S. L. Dunning. Archivium Hibernicum lxvi (2013), pp 405-436.


CURRICULUM VITAE

Violet M. Showers Johnson

MAILING ADDRESS: Texas A&M University, 4223 TAMU, College Station, TX 77843-4223 USA
EMAIL: vmjohnson@tamu.edu PHONE: (979) 845-8541 FAX: (979) 845-5164

APPOINTMENTS

Teaching
• Texas A&M University, Department of History, College of Liberal Arts: Professor, 2012-present
• Agnes Scott College, Department of History: Professor, 2005-2012; Associate Professor, 1998-2005; Assistant Professor, 1992-1998.
• Spelman College, Department of History: Part-time Associate Professor, Spring 2001.
• Fourah Bay College, University of Sierra Leone, Department of Modern History: Lecturer (US equivalent of Assistant Professor), 1983-1985

Administration
• Texas A&M University, College of Liberal Arts: Associate Dean for Faculty, 2017-present
• Texas A&M University, Africana Studies Program, College of Liberal Arts: Director, 2012-2017
• Texas A&M University, Liberal Arts Administrative Fellow (2016-2017 academic year)
• Agnes Scott College Africana Studies Program: Director, 2011-2012
• Agnes Scott College Women’s Global Leadership Center: Founding Faculty Director, 2008-2010.
• Agnes Scott College Department of History: Chair, 2002-2007.
• Agnes Scott College Department of History: Interim Chair, 1999-2000

EDUCATION
  Primary field: race, ethnicity and immigration in the United States, with particular focus on African American history and the history of immigrants of African descent.
  Secondary field: Africa and the Diaspora.
• University of New Brunswick, Canada. M.A. American History, 1983.
• Fourah Bay College, University of Sierra Leone. B.A. (Honours in History), 1979.
• Middlebury College. Intensive Spanish for Advanced Beginners, 1995

MAJOR AWARDS, HONORS AND FELLOWSHIPS
• South Eastern Conference (SEC) Academic Leadership Development Fellowship, 2015-2016.
• Glasscock Faculty Research Fellowship, 2013-2014.
• Texas A&M University Innovation for Global Education Grant, July 2013
• Alumna in the Humanities Guest Lecturer. Boston College Graduate School of Arts and Sciences. (April 2008).
• Distinguished Alumna, Guest of Honour, and Distinguished Public Lecturer at the 180th Anniversary Celebrations of the Founding of Fourah Bay College, University of Sierra Leone. (February 2007).
• Agnes Scott College Joseph R. Gladden Award in Recognition of Scholarly Achievement. (May 2005).
• Agnes Scott College Vulcan Materials Company Teaching Excellence Award. (May 2002)
• Listed in Who’s Who Among America’s Teachers (Vol. 11, 2000).
• Outstanding Woman, awarded by the Atlanta Women of Multi-Ethnicity and Nationality (W.O.M.E.N). (March 2004).
• National Endowment for the Humanities Summer Award for participation in NEH Institute: “Crossroads of Atlantic Cultures,” Brazil (June 1998).
• Fulbright Scholarship (awarded in Sierra Leone, West Africa) to pursue doctoral studies in the United States (1985).

SCHOLARSHIP

Publications
Books:
• Co-edited with Isabel Soto, *Western Fictions, Black Realities: Meanings of Blackness and Modernities* (Lit Verlag and Michigan State University Press, 2011).
• *The Other Black Bostonians: West Indians in Boston, 1900-1950*, Blacks in the Diaspora Series (Indiana University Press, 2006).

**Articles and Book Chapters:**

- With Marilyn Halter, “Young, Gifted and West African: Transnational Migrants Growing up in America,” in *Helping Young Refugees and Immigrants Succeed: Public Policy, Aid, and Education*. Gerhard Sonnert and Gerald Holton, eds. (Palgrave, 2010), 113-127.

**Forthcoming publications:**


**Research in progress:**

- “Black While Foreign: African and Afro-Caribbean Immigrant Encounters with Race and Racism in Late Twentieth-Century America.” (Book manuscript).
Recent Guest/Public Lectures, Speeches and other Invited Appearances

- “Black Immigrants’ Narratives on Blackness and Survival in Late Twentieth-Century America,” Spring Lecture, Department of English and American Studies, University of Wuppertal, Germany, May 3, 2017.
- “Living without Papers is Not the American Dream’: Stories of Undocumented West African Women in America,’’ contribution as panelist on special plenary panel at the Symposium on Immigration, California State university—Los Angeles, October 20, 2016.

MAJOR PROFESSIONAL ACTIVITIES

Consulting and Review:

- Associate Editor, The International Journal of Environmental, Cultural, Economic and Social Sustainability, Vol. 5, No. 3 (2009).
- External Reviewer, Spelman College Department of History, October 2015; and March 2003.
- External Reviewer, Doctoral Program in Africana Studies, Virginia Polytechnic Institute and State University (Virginia Tech), January 2015.
- Peer Review Panelist, NEH Awards for Faculty at Historically Black Colleges and Universities, Institutions with High Hispanic Enrollment and Tribal Colleges and Universities, August 2010.
- Pre-screener, Fellowship Competition of the American Council of Learned Societies, 2000 and 2001.
- Peer Review Panelist, NEH awards for Summer Seminars and Institutes, May 2000.

Boards and Committees:

- President, Collegium for African American Research (CAAR), September 2015-present
- Executive Board of the Collegium for African American Research (CAAR), 2005-2013.
- Atlanta-based Steering Committee of the Presbyterian University of East Africa (PUEA), Kenya, 2008-2010.
- Faculty Advisory Committee of the Texas A&M University Press, 2013-present.
- African American Initiatives Board, Atlanta History Center, Atlanta, GA, 2002-2005.
WALTER D. KAMPHOEFNER

EDUCATION
Ph.D. (History), University of Missouri-Columbia, 1978;
University of Münster, Germany, 1975-76 (DAAD-German Academic Exchange Service
Dissertation Fellowship)
M.A. (History), University of Missouri-Columbia, 1972
B.A. (History), Concordia Senior College, Ft. Wayne, IN, 1970

POSITIONS HELD
Texas A&M University, Asst. Prof. 1988-90; Assoc. Prof. 1990-96; Professor, 1996-present
Visiting Professor, Ruhr University Bochum, 1991-92
University of Miami, Assistant Prof. 1983-87; untenured Associate Prof. 1987-88
Mellon Postgraduate Instructor, California Institute of Technology, 1981-83
Postgrad. Research Associate, Inst. of Comparative Urban History, Univ. of Münster, 1978-81

GRADUATE TRAINING: Ph.D. advisors for Craig Borchardt (1996); Paul Fessler (1997);
Erika Weidemann (pending); Ph. D. committee member for 10 completed dissertations at
TAMU; external member of dissertation committees at universities of Potsdam, Rostock in
Germany, Univ. of Texas at Austin, Univ. of Houston, and pending at Univ. of Missouri.

AWARDS AND HONORS, NEH GRANTS
Senior Fulbright Lecturer, Bremen, Germany, 1986-87; Osnabrueck, Germany, 1998-99.
American Philosophical Society Sabbatical Fellowship, 2003-4 academic year.
German Marshall Fund "Guest Lectureship for Distinguished Americans at German
Editorial Board: Yearbook for German-American Studies, 1984 ff.; Missouri Historical Review,
Principal Investigator, 2001-3, NEH Grant RZ-20790-01 for translation of Deutsche im
Amerikanischen Bürgerkrieg (2002): ($40,883 outright + $7,962 NEH matching funds);
published in English as Germans in the Civil War: The Letters they Wrote Home, ed. with
Wolfgang Helbich, (UNC Press, 2006).
Principal Investigator, 1988-90, NEH Grant RL-21276-88 for translation of Briefe aus Amerika:
Deutsche Auswanderer schreiben aus der Neuen Welt, 1830-1930 (1988): ($25,000 outright +
$10,000 NEH matching funds); published in English as News From the Land of Freedom:
German Immigrants Write Home, ed. with Wolfgang Helbich and Ulrike Sommer, (Cornell U.
OTHER PUBLICATIONS [SELECTED]
*German-American Immigration and Ethnicity in Comparative Perspective,* edited with W. Helbich, (U. of Wisconsin Press, 2004), including authored chapter, "German and Irish Big City Mayors: Comparative Perspective on Ethnic Politics," pp. 221-242.


“Missouri Germans and the Cause of Union and Freedom,” *Missouri Historical Review* 106 (2012), 115-136; winner of the 2012 *Missouri Historical Review* Article Award of the State Historical Society of MO.


"¿Quiénes se fueron al sur? La eleccion de destino entre los inmigrantes alemanes en el siglo XIX," *Estudios Migratorios Latinoamericanos* 42 (August 1999), 23-49.


TENURE CASE REFEREE
College of Staten Island and Graduate Center, CUNY (Economics)
Marquette University
Montclair State University
University of Minnesota-Morris

REVIEWS OF MANUSCRIPTS FOR PRESSES
Cornell University Press
Northern Illinois University Press
Ohio University Press
Southern Illinois University Press
SUNY Press
Texas Tech University Press
University of Arkansas Press
University of Illinois Press
University of Missouri Press
University of Nebraska Press
University of New Mexico Press
University of North Carolina Press
University Presses of Florida
EDUCATION

HOI-EUN KIM

Ph.D. Department of History, Harvard University, 2006
B.A. *summa cum laude*, Department of Western History, Seoul National University (South Korea), 1998

PROFESSIONAL APPOINTMENTS

Texas A&M University, Fall 2007-present
  Associate Professor (with tenure), Department of History, 2014-
  Assistant Professor, Department of History, 2007-2014
Yale University, 2006-2007
  Full-time Visiting Lecturer, Department of History

PUBLICATIONS (from 2011 only)

Book
2014  *Doctors of Empire: Medical and Cultural Encounters between Imperial Germany and Meiji Japan* (Toronto: University of Toronto Press, 2014; paperback, 2016).

Journal Articles and Book Chapters

Book Reviews
AWARDS AND HONORS (from 2011 only)

Research Award
2015 J. Worth Estes Prize from the American Association for the History of Medicine
http://www.histmed.org/j-worth-estes-prize-winners

Teaching Award
2012 Montague-Center for Teaching Excellence Award, Texas A&M

RESEARCH GRANTS AND FELLOWSHIPS (from 2011 only)

External
2013 The Academy of Korean Studies, Competitive Research Grant
2009 JSPS (Japan Society for the Promotion of Science)-SSRC Research Grant in Japan for 2009-2011

Internal
2017 Glasscock Internal Faculty Fellowship, Glasscock Center for Humanities, Texas A&M, Fall 2017
2015 International Travel Support, College of Liberal Arts, Texas A&M
2013 Publication Support Grant, Glasscock Center, Texas A&M
2012 Faculty Research Fellowship, Glasscock Center, Texas A&M, 2012-2013

INVITED LECTURES, WORKSHOPS, AND SEMINARIS (from 2011 only)

2015 “Doctors of Empire: Medical and Cultural Encounters between Imperial Germany and Meiji Japan.” Meet the Author and Critical Review Workshop, Research Institute of Comparative History and Culture, Hanyang University, Seoul, South Korea, March 2015.
2011 “Anatomically Speaking: the Kubo Incident and the Paradox of Race in Colonial Korea.”
University of Texas-Austin, September 2011.


2011  “Anatomically Speaking: the Kubo Incident and the Paradox of Race in Colonial Korea.” Conference “Medicine as a Medium of Multiple Modernities—Transactions and Contingencies between China, Germany, and Japan in the 19th and early 20th centuries,” Martin-Luther-University, Halle, Germany, March 2011.

CONFERENCE PARTICIPATION (from 2011 only)

2017  Discussant, “Shifting Paradigms in East-West Engagement,” German Studies Association, Atlanta, GA, October 2017

2017  Moderator, “Medicine and War,” The 2nd International History of Medicine Symposium, Texas A&M University Health Science Center, February 2017


TEACHING EXPERIENCE

Texas A&M University, since 2007

“Japan in the Twentieth Century” (undergraduate course); “Japan’s Colonial Empire” (sophomore seminar); “Medicine and Empire” (senior seminar); “Pharmaceutical Modernity: A Social, Cultural, and Political History of Drugs” (senior seminar); “World History since 1500” (undergraduate course); “Germany since 1815” (undergraduate course); “Post-1945 Germanies” (undergraduate course); “Global, Transnational, and International: Reading Seminar in Modern European History” (graduate reading seminar)

SERVICE

Editorial board member: Korean Journal of Medical History; The Journal of Western History

Manuscript reviewer: Cambridge University Press, Historia Scientiarum, Medical History, Asian Medicine—Tradition and Modernity, Korean Journal of Medical History, Social History, and German History
Andrew J. Kirkendall

Education

Ph. D., Latin American history, University of North Carolina at Chapel Hill, 1996.
M.A., Latin American history, University of North Carolina at Chapel Hill, 1991.
M.A., University of Missouri-Columbia School of Journalism, 1987.
B.A., Wesleyan University (CT), 1980: graduated cum laude and with departmental honors in history.

Teaching Experience

Professor of History, Texas A&M University, 2012 to present.
Associate Professor of History, Texas A&M University, 2003 to 2012.
Assistant Professor of History, Texas A&M University, 1997-2003.
Visiting Assistant Professor of History, Washington and Lee University, 1996-1997.

Teaching Fields

Modern Latin American history
   Areas of special interest: Brazil, US-Latin American Relations, Cold War
Modern World History

Teaching Award

Texas A&M University Association of Former Students Distinguished Achievement Award for Teaching, 2007, College of Liberal Arts.

Books


Current Research Project

The Kennedy Brothers, Liberal Democrats, and Cold War Latin America
Refereed Articles


Book Chapters


Conference Proceedings


Research Grants


Select Recent Conference Presentations and Invited Lectures


“Decolonization and Education in Portuguese America and Portuguese Africa,” Conference on Decolonization(s) and Education – New Men and New Polities, Humboldt University, Berlin, Germany, November 2015.


Select Recent Book Reviews


Editorial Activities


Refereeing Manuscripts for Journals


Refereeing Manuscripts for Publishers


Miscellaneous Writings


Professional Affiliations

Member, American Historical Association.
Member, Society for Historians of American Foreign Relations.
Member, Conference on Latin American History.
BRIAN McALLISTER LINN
Professor of History and Ralph R. Thomas Class of 1921 Professor in Liberal Arts

Department of History, TAMU 4236  
Texas A&M University  
College Station, TX  77843-4236  
email: b-linn@tamu.edu  
phone: 979 845-7151  
fax: 979 862-4314

Current and Past Positions:
Professor, Department of History, Texas A&M University, 1998-present
Associate Professor, Department of History, Texas A&M University, 1995-1998
Assistant Professor, Department of History, Texas A&M University, 1989-1995
Visiting Assistant Professor, Department of History, Old Dominion University, 1987-1989
Visiting Assistant Professor, Department of History, University of Nebraska, 1986-1987

Education:
B.A. with High Honors, University of Hawai‘i, 1978
Regiment in the Philippines”
Philippine War, 1899-1902”

Awards and Honors:
Fulbright Distinguished Professorship, University of Birmingham, United Kingdom, 2016
Fellow, Royal Society of Arts, 2016
Bosch Fellow in Public Policy, American Academy in Berlin, 2014
Edwin M. Simmons Memorial Service Award, Society for Military History, 2012
President, Society for Military History, 2009-2011
Fulbright Fellowship, National University of Singapore, 2009
Smith Richardson Foundation Research Grant, 2008-2016
Woodrow Wilson International Center Fellowship, 2004-2005
John Simon Guggenheim Memorial Fellowship, 2003-2004
Society for Military History Distinguished Book Prize, 1998 and 2002
Visiting Professor, U.S. Army Center of Military History, 1995-1996
Susan Louise Dyer Peace Fellowship, Hoover Institution, Stanford University, 1993-1994
John M. Olin Postdoctoral Fellowship, Yale University, 1990-1991
National Endowment for the Humanities Summer Stipend, 1989

Publications:
Books
Elvis’s Army: Cold War GIs and the Atomic Battlefield, Harvard University Press, 2016 [Army
Historical Foundation Book Award]
The Echo of Battle: The Army’s Way of War, Harvard University Press, 2007
The Philippine War, 1899-1902, University Press of Kansas, 2000 [Society for Military History
Distinguished Book Prize; History Book Club Selection; US Army Chief of Staff’s Reading List; US
Air Force Chief of Staff’s Reading List]
Guardians of Empire: The U.S. Army and the Pacific, 1902-1940, University of North Carolina
Press, 1997 [Society for Military History Distinguished Book Prize; Army Historical Foundation
Book Award; History Book Club Selection]
The U.S. Army and Counterinsurgency in the Philippine War, 1899-1902, University of North
Carolina Press, 1989
Selected Refereed Articles and Book Chapters

“Challenge and Change: West Point and the Cold War,” in West Point: Two Centuries and Beyond, ed. Lance Betros (Abilene, TX: McWhiney Foundation Press, 2004), 218-47
“The Long Twilight of the Frontier Army,” Western Historical Quarterly 27 (Summer 1996): 141-67

Other publications: 7 other refereed articles or book chapters; 8 published conference papers (including publications in Bulgaria, Denmark, Germany, the Netherlands, Sweden); 10 essays in historical or professional military journals; some 50 book reviews

Papers at Professional Conferences: 37 in US including American Historical Association (5); Organization of American Historians (2); Society for Military History (5); Strategic Studies Institute (3). 13 international papers (Australia; Bulgaria; Denmark; Finland; France; Germany; Netherlands; Philippines; Republic of Korea; Singapore; Sweden; United Kingdom)

Lectures and seminars at universities, federal agencies, military institutions, and public events: in US: 94; International: 26
CURRICULUM VITA   HAROLD C. LIVESAY

Harold C. Livesay: His Life and Times

Before turning his attention to academic pursuits, Harold C. Livesay toiled at several occupations, with fluctuating success: tomato picker, ferry boat deckhand, telephone repairman, railroad yardmaster, self-employed painter of bulldozers, parachutist in the 82d Airborne Division of the United States Army, steel trucker, and numerous others. Following this period of peregrinating odd-jobbery (during which he acquired a love for travel, an expensive skiing habit, a curiosity about American history, and several children), Mr. Livesay yearned for a less laborious, more mentally stimulating way of life and, therefore, sought solace in the printed page. His single-minded dedication to his new career resulted in a B.A. from the University of Delaware in 1966, an M.A. from The Johns Hopkins University in 1968, and a flow of publications on topics in and out of economic history.

After receiving his Ph.D. from Johns Hopkins in June, 1970, Mr. Livesay accepted a position in the History Department of the University of Michigan, where he slogged on until 1978, to the benefit of the citizens of the state and to the intense relief of his creditors. In 1978 he removed his seat of operations to the State University of New York at Binghamton. In 1981, emulating many of the industries he studies, Mr. Livesay moved south, becoming Head of the History Department of Virginia Polytechnic Institute and State University at Blacksburg, Va. Thence, he departed in 1987 for Texas A & M University where he became in September 1988 the Clifford A. Taylor Professor in Liberal Arts, a position he retained until relinquishing it under duress in August 2014.

After forty plus years of productive research, publication, teaching, and service (as summarized below), he became poster boy for the “What have you done for us lately?” assessment method, which in time will reduce faculty evaluations to a four word summary: “Mene, Mene, Tekel, Upharsin.”

While wryly observing the decline of American higher education under the onslaught of yahoos and know-nothings to whom the treasures of western culture seem as alien as Choctaw dialects, Mr. Livesay nevertheless retains his sense of purpose, fulfillment, and joy in the classroom.

EDUCATION
PUBLICATIONS

Books


_____ (Revised edition published 1999.) (with Marcia L. Rorke)

Edited book:


Contributed introduction and two chapters.

Articles, Book Chapter, Contributions to Collections, etc.: Over fifty of these published, primarily on entrepreneurs and technology commercialization.

REVIEWING

PAPERS, SPEECHES, CONFERENCE PARTICIPATION
In addition to well over a hundred talks on a variety of topics to other professional and non-professional audiences, including schools, civic groups, etc. I have presented papers and delivered comments at many professional meetings, including those of the American Historical Association, the Organization of American Historians, the Economic History Association, the Business History Society, and the Economic and Business Historical Society. In addition I have made presentations at professional meetings in Great Britain, France, Spain, Germany, Japan, and Australia.

PROFESSIONAL WORK EXPERIENCE

Occupational experience:
Clerk, freight brakeman, yardmaster, for the Pennsylvania Railroad in Wilmington, Delaware, and Baltimore, Maryland. 1952-1957
Yardmaster, Pennsylvania Railroad, Wilmington, Delaware, and Chester, Pennsylvania. 1959-1962
Self-employed steel hauler and industrial painting contractor, coast-to-coast. 1962
Chemical research technician for E.I. du Pont de Nemours and Co. in Wilmington, Delaware. 1964-1966
Undergraduate student at the University of Delaware. 1964-1966
Graduate student at The Johns Hopkins University. 1966-1970
Assistant, then Associate Professor (1974) of History, University of Michigan. 1970-1978
Professor of History, State University of New York at Binghamton. 1978-1981
Chair, History Department, State University of New York at Binghamton 1980-1981
Head, Department of History, Virginia Tech 1981-1987
Professor of History, Texas A&M University 1987-

Teaching Experience: forty-eight years worth, all shapes, sizes, and levels, on campus and in extension programs, including teaching in penitentiary programs.

University Administrative Service
I have served in all the various capacities usually associated with a career trajectory such as mine, including terms as department chair at the State University of New York at Binghamton (one year), department head at Virginia Tech (six years), and acting department head (two semesters) at TAMU.
TRENT MACNAMARA

Texas A&M University
Department of History
201 Glasscock Building
College Station, TX 77843-4236
t.macnamara@tamu.edu

EDUCATION
Columbia University, Ph.D. in History, 2015
Brown University, A.B. in History, 2003

ACADEMIC EMPLOYMENT
Assistant professor, Texas A&M University, 2017-
Lecturer, Texas A&M University, 2016-17
Instructor, Barnard College, 2011-12

PUBLICATIONS
Birth Control and American Modernity: A History of Popular Ideas
Under contact with Cambridge University Press.

“Being, Time, and Historical Demography” in Koen Matthijs, Saskia Hin, Jan Kok and Hideko Matsuo, eds., Upside and down and inside out: The future of historical demography (Acco Leuven, 2016)

“Introduction: Living in the Demos” in Living in the Demos: Qualitative Approaches to Demographic Questions. Special issue of The History of the Family (March 2015), with Yuliya Hilevych


RESEARCH INTERESTS
19th and 20th century U.S. cultural, intellectual, and social history

FELLOWSHIPS AND AWARDS
Melbern Glasscock Center for Humanities Research, Non-Tenure Track Faculty Research Fellowship Award (2016-17)
Invited guest editor, The History of the Family, special issue: “Qualitative approaches to demographic questions” (March 2015), with Yuliya Hilevych
Brebner Travel Award, Columbia University, 2008, 2012, 2014
Columbia University Graduate School of Arts and Sciences Summer Research Fellowship, 2011, 2012

SELECTED CONFERENCE PAPERS

“‘Race suicide’ and procreative mysticism in America, 1900-1940” Organization of American Historians, April 2018, Sacramento, California
“The Roosevelts, Race Suicide, and Reproductive Liberalism” Pursuing the Rooseveltian Century, Nov. 2017, Middelburg, Netherlands
“America Seeks Contraception: An Analysis of 556 Letters to Birth Control Activists, 1918-1936” Annual Meeting of Social Science History Association (SSHA), Nov. 8, 2014, Toronto, Ontario
“‘Cultural Factors’ in U.S. Fertility Decline: Evidence from Qualitative Sources” SSHA, Nov. 1, 2012, Vancouver, British Columbia

CONFERENCE PANELS ORGANIZED

“Popular Ideas on Gender, Reproduction and Democratic Citizenship” U.S. Intellectual History Conference, Oct. 2017, Dallas, Texas (proposed)
“Qualitative approaches to demographic questions: reproductive decisions and birth control practices” (two panel session, by invitation), Annual Meeting of SSHA, Nov. 22, 2013, Chicago, Illinois

COURSES

“U.S. Environmental History” Texas A&M University. Spring 2018-
“United States History since 1877” Texas A&M University. Fall 2016-

LANGUAGES
French, Spanish
Verity McInnis

**Professional Training**

[2007-2012] Texas A&M University, College Station, Texas
History
Ph.D.
Co-Chairs: Profs. R. J. Q. Adams and Joseph G. Dawson III
Graduated May 2012

[2006-2007] Texas A&M University - Corpus Christi, Texas
18 hours of additional graduate coursework in American Literature and Literary Theory.

[2003-2006] Texas A&M University - Corpus Christi, Texas
History
Master of Arts
“Expanding Horizons: Officers’ Wives on the Military Frontiers, 1846-1903.”
Committee Chair: Prof. Robert Wooster

[1999-2003] Texas A&M University - Corpus Christi, Texas
History
Bachelor of Arts, summa cum laude, 4.0 GPA

**Teaching workshops and Certifications**

[2017] Inclusive Pedagogy: Meeting the Needs of our Diverse Student Body
[2016] Pedagogy Project Forum: Supporting Transformational Learning
[2016] Video in Your Classroom
[2016] Mobile Devices and their Implications for Teaching and Learning
[2015] Curricular and Co-Curricular High Impact Programs workshop
[2014] E-campus, and Technology in the Classroom workshops
[2012-13] Professional Certification in Online Teaching
[2012] Constructing a Writing Intensive Undergraduate Course
Academic Appointments

Lecturer
Texas A&M University- College Station
[2012-cont.] U.S. History to 1877, Texas History, U.S. History since 1877

Instructor of Record
Texas A&M University - Corpus Christi

Discussion Leader
[2007-2011] Texas A&M University- College Station

Leading Facilitator, Domestic and International Teaching Assistant Training Program - Center for Teaching Excellence
[2008-2011] Texas A&M University - College Station

Teaching Fields
The U.S. West
Women and Gender in the U.S. West
Nineteenth-Century United States
Comparative Colonialism
North American Colonialism
British and American Women in the Victorian Age
Modern Britain
The British Empire
Literary Criticism

Publications and Works Forthcoming


Scholarly Presentations and Conferences
Texas State Historical Association Conference, 6 March 2014, San Antonio, Texas, paper presented “Disdain and Discrimination: Army Officers’ Wives in Reconstruction Texas.”

New Modern British Studies Graduate Student Colloquium, Department of English, Texas A&M University, paper presented November 15, 2010, “Imperial Ambassadors: Nineteenth-Century American and British Officers’ Wives as Transnational Couriers of Culture.”


British Women Writers Conference, College Station, paper presented April 8, 2010, “Nineteenth-Century Officers’ Wives of the American Frontier and British Raj.”

University Service and Outreach
Presenter and host, “Aggieland Saturday” Texas A&M University campus open day, February 2015-cont.

Faculty Advisor, “Be the Match on Campus” Texas A&M University student organization, 2015-cont.

Judge, Texas A&M University Student Research Week, March 2014.

Member, Texas A&M University, College of Liberal Arts Diversity Committee, 2011-12.

Member, Texas A&M University, Department of History Diversity Committee, 2011-12.

Panel Chair, East Texas Historical Association Conference, 18 February 2011, Waco, Texas.

Lead Facilitator/mentor - Center for Teaching Excellence 2010, Texas A&M University.

Honors and Grants


Dissertation Completion Fellowship, Texas A&M University, 2011-2012.

John L. Canup Graduate Teaching Award, Texas A&M University, 2011.

Dissertation Research Award, College of Liberal Arts, Texas A&M University, 2011.

DeLoach and Amelia Martin Graduate Dissertation Fellowship, Texas A&M University 2010,
Sarah McNamara

Department of History | Texas A&M University
101 Melbern G. Glasscock Building | TAMU 4236
College Station, TX 77843 | sarahmc@tamu.edu

EMPLOYMENT

Assistant Professor, Department of History, Texas A&M University, 2016- Present

EDUCATION

Ph.D. University of North Carolina, Chapel Hill, 2016
  Department of History

M.A., University of North Carolina, Chapel Hill, 2012
  Department of History

B.A., summa cum laude, University of Florida, Gainesville, FL, 2009
  History and Spanish Language and Linguistics, Phi Beta Kappa

PUBLICATIONS


HONORS AND AWARDS

National Endowment for the Humanities, Latino Americans: 500 Years of History 2015-2016
Albert J. Beveridge Grant Prize, American Historical Association 2015
Dissertation Completion Fellowship, UNC Graduate School 2015-2016
Mellon Dissertation Fellowship, Institute for the Study of the Americas, UNC 2015
Excellence in Teaching Award, History Department, UNC 2015
Tulane Global South Research Fellowship, Tulane University 2014
George Tindall Research Fellowship, History Department, UNC 2014
Latina/o Migration Award, Center for Global Initiatives, UNC 2014
Excellence in Teaching Award, History Department, UNC 2013
George Mowry Dissertation Research Award, History Department, UNC 2013
Archie Green Research Fellowship, American Studies Department, UNC 2013
Graduate School Summer Research Fellowship, UNC 2013
Center for the Study of the American South Summer Fellowship, UNC 2013
Patrick Riordan Fellowship, Special Collections, University of South Florida 2012
Clein Research Fellowship, History Department, UNC 2012
Julian Pleasants Fellowship, Samuel Proctor Oral History Program, University of Florida 2012
Excellence in Teaching Award, History Department, UNC 2012
Waddell Fund Fellowship, History Department, UNC 2011
Phi Beta Kappa Society 2009
INVITED TALKS


“What does a citizen look like?: Immigration Policy and the Politics of Belonging,” DACA Immigration Reform Speaker Series, Carlos Cantu Lecture Series, College Station, TX, September, 28, 2017.


“Revolutionaries and Radicals,” Tampa Bay History Center, City of Tampa Archives Awareness Week, Sponsored by the National Endowment for the Humanities, June 14, 2016.

“Learning to Listen: Latina/o History through Latina/o Voices,” Tampa Bay History Center, City of Tampa Speakers Series, Sponsored by the National Endowment for the Humanities, Dec. 17 2015.


“Southern Feminisms: Stories of Women’s Activism in a Changing South,” Carolina Women’s Center Speaker Series, UNC-Chapel Hill, Chapel Hill, NC, April 9, 2014.


CONFERENCE PAPERS

“La Vida Feminista: Luisa Capetillo and Radical Feminism in the Global South, 1900- 1922,” Panelist, Berkshire Conference of Women’s Historians, June 2017.


“Connecting the Past, Present, and Future of the Women’s Movement” Round Table Panelist, Oral History Association Conference, Cleveland, Ohio, October 2012.

TEACHING

Latina/o History, Texas A&M
Feminisms of Color, Texas A&M
Latinx Work, Latinx Power!, Texas A&M
Modern American Women’s History, Texas A&M University
U.S. History since 1877, Texas A&M

DEPARTMENTAL AND PROFESSIONAL SERVICE

Undocumented Student and Immigration Resources Task Force, Office of Provost, Texas A&M, 2018- present
Council for Minority Student Affairs (CMSA), Faculty Advisor, 2017- present
Undergraduate Studies Committee, Committee Member, History Department, Texas A&M, 2017- 2018
Publication Committee, Committee Member, Oral History Association, 2017-2019
Committee on Diversity, Chair, Oral History Association, 2015-2018

PROFESSIONAL AFFILIATIONS

American Historical Association
Coordinating Council for Women in History
Latina/o Studies Association
Labor and Working Class History Association
Oral History Association
Organization of American Historians
Southern Associations of Women’s Historians
Southern Labor Studies Association

LANGUAGES

Spanish, high proficiency, speaking and writing
Latin, proficient, reading
Roger Roi Reese  
Professor  
Department of History  
Texas A&M University  
rreese@tamu.edu

Education

Ph. D., History, The University of Texas, 1990  
M. A., History, The University of Texas, 1986  
B. A., History, Texas A&M University, 1981

Publications

Books


*Why Stalin’s Soldiers Fought: The Red Army’s Military Effectiveness in World War II.*  
(Lawrence, Kans: University Press of Kansas, 2011)

*The Russian Imperial Army, 1796-1917.*  Edited.  
(Aldershot, Hants: Ashgate, 2006)

*Red Commanders: A Social History of the Soviet Officer Corps, 1918-1991.*  
(Lawrence, Kans: University Press of Kansas, 2005)

(London: Routledge, 2000)

(Lawrence, Kans: University Press of Kansas, 1996)

Refereed Articles

“What to Give: Popular Response in the Soviet Union to the Warm Clothes Drive during the Great Patriotic War,” *Jahrbücher für Geschichte Osteuropas*, vol. 63, no. 3 (2015), 412-429

“Ten Jewish Red Army Veterans of the Great Patriotic War: In search of the Mythical Representative Soviet Soldier,” *Journal of Slavic Military Studies*, vol. 27, no. 3 (September 2014), 420-429

“The Russian Orthodox Church and Patriotic Support for the Stalinist Regime during the Great Patriotic War,” *War & Society*, vol. 33, no. 2 (May 2014), 137-158

“Surrender and Capture in the Winter War and Great Patriotic War: Which was the Anomaly?”  
“Lessons of the Winter War: A Study in the Military Effectiveness of the Red Army, 1939-1940” *Journal of Military History*, vol. 72, no. 3 (2008), 825-52


**Book Chapters**


**Book Reviews** – 31

**Teaching**

Regularly teach the survey course on Western Civilization from 1660 to 2000, and upper division courses on Eastern Europe, Imperial Russia, Nineteenth-Century Europe, modern Europe, the Second World War, and the Soviet Union. Occasionally teach graduate seminars on Soviet history, European history, research methods, and undergraduate senior seminars on various topics in Russian, Soviet, modern European, and military history. Supervise individual studies for both undergraduate and graduate students on the aforementioned topics. Occasionally teach some of these courses as study abroad experiences in the summer sessions.
Scholarly Awards and Prizes

Texas A&M University College of Liberal Arts Cornerstone Faculty Fellowship, 2017-2021
University Distinguished Achievement Award in the Area of Teaching, 2009
The Moncado Prize for outstanding article in military history awarded by the Society for Military History, spring 2003

Professional Service

Member of the editorial board of Canadian-American Slavic Studies since 2015.
Member of the editorial board of the Journal of Slavic Military Studies since 2007.

Professional Conferences and Invited Lectures


“Remembering the Soviet-Afghan War in Russia.” Panel organizer and presenter at the Society for Military History annual conference, 14-17 April 2016, Ottawa, Canada. Panel title: Twentieth Century Wars and the Evolution of Popular Memory.


“The Soviet Female Experience as Soldiers in World War II,” The Second Annual University of Victoria Military Oral History Conference, Victoria, British Columbia, 5-7 May 2010


“Surrender and Capture in the Winter and Great Patriotic Wars: Which was the Anomaly?” at the annual British Association for Slavonic and East European Studies (BASEES) conference at Fitzwilliam College of the University of Cambridge, England, 31 March – 2 April 2007.

“Military Service in the Great Patriotic War: Patriotism, Memory, and Stalinism” delivered at the Melbourne Conferences on Soviet and Australian History and Culture, University of Melbourne, Australia, July 4-8, 2006.


“Red Army Professionalism and the Communist Party, 1918-1941” delivered at the Southern Historical Association annual meeting in Louisville, Kentucky, November 8-11, 2000.
ROBERT PAUL RESCH


**Fields of Interest:** 20th century European Intellectual History: Critical Theory, Marxism, Psychoanalysis, Structuralism and Poststructuralism, Racism.

**Academic Posts:** Associate Professor of History, Texas A & M University, 1992-present.

**Courses Taught:** Western Civilization from 1500 (Europe and United States). U. S. History to Reconstruction. European Intellectual History. 19th Century Europe. Race, Gender, and Class (graduate reading seminar). Utopia and Dystopia (undergraduate reading seminar).

**Publications:**
- "Running on Empty: Zizek's Concept of the Subject." *Journal for the Psychoanalysis of Culture and Society*, 4:3 (Spring, 1999), pp. 92-99.


"Modernism, Postmodernism and Social Theory: A Comparison of Althusser and Foucault," Poetics Today, 10:3 (Fall, 1989), pp. 511-549.


Papers and Reviews:


"Discourse, Ideology, Literature: Towards a Materialist Concept of Literary Production." Paper presented to the interdisciplinary conference, '(Re)producing Texts/(Re)presenting History," Texas A&M University, September 27, 1989.


ACADEMIC EMPLOYMENT

Texas A&M University, Assistant Professor of History 2016 – present

EDUCATION

Ph.D., University of North Carolina at Chapel Hill (UNC) 2016
Russian and East European History
Graduate Certificate in Russian and East European Studies
Dissertation: “Claiming the Caucasus: Russia’s Imperial Encounter with Armenians, 1801-1894”

M.A., University of North Carolina at Chapel Hill 2012
Department of History
Thesis: “Empirical Empire: Russian Geographical Explorations in the 1880s”

B.A., University of Kansas, Lawrence, KS 2009
History (with Honors); Russian and East European Studies (with Honors)

PUBLICATIONS

Articles in Refereed Journals


Book Reviews

Tzar and Sultan: Russian Encounters with the Ottoman Empire, by Victor Taki, forthcoming in December 2017 in Revolutionary Russia.


Non-Refereed Publications

TEACHING EXPERIENCE

At Texas A&M University, Department of History
HIST 210: Russian Civilization
HIST 410: Russia to 1801
HIST 411: Imperial Russia, 1801-1917
HIST 481 (Senior Seminar): The Multiethnic Russian Empire

At UNC – Chapel Hill, Department of History
HIST 264: Gender in Russian History

FELLOWSHIPS & AWARDS

Doris G. Quinn Foundation Dissertation Completion Fellowship 2015
American Councils Title VIII Research Scholar Fellowship (ACTR/ACCELS) 2013-2014
Fulbright IIE U.S. Student Program Research Fellowship to Russia (declined) 2013-2014
CLIR/Mellon Fellowship for Dissertation Research in Original Sources (declined) 2013-2014
Short-Term Scholar, Kennan Institute of the Woodrow Wilson Center for Scholars 2013
George Mowry Dissertation Research Award, History Department, UNC 2013
Foreign Language and Area Studies (FLAS) Summer Award, UNC 2011
Title VIII Award, Critical Languages Institute, Arizona State University 2011
Doctoral Merit Assistantship, UNC Graduate School 2010-2011
Fulbright-Hays Award, Advanced Overseas Intensive Language Program, U.S. Dept. of Education 2007

CONFERENCES

Papers Presented

“The Power and Partnership: Religious Kinship in Russia’s Annexation of the South Caucasus” Nov. 2017
Association for Slavic, East European, and Eurasian Studies, Chicago, IL

“The Tsar’s Diaspora: The Armenian Factor in Russia’s Foreign Policy under Alexander II” Nov. 2016
Association for Slavic, East European, and Eurasian Studies, Washington, DC

“Temptations of the Caucasus: Imperial Russia Targets Persian Yerevan” October 2016
Central Slavic Conference, St. Louis, MO

“The Lazarev Institute of Oriental Languages in the Service of the Tsarist Empire, 1815-30” Nov. 2015
Association for Slavic, East European, and Eurasian Studies, Philadelphia, PA

“Spies and Settlers: Armenians in the Tsarist Service, 1804-13” February 2015
Graduate Student Colloquium in Armenian Studies, UCLA

“Fractured Loyalties: State Responses to Armenian Nationalism in Late Imperial Russia” March 2013
Southern Conference on Slavic Studies, Greensboro, NC

“Empirical Empire: Russian Geographical Explorations in the 1880s” March 2012
Southern Conference on Slavic Studies, Savannah, GA

“Rebel Thought Unbowed: The Decembrists Against Autocracy” November 2009
Central Slavic Conference, St. Louis, MO

Panels Chaired or Commented

Chair, “Comparative Print Perspectives,” Central Slavic Conference, St. Louis, MO October 2016
INVITED TALKS

“‘Denationalizing’ Armenians? Late Imperial Russia’s Policy Reversals in the Caucasus” April 2018
   The Russian History Seminar of Washington, DC, Georgetown University
“Viceroy I. Vorontsov-Dashkov: The Tsar’s Last Reformer in the Caucasus” February 2018
   Desert Russian History Workshop, University of Nevada, Las Vegas
“Divine Diplomacy: the Armenian Church and the Russian State, 1825-1855” September 2015
   Carolina Seminar Series, “Russia and Its Empires,” UNC-Chapel Hill
“A Soliloquy of Chaos: Tsarist Perceptions of Armenians in Late Imperial Russia” October 2014
   Oriental Seminar, European University at St. Petersburg, Russia
“Methods of Archival Research in St. Petersburg, Moscow, and Washington, D.C.” October 2014
   Higher School of Economics, National Research University, St. Petersburg, Russia

SERVICE

To the Department

Undergraduate Committee, member 2016 – present

To the Profession

Manuscript referee for Europe-Asia Studies and Sociological Forum
Application reviewer for American Councils Title VIII Research Program 2017
Board of Directors, American Research Institute of the South Caucasus 2011-2015

OTHER PROFESSIONAL ACTIVITIES

International Associate Research Fellow, Center for Historical Study and Faculty of History,
   Higher School of Economics, St. Petersburg, Russia July – December 2014
Interviewed in “Dispatch From Armenia: The Not So Frozen War,” World Affairs
   (http://www.worldaffairsjournal.org/article/dispatch-armenia-not-so-frozen-war) 2013
Summer Research Laboratory
   Russian, East European and Eurasian Center, University of Illinois, Urbana-Champaign 2011

LANGUAGES

Russian – near-native fluency
Armenian – proficiency
French – reading knowledge

PROFESSIONAL AFFILIATIONS

American Historical Association
Association for Slavic, East European, and Eurasian Studies
Southern Conference on Slavic Studies
American Research Institute of the South Caucasus
Society for Armenian Studies
National Association for Armenian Studies and Research
James Rosenheim  
Department of History  
Texas A&M University  
4236 TAMU  
College Station, Texas 77843-4236  
j-rosenheim@tamu.edu

Education:
1972 A. B., magna cum laude, Department of History, Harvard University  
1978 M.A., Department of History, Princeton University  
1981 Ph.D., Department of History, Princeton University

Employment:
1999- Professor of History and Affiliated Faculty, Women’s and Gender Studies Program, Texas A&M University  
2005 (Fall) Visiting Professor, Department of History, Rice University  
1999-2011 Director, Melbern G. Glasscock Center for Humanities Research  
1989-1999 Associate Professor of History, Texas A&M University  
1982-1989 Assistant Professor of History, Texas A&M University  
1981-1982 Assistant Professor and Chair, Arts and Sciences Department, Westminster Choir College, Princeton, New Jersey  
1977-1978 Instructor and Lecturer, Department of History, Princeton University

Publications:
Books  

Edited books  

Editions  

Refereed Articles  
Book chapters


Recent Conference presentations:


“The Experience of the Never-Married Man: The Later Life of Edmund Herbert,” American Society of Eighteenth-Century Studies, Montreal, Canada, April 2013


“Men with ‘something else to do’: unmarried men in the eighteenth century,” British Queer History conference, McGill University, Montreal, Canada, October 2010

“It pleased me...in fancy and imagination only”: Dudley Ryder and the Company of Women, 1715-1716,” Western Conference on British Studies, Albuquerque, November 2007

Recent book reviews:


EDUCATION:

Ph.D., History, 2010, University of Pennsylvania

B.A., History with Honors, 2003, University of California, San Diego

ACADEMIC EMPLOYMENT:

Texas A&M University, 2010—2016, Assistant Professor
Texas A&M University, 2016—Present, Associate Professor

TEACHING FIELDS:

Nineteenth-Century United States
United States in the World
American Foreign Relations
Childhood and the Family

RESEARCH AND PUBLICATIONS:

Books


*Winner: James Broussard Prize from the Society for the Historians of the Early American Republic for the Best First Book*

*Winner: John Lyman Prize from the North American Society for Oceanic History for the Best Book on U.S. Maritime History*

*Honorable Mention: David Montgomery Award from the Organization of American Historians for the Best Book on Labor History*
Journal Articles (Peer Reviewed)


*Winner: Fass-Sandin Article Prize from the Society for the History of Childhood and Youth for the Best Article on the History of Childhood*


*Honorable Mention: Nineteenth Century Studies Association Article Prize*


Book Chapters (Peer Reviewed)


“We Are Melville’s Monsters: *In the Heart of the Sea* as Eco-Horror in the Age of Climate Change,” in Matthew Hulbert, ed., *Writing History with Lightning: Representations of Nineteenth-Century America in Film* (Baton Rouge: LSU Press, 2018) [Forthcoming].


**Book Chapters (Not Peer Reviewed)**


**Book Reviews**

*Assorted book reviews have appeared in the* *Journal of the Early Republic; The Historian; Journal of Interdisciplinary History; Journal of Military History; International Journal of Maritime History; Journal of American History; American Historical Review; Labor; Early American Literature*

**GRANTS**

**Internal Grants**

Texas A&M Ray Rothrock Fellowship ($5,000 per year for 3 years, awarded Fall 2016)

Texas A&M Arts and Humanities Fellowship ($5,000 per year for next 3 years, awarded April 2015)

PESCA Grant ($8,500 awarded December 2013)

**External Grants**

American Antiquarian Society, Worcester, Mass., Justin G. Schiller Fellowship in American Children’s Literature ($1,850 awarded April 2014)

Princeton University Library, Princeton, NJ, Cotsen Children’s Literature Collection Fellowship ($2,700 awarded April 2014)

Baldwin Library of Historical Children’s Literature at the University of Florida, SEC Visiting Faculty Fellowship ($2,500 awarded November 2013)
DEGREES RECEIVED

Duke University     Ph.D. in Modern French History, May 2003
                    “‘The distance between the color white and all others’: The
                    Struggle Over White Identity in the French Colony of Martinique,
                    1802-1848”

Duke University     M.A. in European History, December 1996

University of Wisconsin, Madison     B.S. in History, with distinction, May 1992

ACADEMIC POSITIONS HELD

Texas A & M University     Associate Professor, Fall 2010-present
                                 Assistant Professor of History, 2003-2010

Colorado Mountain College     Social Sciences Instructor, Fall 2002

Duke University     Interim Instructor of History, Fall 1998

ADMINISTRATIVE POSITIONS HELD

Texas A & M University     Department of History,
                                 Director of Undergraduate Studies, 2011-2015, 2017-2018

RESEARCH AND PUBLICATIONS

Books in Print:

_Sweet Liberty: The Final Days of Slavery in Martinique_, University of Pennsylvania
(Early American Series), July 2009, (paperback 2012))
Referred Journal Articles in Print:


“Superb Ladies,” “Uncultivated Creoles,” and “Intimate Friends:” Female Identity in Nineteenth-Century Martinique,” Pouvoirs dans la Caraïbe, numéro spécial, Série Université de juillet, Session 1998, septembre 2000, pp. 15–32 (ISSN 1143-1865)

Works in Progress:

France at the Edges: Life in France’s Atlantic Port Cities, 1815-1830, manuscript in progress

Select Invited Lectures:


Comment on J.H. Elliott’s Empires of the Atlantic World, April 23, 2010, McNeil Center for Early American Studies, Philadelphia, PA

Select Scholarly Presentations:


“‘Bad sorts’ and ‘good husbands’: Race, masculinity, and mixed-race deportees in the early nineteenth-century French Atlantic,” May 2016, Free and Unfree Labor in Port Cities, University of Pittsburgh, Pittsburgh, PA

“Teaching Emerging Histories of the Early Modern French Atlantic,” (session moderator), October 2015, Omohundro Institute of Early American History and Culture/College of William and Mary, Williamsburg, VA

“Suspect or Safe? Demarcating Mobility in the Restoration-Era French Atlantic,” May 2014, Association of Caribbean Historians Annual Conference, Fort de France, Martinique
“Bourbon Monarchy or Imperial Dynasty? The Hundred Days in Martinique, 1814-1815,” February 2014, Consortium on the Revolutionary Era, Oxford, MS

“Black, White and French: Making Race in Saint-Domingue and France,” (Comment), October 2013, Western Society for French History Annual Conference, Atlanta, GA

“Reconstruction,” (Chair), September 2013, “1914 and the Making of the Twentieth Century” Conference, College Station, TX


“‘Moyen de peupler Cayenne à peu de frais’: Pierre Clément Laussat and the Settling of French Guiana, 1819-1823,” June 2012, French Colonial Historical Studies Annual Conference, New Orleans, LA

“Colonial Justice from the Revolution to the July Monarchy,” (Panel Chair/Comment), June 2012, French Colonial Historical Studies Annual Conference, New Orleans, LA

GRANTS & AWARDS

Association of Former Students College Level Teaching Award, Texas A & M University
Fall 2010

Melbern G. Glasscock Center for Humanities Research, Internal Faculty Fellow, Texas A & M University, 2009-2010

Bernadotte E. Schmitt Grant, American Historical Association, 2009

Franklin Research Grant, American Philosophical Society, 2008

Research Fellowship for the Study of the Global South, Collaborative Research Group for the Study of the Global South, Tulane University, 2007

Summer Research Grant, Harvard University’s International Seminar on Atlantic World History, 2007
Education

Ph.D., History, 2009, Princeton University
M.A., History, 2003, Princeton University
Post-Baccalaureate Certificate in Classics, 2001, University of California, Los Angeles
M.A, Christian Thought, 1998, Trinity Evangelical Divinity School
B.A., Philosophy and Religious Studies, 1995, University of California, Santa Barbara

Academic Positions

Texas A&M University
2016-present, Associate Professor
2015-present, Associate Director, Initiative for Digital Humanities, Media, and Culture
2010-2016, Assistant Professor
University of Oxford, 2009-2010, Andrew W. Mellon Post-doctoral Research Fellow
Westfälische Wilhelms-Universität Münster, 2008-2009, Research Fellow
Bryn Mawr College, 2007-2008, Instructor of Medieval History

Fields

Late Antiquity, Byzantine Empire, Roman Empire, Syriac History and Culture, History of Christianity, Medieval Mediterranean World, Digital Humanities

Teaching Experience

Graduate Courses: Historiography
Undergraduate Courses: World History to 1500, the History of Christianity to 1500, Roman Republic, Roman Empire, Late Antiquity, Byzantine Empire
Capstone Seminars: The Emperor Constantine, Early Christian Monasticism
Independent Study/Honors: Introduction to Syriac Language, Syriac Studies, Digital Research in Syriac Studies

Graduate Advising

Ph.D. Thesis Committee Member for students in Anthropology and Communication
M.A. Thesis Committee Member for students in History, Philosophy, and Anthropology

Select Research and Publications

Monographs


Edited Volumes


Peer-Reviewed Journal Articles

• “From Manuscript Catalogues to a Handbook of Syriac Literature: Modeling an Infrastructure for Syriaca.org.” Nathan P. Gibson, David A. Michelson, and Daniel L. Schwartz. Journal of Data Mining and Digital Humanities, Special Issue on Computer-
Aided Processing of Intertextuality in Ancient Languages (May 2017), http://jdmdh.episciences.org/1395


**Peer-Reviewed Chapters in Books**


**Chapters in Books**


**Digital Publications**


**Select Fellowships and Research Grants**

**Nationally Competitive Grants and Fellowships**


**Competitive College and University Grants and Fellowships, Texas A&M University**

- $1500 from the College of Liberal Arts for International Travel Support
- $5,250 from the College of Liberal Arts Cluster Advancement and Success Award, “Controversies over Evaluating Digital Work: Implications for Career Development in Academia,” 2015 (with Laura Mandell)
- $15,000 from the Arts and Humanities Fellowship, 2015-2018
- $15,000 from the College of Liberal Arts Seed Grant Program, 2014
$15,000 from the College of Liberal Arts Strategic Development Fund, “Classical Transformations at TAMU,” 2011 (with Federica Ciccolella, Craig Kallendorf, Justin Lake, Steve Oberhelman, and Ada Palmer)

Select Papers Presented at Professional Meetings

- “Leveraging Core Data for the Cultural Heritage of the Medieval Middle East,” in a workshop on “Shaping Humanities Data: Use, Reuse, and Paths Toward Computationally Amenable Cultural Heritage Collections,” at Digital Humanities 2017, Montréal, Canada, August 2017
- “Linked-Open Data and the Promise of a Syriac Prosopography,” The American Society of Church History/American Historical Association, New York, January 2015
- “Preaching with their Feet: Liturgical Procession as a Means of Lay Participation in Christianization,” The American Society of Church History/American Historical Association, Washington, DC, January 2014
- “Religious Violence and Care for the Poor in Jacob of Sarug’s On the Fall of the Idols,” International Syriac Studies Symposium: Syriac in its Multi-Cultural Context, Mardin Artuklu Üniversitesi, Mardin, Turkey, April 2012

Research Agenda

- **Syriaca.org: The Syriac Reference Portal:** I am the Director of Syriaca.org, a digital humanities project which is currently funded by the National Endowment for the Humanities and the Balzan Foundation. My research focuses on SPEAR (Syriac Persons, Events, and Relations), a digital prosopography publication of Syriaca.org.

- **People on the Streets: Mass Movements in Late Antiquity:** My second monograph will analyze the complex relationships between elites and masses in Late Antiquity by looking at the broad range of issues that brought people out onto the streets of cities: protest, display of religious triumph, liturgical procession, and political participation.

Select Professional Service

**Service to the Department**
- Graduate Student Committee, June 2012-May 2014
- Graduate Placement Director, June 2012-May 2014
- Executive Committee, June 2011-May 2013

**Service to the College**
- Associate Director, Initiative for Digital Humanities, Media, and Culture, 2015-present

**Service to the Profession**
- Director, Syriaca.org: The Syriac Reference Portal, 2015-present

Select Digital Humanities Experience

- “Digital Humanities Pedagogy,” DHSI, University of Victoria, June 2016
- “Advanced TEI Concepts/TEI Customization,” DHSI, University of Victoria, June 2016
- Participant in Workshop hosted by Standards for Networking Ancient Prosopographies: Data and Relations in Greco-Roman Names, University College London, April, 2014
- “A Collaborative Approach to XSLT,” DHSI, University of Victoria, June 2014
ADAM R. SEIPP

Department of History
Texas A&M University
4236 TAMU
College Station, TX 77843-4236
(979) 845-5996

4414 Spring Branch Drive
College Station, TX 77845
(979) 204-8278 (c)
a seipp@tamu.edu

Degrees Received
Ph.D. History, University of North Carolina at Chapel Hill, History, 2005
“Between Peace and Order: Demobilization, International Politics, and Urban Protest in Europe, 1917-21”

Master of Arts History, University of North Carolina at Chapel Hill, History, 2001
“A League of Youth: Boy Scouting, Youth, and War, 1907-1925”

Bachelor of Arts History and African Studies, University of North Carolina at Chapel Hill, 1998 (with highest honors)

Academic Positions
Professor of History, Texas A&M University, 2015-
Associate Professor of History, Texas A&M University, 2011-2015
Assistant Professor of History, Texas A&M University, 2005-2011
Visiting Faculty, History, University of North Carolina at Chapel Hill, 2005
Visiting Assistant Professor, History, Duke University, 2004

PUBLICATIONS

Monographs:
Strangers in the Wild Place: Refugees, Americans, and a German Town, 1945-52
(Bloomington: Indiana University Press, 2013)

The Ordeal of Peace: Demobilization and the Urban Experience in Britain and Germany, 1917-21 (Farnham: Ashgate, 2009)

Edited Volume Accepted But Not Yet Published:

German History in Transatlantic Perspective (with Michael Meng), Berghahn Books, scheduled for publication in October 2017.

Articles in Refereed Journals

“The Driftwood of War: the US Army, Expellees, and West German Society, 1945-1952”  
*War and Society* 32:3 (October 2013): 211–32.

“Refugee Town: Germans, Americans, and the Uprooted in Rural West Germany, 1945-52.”  
*Journal of Contemporary History* 44 (October 2009): 675-695.

“Beyond the ‘Seminal Catastrophe’: Re-imagining the First World War.”  
*Journal of Contemporary History* 41 (October 2006): 757-766.

“Scapegoats for a Lost War: Demobilization, the Kapp Putsch, and the Politics of the Streets in Munich, 1919-1920.”  

**Journal Articles Accepted But Not Yet Published**

“Introduction” and co-editor (with Andrea A. Sinn), “Landscapes of the Uprooted: Displacement in Postwar Europe,” special issue of *Holocaust and Genocide Studies*. Accepted and scheduled for publication as HGS 32:1 (Spring 2018).

**Recent Refereed Book Chapters:**


**Recent Fellowships and Research Grants:**

German Academic Exchange Service Faculty Research Visit Grant, 2016  
General and Mrs. Matthew Ridgway Research Fellowship, US Army Military History Institute, 2016  
Melbern G. Glasscock Center Faculty Research Grant, 2016  
A.I. and Manet Schepps Foundation Fellow, USC Shoah Foundation, 2015-16  
Melbern G. Glasscock Center Faculty Research Grant, 2013  
United States Holocaust Memorial Museum Research Workshop Grant, 2013  
TAMU College of Liberal Arts Seed Grant, 2013  
Scowcroft Institute of International Affairs Faculty Research Grant, 2013  
TAMU Program to Enhance Scholarly and Creative Activities Grant, 2010
Education

Texas A&M University, College Station, Ph.D., 2007, History
Principia College, Elsah, Illinois, B.A., 1972, Philosophy & Religion

Academic Appointments

Texas A&M University, instructional associate professor and academic advisor, 2017-present
Texas A&M University, instructional assistant professor and academic advisor, 2007-2016
Texas A&M University, graduate assistant lecturer, 2003-2007
College of DuPage, Glen Ellyn, Illinois, distance education consultant, 1997-2010
Massachusetts Institute of Technology, Alfred P. Sloan School of Management, Cambridge,
   research assistant to Professor Peter G. W. Keen, 1979-1982
The First Church of Christ, Scientist, associate, University and College Organizations Division,
   1973-1978

Courses taught

The United States to 1877
The United States after 1877
History of the United States, 1820-1860
Southern Identities and Cultures to 1877
Southern Identities and Cultures after 1877
Texas History
Writing Seminar: Citizenship and Voting Rights in the United States
Writing Seminar: History of Food and Foodways
Writing Seminar: How the Civil War Surrender was Understood
Writing Seminar: Texas in the 1920s and 1930s

Conference Papers


Book Reviews


Other Publications


Houston Chronicle, feature article, “Remembering a Photograph and a Fivefold Tragedy,” July 20, 1998, p. 19A.


Service

Academic Advisor for undergraduate history majors, 2007-present
Department of History Undergraduate Committee, member, 2007-present
Department of History Undergraduate Research Paper Award Committee, 2007-present
History Club, advisor, 2007-2012
Phi Alpha Theta, advisor, 2016
College of Education’s Council on Teacher Education, member, 2007-present
ANTHONY N. STRANGES, Associate Professor
History Department, Texas A&M University

EDUCATION
PhD History of Science  University of Wisconsin-Madison
MS Chemistry   Niagara University
BS Chemistry   Niagara University

TEACHING
Courses Taught
• History of the United States, 1877 to the Present: History 106, History 106H (Honors), History 106I (International)
• Interplay of Scientific Thought and Society: Liberal Arts (LBAR) 203
• History of Science in America: History 363, History 363H (Honors)
• History of Science: History 362, History 362H (Honors)
• Great Lives in Science: History 376
• History 481: Undergraduate Seminars: Science and Society, Science and Religion, Great Scientists in History
• History 485/History 685: Problems
• History 497: University Honors Papers and Projects directed
• History 691: Research

Graduate Faculty Activities
<table>
<thead>
<tr>
<th>PhD Graduate Committee Chair: 2</th>
<th>PhD Graduate Committee Member: 19</th>
</tr>
</thead>
<tbody>
<tr>
<td>MS and MA Graduate Committee Chair: 3</td>
<td>MS Graduate Committee Member: 14</td>
</tr>
<tr>
<td>MEd Graduate Committee Chair, Co-Chair, Member: 150</td>
<td></td>
</tr>
</tbody>
</table>

RESEARCH

PUBLICATIONS
Books

Book Chapters: 4
Refereed Journal Articles (ISIS, Technology and Culture, and others): 27
Published Book Reviews (ISIS, Technology and Culture, others): 20
RESEARCH FUNDING
NSF and TAMU: $ 103,499 to support research on history of synthetic liquid fuels, for archival research, summer and semester support.
Syntroleum Corporation, Tulsa, OK: $48,000 for archival research establishing Fischer-Tropsch Archive online.

TRAVEL GRANTS
$11,250 total funding secured to support international scholarly presentations.

SCHOLARLY PRESENTATIONS
Most Recent

Invited Papers: 16
Papers Presented: 45
Campus Presentations: 17

Other Research Projects and Activities
Fischer-Tropsch Website: With Syntroleum Corporation in Tulsa, Oklahoma, we have established the Fischer-Tropsch Archive, a website (www.fischer-tropsch.org) that contains an extensive collection of documents on the development of the Fischer-Tropsch and related synthetic fuels processes in Germany, Britain, Japan, the United States, and other countries from the 1920s to the 1970s. I have catalogued the entire collection of documents (100 archive boxes) in the Texas A&M University Archives and provided copies of the documents to Syntroleum. Syntroleum has converted the documents to electronic form and made them available at the Fischer-Tropsch internet site to researchers worldwide. The purpose of the website is to put in the public domain the chronology of the Fischer-Tropsch’s eighty-year development, indicating the current state of the process and the potential for its further technological advancement. The Archive is currently off line and under review for reestablishment.
Digitizing of the 300 reels of microfilm on Germany’s synthetic fuel industry compiled in 1945-46 by the United State government’s Technical Oil Mission to Europe is now complete. The information on the reels is available in DVD format. The cost of digitizing exceeded $150,000.

SERVICE

Professional Service
Book, Manuscript, and Proposal Reviews: served as reviewer for the National Science Foundation, National Endowment for the Humanities, and journals such as Technology and Culture, Isis, Journal of Chemical Education, and Annals of Science.
Book Manuscript Reviews: 14
Journal Manuscript Reviews: 21
Proposal Reviews: 21
Chair and Organizer: Lone Star Historians of Science meetings, various years 1990-2017
Chair and Session Organizer: International Committee for the History of Technology (ICOHTEC) meetings, various years 1984-2017

Departmental Service
Library Committee, 2015-2017
Faculty Advisor, Phi Alpha Theta, 1998-2011. While I served as adviser, Phi Alpha Theta, beginning in 1992 published seven volumes of its on-line journal Gaines Junction. The journal is available at PAT’s website http://pat.tamu.edu. The Glasscock Center provided funds for the start-up Personnel Committee, 1987-2017

University Service
Judge, Texas Junior Science and Humanities Symposium, College of Science, Texas A&M University, 2006-2017
Judge, Texas A&M Regional Science Bowl, College of Science, Texas A&M University, 2006-2017
Judge, Texas A&M Regional Junior Science Bowl, College of Science, Texas A&M University 2006-2017
Texas Science Olympiad, Supervisor for the History of Science, College of Science, Texas A&M University, 2006-2012.

HONORS AND AWARDS
Texas A&M University Association of Former Students University-Level Distinguished Teaching Award, 1988.

PROFESSIONAL MEMBERSHIPS
History of Science Society
History of Chemistry Society

PROFESSIONAL LISTINGS
American Men and Women of Science
History of Science Guide
International Directory of Distinguished Leadership
Who’s Who in American Education
Who’s Who in Science and Engineering
Who’s Who in Technology
Who’s Who in the World
Dictionary of International Biography
EDUCATION
Yale University, Ph.D. in History, 2011
Stanford Law School, Master of Legal Studies, 2011
Harvard University, B.A. in Social Studies, 1999
  • Magna cum laude with departmental highest honors; Phi Beta Kappa

ACADEMIC EMPLOYMENT
Texas A&M University, Associate Professor of History, 2017-present.
Texas A&M University, Assistant Professor of History, 2011-2017.

BOOKS
  • Honorable Mention, J. Willard Hurst Prize, Law and Society Association (2016)

ARTICLES AND BOOK CHAPTERS
“Trial without Jury in Guam, U.S.A.” under revision.


  • Winner of the 2014 Fishel-Calhoun Article Prize from the Society for Historians of the Gilded Age and Progressive Era.
FELLOWSHIPS AND AWARDS

Ray A. Rothrock ’77 Fellowship for outstanding newly promoted faculty, Texas A&M University, 2017-20

National Endowment for the Humanities (NEH) Summer Stipend, 2016

Arts & Humanities Fellow, Texas A&M University, 2016-19

Glasscock Faculty Research Fellowship, Melbern G. Glasscock Center for Humanities Research, Texas A&M University, 2016-17

Program for the Enhancement of Scholarly and Creative Activities (PESCA) research grant, Texas A&M University, 2015


Albert J. Beveridge Grant for Research in the History of the Western Hemisphere, American Historical Association, 2012

Edwin W. Small Dissertation Prize for outstanding work in the field of American History, Yale University, 2012

Fellow, Miller Center of Public Affairs, University of Virginia, 2010-2011

Smith-Richardson Fellowship in International Security Studies, 2009

Kinney-Tesoro Fellow, Tesoro Foundation, 2008-2009


Canadian Studies Association Research Grant, Summer 2008

Gilder Lehman Center Graduate Fellowship, Summer 2008 (declined)

Beinecke Rare Book and Manuscript Library Graduate Fellowship, Summer 2005

Jacob K. Javits Fellowship for the Humanities, 2004-2008

Andrew W. Mellon Fellowship in Humanistic Studies, 2003-2004

BOOK REVIEWS


**TEACHING INTERESTS**

19th and 20th Century U.S. History
American Legal History
The Gilded Age and Progressive Era
The U.S. in the World/American Foreign Relations
American Empire

**PROFESSIONAL SERVICE AND POSITIONS**

Council Member, Society for Historians of the Gilded Age and Progressive Era, 2015-present.

Chair, Fishel-Calhoun Article Prize Committee, 2016.

Program Committee, Society for Historians of American Foreign Relations, 2018 conference.

Manuscript, article, and book proposal reviewer.

**PROFESSIONAL AFFILIATIONS**

American Historical Association
American Society for Legal History
Organization of American Historians
Society for Historians of American Foreign Relations
Society for Historians of the Gilded Age and Progressive Era
DAVID VAUGHT  
Department of History  
Texas A&M University  
College Station, TX 77843-4236  
(979) 845-7151; fax (979) 862-4314; d-vaught@tamu.edu

DEGREES RECEIVED
Ph.D., History, University of California, Davis, 1997  
Master of Arts, History, San Francisco State University, 1990  
Bachelor of Arts, History, San Francisco State University, 1988

ACADEMIC AND ADMINISTRATIVE POSITIONS
Department Head, History, TAMU, 2011-present  
Professor of History, TAMU, 2008-present  
Melbern G. Glasscock Professor in Undergraduate Teaching Excellence, TAMU, 2008-2011  
Associate Department Head, History, TAMU. 2006-2009  
Associate Professor of History, TAMU, 2002-2008  
Assistant Professor of History, TAMU, 1997–2002

TEACHING FIELDS (graduate and undergraduate)
American History  
Agriculture and Rural Life  
Baseball in American Culture

GRADUATE STUDENT COMMITTEES 5 as major advisor, 18 as member

RESEARCH AND PUBLICATION

Books
Teaching the Big Class: Advice from a History Colleague. Boston: Bedford/St. Martin’s, 2011.  

Peer-Reviewed Articles and Chapters (selected)


"State of the Art—Rural History, or Why is there no Rural History of California?" *Agricultural History* 74 (Fall 2000): 759–774.


**Presentations** 20 conference papers; 10 invited/public lectures; 15 panel comments

**Reviews**
- Manuscript reviews for fourteen university presses (26 total) and fifteen scholarly journals (54 total).

**External Professional Service** (selected)
- External Review Committee, Department of History, Purdue University, West Lafayette, Indiana, March 11-13, 2014
- Outside Evaluator, Tenure and Promotion Committee, Department of History, University of California, Davis, 2013
- Outside Evaluator, Tenure and Promotion Committee, Department of History, Iowa State University, 2012
- Outside Evaluator, Tenure and Promotion Committee, Department of History, Mississippi State University, 2011
- External Review Committee, Department of History, Iowa State University, Ames, Iowa, 2008
- National Endowment for the Humanities, American History Evaluation Panel, Summer Stipend Applications for 2008 and 2006
- Outside Evaluator, Tenure and Promotion Committee, Department of History, North Dakota State University, 2005
- Editorial Board, *Agricultural History*, three-year term, 2005-2008
- National Endowment for the Humanities, American History Evaluation Panel, Fellowships for University Teachers Applications for 2005

**Honors** (selected)
- President, Agricultural History Society, 2009-2010
- The Association of Former Students Distinguished Achievement Award in Teaching, University Level, TAMU, 2006
- National Endowment for the Humanities (1) Fellowship for University Teachers, 2001–2002; (2) Summer Stipend, 2005; (3) Dissertation Grant, 1994
- Bancroft Library Fellowship, University of California, Berkeley, 1992-1993
Julia Erin Wood  
Assistant Professor, Department of History, Texas A&M University, College Station  
erin.wood@tamu.edu

**Degrees Received**

<table>
<thead>
<tr>
<th>Institution</th>
<th>Degree</th>
<th>Field</th>
<th>Year</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yale University</td>
<td>Ph.D. in History and African American Studies, with distinction, May 2011</td>
<td>“Freedom is Indivisible: The Student Nonviolent Coordinating Committee (SNCC), Cold War Politics, and International Liberation Movements”</td>
<td>2011</td>
<td></td>
</tr>
<tr>
<td>Yale University</td>
<td>M.Phil. in History and African American Studies</td>
<td>2006</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yale University</td>
<td>M.A. in History and African American Studies</td>
<td>2004</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stanford University</td>
<td>B.A. in Feminist Studies and History, highest honors</td>
<td>1994</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Academic Positions Held**

<table>
<thead>
<tr>
<th>Institution</th>
<th>Position</th>
<th>Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>Texas A&amp;M University</td>
<td>Assistant Professor</td>
<td>Fall 2011-present</td>
</tr>
<tr>
<td>Connecticut College</td>
<td>Visiting Lecturer</td>
<td>Spring 2010</td>
</tr>
<tr>
<td>Yale University</td>
<td>Part Time Acting Instructor</td>
<td>Fall 2008</td>
</tr>
</tbody>
</table>

**Teaching**

**Teaching Fields:**
- U.S. History since 1865; Post Emancipation African American History; Transnational U.S. History; 20th Century Social Movements; Race, Class & Gender in the United States

**Courses Taught:**
- HIST 106: History of the United States Since 1877
- HIST 374: The United States after World War II
- HIST 469: Collective Protest and Violence
- HIST 481: Seminar in History: Civil Rights, Cold War Politics, and Decolonization
- HIST 485: Directed Studies

**Research Directed:**
- **Graduate Research:** PhD dissertation committee member, Hillary Anderson
- **Undergraduate Research:** Adviser, Sarah Porter, 2017-2018 Undergraduate Research Scholars (URS) Thesis  
  Advisor, Mickey Rose Rodriguez, Spring 2014 INTS Honors Thesis  
  Advisor, Wyat Jamieson, Spring 2014 Student Research Week Paper

**Research and Publications (selected)**

**Works in Progress:**

- *Freedom is Indivisible: The Student Nonviolent Coordinating Committee (SNCC), Cold War Politics, and International Liberation Movements*, manuscript in progress
- “‘What that Meant to Me’: SNCC Women, the 1964 Guinea Trip, and Black Internationalism,” chapter in *To Turn This Whole World Over: Black Women and Internationalism*, edited by Keisha N. Blain and Tiffany M. Gill (under contract, University of Illinois Press)

**Other Publications:**

Fellowships, Grants, and Awards:

Extramural to the University

Post-Doctoral Fellowship, Frederick Douglass Institute for African and African-American Studies, University of Rochester, 2011-2012 (Declined)
Distinction, PhD Dissertation, Yale University, 2011
Sylvia Ardyn Boone Prize, PhD Dissertation, Yale University, 2011
Stephen Vella Prize, PhD Dissertation, Yale University, 2011
Dissertation Fellowship, Ford Foundation Diversity Fellowships, 2007-2008
University Dissertation Fellowship, Yale University, 2006-2007

Intramural to the University

Glasscock Center Co-Sponsorship Grant, Melbern G. Glasscock Center for Humanities Research, Texas A&M University, 2014
Nominee, Wells Fargo Honors Faculty Mentor Award, Texas A&M University, 2014

Invited Lectures:


Scholarly Presentations:

“What that Meant to Me’: SNCC Women, the 1964 Guinea Trip, and Black Internationalism.” Paper scheduled for the panel on “Black Women and Internationalism in the 20th Century,” at the American Historical Association Annual Meeting, Washington, DC, January 2018 (unable to present due to illness)

“What that Meant to Me’: SNCC Women, the 1964 Guinea Trip, and Black Internationalism.” Paper scheduled as part of a roundtable on Black Southerners and Internationalism, at the Southern Historical Association Annual Meeting, St. Pete Beach, FL, November 2016 (panel canceled due to several participants’ inability to attend conference)

“What that Meant to Me’: SNCC Women, the 1964 Guinea Trip, and Black Internationalism.” Paper presented as part of the panel on “Black Women’s Internationalism during the Twentieth Century,” at the African American Intellectual History Society Annual Meeting, Chapel Hill, NC, March 2016


“Blazing a Freedom Trail’: The Year of Africa and the Creation of the Student Nonviolent Coordinating Committee (SNCC).” Paper presented as a panelist for: “1960, Fifty
Years On: A Roundtable Discussion,” at the American Studies Association Annual Meeting, San Antonio, TX, November 2010


**Book Reviews:**


**PROFESSIONAL SERVICE (SELECTED)**

**Intramural to the University:**

Department of History: Executive Committee (2015-2017); Undergraduate Committee (2014-2016); Diversity Committee (2013); Library Committee (2012-2013)

Presentation to Maggies on three protests from the mid-twentieth century, March 2017

Aggie Allies, 2012-present


Panel Participant for “Where We Stand: Minority Voters and the 2012 Election” (Black Graduate Student Association and Hispanic/Latino Graduate Student Association), November 2012

Session Participant, “Preparing a Successful Application,” Graduate Student Placement Workshop, Department of History, September 2012

**Extramural to the University:**

Article evaluation for *The International Journal of African Historical Studies*, Fall 2013


**Professional Memberships:**

African American Intellectual History Society; American Historical Association; American Studies Association; Association for the Study of African American Life and History; Organization of American Historians; Society for Historians of American Foreign Relations; Southern Historical Association
Appendix N

Department Officers and Committees, 2017-2018
ASSOCIATE DEPARTMENT HEAD
Adam Seipp

DIRECTOR OF UNDERGRADUATE STUDIES
Rebecca Schloss

DIRECTOR OF GRADUATE STUDIES
Lorien Foote

GRADUATE PLACEMENT DIRECTOR
Kate Unterman

EXECUTIVE COMMITTEE
Cyndy Bouton
Olga Dror
Side Emre
Hoi-eun Kim
Andy Kirkendall
Brian Rouleau

GRADUATE ADVISOR
David Hudson

UNDERGRADUATE ADVISORS
Robyn Konrad
Phil Smith

GRADUATE COMMITTEE
Lorien Foote (chair)
Angela Hudson
David Hudson
Jason Parker
Roger Reese
Kate Unterman
Brooke Lisenbardt (grad student rep.)

UNDERGRADUATE COMMITTEE
Rebecca Schloss (chair)
April Hatfield
Robyn Konrad
Harold Livesay
Sarah McNamara
Stephen Riegg
Phil Smith
Erika Weidemann (grad. student rep.)

CLIMATE AND INCLUSION COMMITTEE
Jonathan Coopersmith (chair)
Armando Alonzo
Al Broussard
Side Emre
Robyn Konrad
Tiffany González (grad student rep.)

TENURE & PROMOTION SUBCOMMITTEES
Rosenheim, Bouton, Schloss, Dror (S. Emre);
Kirkendall, Anderson, Seipp, Broussard (J. Parker);
A. Hudson, Schloss, Blanton (V. McInnis)
Seipp, Foote, Linn (Van de Logt-TAMUQ)

LIB ARTS COUNCIL REPRESENTATIVE
Carlos Blanton

UNDERGRADUATE INSTRUCTION COMMITTEE
Rebecca Schloss

LIB ARTS CLIMATE & INCLUSION COMMITTEE
Jonathan Coopersmith

LIB ARTS PLANNING & RES. COMMITTEE
Brian Linn

GRADUATE INSTRUCTION COMMITTEE
Lorien Foote

GLASSCOCK CTR ADVISORY COMMITTEE
Angela Hudson

FACULTY SENATE
Jonathan Coopersmith

HONOR COUNCIL
Brian Linn

PHI ALPHA THETA ADVISOR
Rebecca Schloss

SOCIAL COMMITTEE
Brian Rouleau (chair)
Dan Schwartz
Kate Unterman
Shane Makowicki (grad student rep.)

FACULTY AWARDS COMMITTEE
Hoi-eun Kim (chair)
Andy Kirkendall
John Lenihan

LIBRARY COMMITTEE
Chuck Brooks (chair)
Trent MacNamara
Robert Resch
Tony Stranges

AD HOC COMMITTEE TO CONSIDER THE
EVALUATION OF DIGITAL HISTORY PROJECTS
Adam Seipp (chair)
Lorien Foote
Dan Schwartz

TAKER-OF-THE-MINUTES
Sonia Hernandez
Appendix O

Graduate Program Brochure
GRADUATE STUDIES

Graduate Program Brochure

GENERAL INFORMATION FOR ALL GRADUATE STUDENTS

1. Student Responsibilities

Each student must take responsibility for learning the degree requirements set forth by the Department of History and Texas A&M University. Students shall: a) know specific degree requirements as established by the University Office of Graduate Studies (OGAPS – http://ogaps.tamu.edu/) and the history department; b) acquaint themselves with the Texas A&M University Student Rules (available on the website student-rules.tamu.edu); c) enroll in appropriate course work to complete their degree; d) maintain the appropriate standards to continue in graduate studies. Meeting deadlines for submitting required forms and the fulfillment of all course obligations remain the student’s responsibility solely.

2. Graduate Catalog

All graduate students should familiarize themselves with the online Texas A&M University Graduate Catalog (http://catalog.tamu.edu/graduate/). The catalog provides a comprehensive overview of the University regulations and requirements governing all graduate students enrolled at Texas A&M University (TAMU).

3. Scholastic Requirements

A minimum of 24 semester credit hours of history is required for admission to the history department’s graduate program, including 12 hours of upper level undergraduate courses. Students cannot officially enter the doctoral program until they have completed their MA degree. Students who have completed the MA degree must file a “Letter of Intent” in order to transition to the PhD degree program.

All graduate students enrolled at TAMU must maintain a grade point average of 3.0 (B average based on a 4.0 scale) for all courses listed on their degree plan. Students at TAMU receive
grades of A, B, C, D, or F for their course work. In graduate school, a "C" or below denotes poor academic performance.

During the fall and spring semesters, 9 hours of coursework is necessary for full time status. A graduate student may register for a maximum of 15 hours. The dean's office in the College of Liberal Arts can approve (and register) a student for 18 hours (fall/spring), 9 hours (5-week summer sessions), and 15 hours (10-week session). A graduate student may register for a maximum of 6 hours during the summer. For more summer hours, follow the process outlined above.

4. Residency Requirements and Continuous Registration

The residency requirement for a graduate degree at TAMU ensures that students have an opportunity to benefit from the advantages of a university environment. Students who enter graduate school with a baccalaureate degree must spend one academic year plus one semester in resident study at TAMU. Students who hold a master's degree when they enter the doctoral program must spend one academic year in resident study. Doctoral candidates must spend at least one year and one semester in residence at TAMU. One academic year may include two adjacent regular semesters or one regular semester and one adjacent 10-week summer semester. Students must enroll in a minimum of 9 credit hours each semester to satisfy the residency requirement.

TAMU requires continuous registration during the fall and spring semesters for students who have completed their course work other than 691 research hours. (Note, you do not have to register in the summer sessions.) The continuous registration requirement may be satisfied by registering either In Absentia or In Residence. If you register In Absentia, you will not be able to use the TAMU facilities (including the library). See the graduate catalog for full details on registering In Absentia. Registering In Residence gives you full access to TAMU resources. Under some circumstances, graduate students who have completed all degree requirements may maintain continuous enrollment by registering for one (1) hour of HIST 691 each major semester.

Students who do not remain in continuous enrollment will be blocked from registration, and will not be allowed to take their exams.
5. Graduate Certificate Programs

TAMU offers a number of optional Graduate Certificate programs that students may complete as their minor field. These programs take an interdisciplinary approach to graduate study. The Graduate Catalog has general information regarding the certificate programs. An example of different Graduate Certificate Programs relevant to history students include: Certificate in Historic Preservation, the Women’s Studies Certificate, and The Bush School Certificate in Advanced International Affairs.

ADMINISTRATION OF THE GRADUATE PROGRAM

1. Department Head and Associate Department Head

The Department Head manages the history department. All department officers, including the Director of Graduate Studies, report to the department head. In this capacity, the DH oversees the graduate program for all graduate students. The department head provides the final approval for all the degree plans, theses, and dissertations completed by the history graduate students, as well as finalizing all graduate student assistantship and teaching assignments. The Associate Department Head helps coordinate plans and policies with the Director of Graduate Studies and Associate Director of Graduate Studies. The Associate Department Head has the authority to sign graduate student forms (such as the degree plan) when the Department Head is away. Dr. David Vaught currently serves as the Department Head and Dr. Adam Seipp currently serves as Associate Department Head.

2. Director of Graduate Studies

The Director of Graduate Studies supervises the graduate program. The DGS chairs the Graduate Committee, supervises admissions, awards assistantships, allocates work assignments for grading assistants, and recommends graduate teaching assistants to the department head. The Director of Graduate Studies also oversees the third semester review of all graduate students. The DGS will provide non-academic advising to MA and PhD students. Dr. Lorien Foote currently serves as Director of Graduate Studies.

3. Associate Director of Graduate Studies

The Associate Director of Graduate Studies assists the director with all aspects of maintaining the graduate program. The Associate Director will have responsibility for keeping current on the progress of the graduate students, as well as the applicants to the program. All forms related to
completing your degree must go through the Associate Director before they go to the
department head. The ADGS will provide resources for graduate students interested in applying
for grants and fellowships from organizations outside of TAMU. The ADGS also provides non-
academic advising to MA and PhD students. Dr. David Hudson currently serves as Associate
Director of Graduate Studies.

4. History Department Graduate Committee

The department head selects up to 6 members of the faculty to serve on the department’s
Graduate Committee. The committee assists in the admissions of new graduate students,
reviews proposals for new graduate courses, and recommends any policy changes to the
department’s faculty. The Graduate Committee also monitors the core curriculum from year to
year, and makes any recommendations to the department for revising the courses offered to
graduate students. The committee also participates in the Third Semester Review of enrolled
graduate students. The elected president of the History Graduate Student Organization serves as
a full voting member of the committee. The graduate student on the committee acts as a voting
member and reports to the graduate students on the committee's deliberations.

PROCEDURES FOR SUCCESSFUL COMPLETION OF GRADUATE PROGRAM

1. Advisory Committee

Both masters and doctoral students will select an advisory committee. These scholars accept
responsibility for guiding and directing the student’s course of study. The advisory committee
counsels the graduate student on academic matters, approves the student’s proposed degree
plan, administers all exams, and reviews the final thesis or dissertation prepared by the student.
MA candidates will have no fewer than three members on their committee; PhD students, four
or more. PhD students in American History will have five committee members: the chair, a minor
history field member, a non-history field member, and two members to examine pre-and post-
1877 US history fields. For both MA and PhD candidates, at least one member of the committee
must represent a department other than history, and hold an advanced degree in a subject
other than history.

The graduate student’s main advisor serves as chair of the advisory committee. The chair most
directly supervises the student's research, and has responsibility for calling all meetings of the
committee. The student and his/her chair will choose the other members of the committee,
subject to the approval of the Director of Graduate Studies.
2. The Degree Plan

TAMU requires all graduate students to file an approved degree plan with the Office of Graduate and Professional Studies (OGAPS). The history department requires students to complete this plan before the beginning of the third semester of course work. Students who do not fulfill this obligation will have their records ‘blocked’ and will not be able to register for further course work. The degree plan lists the courses the student plans to take during his/her tenure at TAMU, and the department expects the plan to reflect sufficient breadth in historical studies. This would include a geographical and/or temporal diversity in choosing course work and your fields of study. For American historians specifically, this means inclusion of a field outside the North American continent. We recommend students work closely with the chair of their advisory committee in developing the degree plan. Please be advised that the Department Head reserves the right to reject any degree plan that does not demonstrate sufficient breadth. Students moving from the MA to the PhD program will submit a separate plan for each degree. No course may be listed on both degree plans. All members of the student’s advisory committee, as well as the Associate Director of Graduate Studies and the Department Head, will sign the plan. Students are advised to work closely with the chair of their advisory committee in developing the degree plan. The final degree plan must meet all requirements of the history department and the Office of Graduate and Professional Studies (OGAPS).

To access the degree plan website and to begin to create a degree plan, go to:
https://ogsdpss.tamu.edu/

3. Third Semester Review

History graduate students undergo a Third Semester Review (3SR) during their second year of course work. Faculty members, selected by the history department’s Graduate Committee, will examine the students' progress in both their course work and, if they have an assistantship, fulfillment of TA duties. If the student's progress is deemed unsatisfactory at this review, the department will notify the student, his/her designated advisor, and the Director of Graduate Studies in writing. Unsatisfactory progress may include insufficient course work, too many incomplete courses, or deficiencies as a grader or in fulfilling assigned assistantship duties. Any course grade of "C" merits a serious warning. Students must maintain a 3.0 overall GPA to retain an assistantship.
4. Graduate Courses

The history department offers two basic types of seminars for graduate students. "Reading" seminars emphasize a thorough review of the secondary sources in a particular period or subject. "Research" seminars help students produce an original paper that they can present at a professional meeting, or incorporate into the final MA thesis or PhD dissertation.

Under the close supervision of a faculty member, graduate students may enroll in HIST 685, a directed readings course. Students may use “the 685” to help prepare for their written and oral examinations, or for concentrated studies relevant to their specialized field of inquiry. The actual thesis or dissertation research takes place under the designation of HIST 691, research hours, supervised by a faculty member, generally the student’s chair. The department requires students to fulfill most of their course obligations in the formal seminars. The history department does not allow any student to list more than two HIST 685 courses on his/her degree plan. Non-thesis MA candidates may not include any research hours on their degree plan. MA candidates following the Thesis option may not list more than 6 hours of HIST 691 on their degree plan.

5. Undergraduate Courses for Graduate Credit

History graduate students may not list more than 6 hours of undergraduate history courses at the 300 and 400 levels on their degree plan. The professors teaching the course usually require additional reading and writing, at a higher performance level, from the graduate students. You should clarify all these requirements with the instructor in writing before the course begins.

6. Foreign Language Requirement

MA candidates must demonstrate a reading knowledge of one foreign language. Doctoral candidates must normally demonstrate a reading knowledge of two foreign languages, except for doctoral candidates in American History who, with the approval of the student’s committee chair, may satisfy the requirement with one foreign language. Students may receive one language credit for each of the following: a) providing an undergraduate transcript indicating the student earned a B or better in two college-level language courses at 200 level or above; b) by passing an Educational Testing Services language examination scoring in the 80th percentile or above; c) on their own responsibility arranging a language exam with an individual member of the faculty in the Department of International Studies or with a faculty member with native fluency in the relevant language in cases where the language is not taught at TAMU d) while at TAMU, enrolling in, and passing, two sequential undergraduate foreign language courses
beyond the introductory level, i.e. at 200 level or above; e) passing one of TAMU's foreign
language classes specifically designed for graduate students (such as FREN 601 - Introduction to
Scientific French). These language courses cannot be listed as a course towards your final credit
on your degree plan, but should be listed in the Prerequisites portion of the form.

Doctoral students whose research requires competency in quantitative methods, computer
programming, or other specialties may apply to the Director of Graduate studies to substitute
two relevant courses in these areas for their second language requirement. Students seeking to
make this substitution must make a compelling case to the DGS with the endorsement of their
advisor that the courses are necessary for completion of the dissertation.

Students may not take either the final MA or the PhD comprehensive examinations until
completing the appropriate language requirement.

**GRADUATE DEGREES OFFERED BY THE DEPARTMENT OF HISTORY**

The Department of History offers a 96-hour doctoral program for those student admitted with
the BA degree and a 64-hour doctoral program for those admitted with an MA degree.
Graduate students select their primary field of study. Besides this major field, graduate students
also select a minor field within the discipline. The minor field helps students bolster both their
professional and personal development as future scholars, as well as their ability to teach
different college subjects. Students may select any area of study offered by the history
department for their minor field. Finally, PhD candidates select an "outside field" offered by
another department at TAMU. This "outside" field can include one of the interdisciplinary
Graduate Certificate Programs offered by the University (see Graduate Certificate Program,
avove), or any other discipline offered by the university. The student asks a faculty member from
this outside field to serve on the advisory committee. Although MA candidates do not need to
take an outside field, they must have someone from outside the department, who does not have
a PhD in history, on their committee. Normally, these MA students will take at least one 3 hour
class with this individual.

**The Master of Arts Program**

The Department of History does not admit students who intend to only seek an MA degree –
commonly called a ‘terminal’ MA. Students admitted to the 96-hour doctoral program earn the
MA as part of their course of study. The MA degree normally requires a minimum of thirty
semester hours in course work. An MA candidate who does not already have credit for a modern
foreign language (see "Foreign Language Requirement" above) must complete the foreign language requirement before receiving his/her MA degree. The history department offers two paths to complete the Master of Arts degree in history, a thesis or a non-thesis option.

1. Thesis Option

The most common route to the MA degree is the thesis option, which requires twenty-four hours of course work and up to six hours of research (HIST 691). Of the twenty-four hours of course work, students enroll in at least fifteen hours in their major area of concentration and six in the minor field.

At the end of their formal course work, students taking this option will produce an MA thesis, generally at least 100 pages in length. Students writing an MA thesis will base their research in primary source material. The thesis should make an original contribution to historical scholarship. Students writing a thesis will also enroll in HIST 691, or research hours. All students who choose the thesis option will prepare a thesis proposal for approval by their advisory committee. This proposal must be submitted to the Office of Graduate and Professional Studies at least 15 working days prior scheduling the thesis defense. Click here for the form.


The student’s committee will approve the thesis during a formal “defense.” (See "Examinations" below for specific forms and procedures regarding your thesis defense.) The graduate student’s advisory committee approves the thesis by signing the Final Examination Approval Form. To apply for permission to hold the FINAL EXAMINATION (i.e. thesis defense), click here.

You will need to submit this for to OGAPS not less than 10 working days prior the anticipated defense

After receiving committee approval, students must submit their thesis to the TAMU Thesis office. The process for the thesis submission is outlined at the Thesis Office website.

The university has strict rules regarding the format of all theses and dissertations, so please follow the instructions of the thesis office. After making the necessary corrections, you will upload one copy as a single PDF file (follow the instructions in the Thesis Manual).
The staff in the thesis office will review the draft again and suggest more corrections if necessary. After correcting the manuscript and resubmitting the PDF file, you will receive notice that your thesis has been approved.

2. Non-Thesis Option

More rarely, students with the BA will pursue the non-thesis option. Under this plan students may substitute twelve semester hours of additional graduate level courses for the MA thesis, for at least 36 hours of formal instruction. The history department encourages students taking this path to take at least one extra course in the discipline represented by their "outside" committee member. Students enroll in no fewer than twenty-one or more then twenty-seven semester hours in their major area of concentration and no fewer than nine, or more than fifteen, semester hours in their minor area of study.

3. Examinations

All candidates for the MA degree must pass a final exam. Students following the thesis option take an oral exam, or thesis defense, administered by the advisory committee. Generally this exam focuses on the student’s thesis, but the committee has broad discretion to query the student on any topic relevant to his/her studies. Students must submit a Request for Final Examination form to the Office of Graduate and Professional Studies before they take their exam(s).

Students choosing the non-thesis option will take both written and oral exams. These exams test their competency in their chosen area of specialization, as well as their minor field of study. The chair of the student’s advisory committee supervises the exam, and the advisory committee administers it. The student’s committee has authority to tailor the MA exam to the individual, as they deem appropriate. As noted above, students must submit a Request for Final Examination form to the Office of Graduate and Professional Studies before they take their exam(s).

The chair of the committee is responsible for submitting the Report of Final Examination once the student has completed the exam. This form must be submitted to OGAPS whether you are a thesis or non-thesis MA candidate. The Office of Graduate and Professional Studies sends this form directly to the chair — the student does not see or handle this form unless asked to by the chair. However, it is acceptable to remind your chair to submit it.
4. Advancement to Doctoral Study

Students who enter the 96 hour doctoral program, upon completing their MA degree, must formally transition to the PhD track by submitting a “Letter of Intent” to pursue the PhD. However, completion of the MA does not necessarily guarantee acceptance into the PhD track. The chair of a student's advisory committee will help the student determine the best course for his/her future.

The Doctoral Program

In order to earn a Doctor of Philosophy degree, candidates must master the historical literature in their chosen subject. In addition, the PhD candidate must demonstrate an ability to undertake historical research, show a sufficient background to teach, and create an original work of scholarship. Admission to the graduate program does not guarantee that a student will receive a PhD. Only those who qualify for candidacy will have the opportunity to complete the degree.

1. Course requirements

To complete a PhD, graduate students must take a minimum of 64 hours of course work and research. Students will outline their courses on a degree plan (see Degree Plan above). The student’s advisory committee will review and approve the student’s course selections. The degree plan then goes to the Associate Director of Graduate Studies who ensures the student has fulfilled all the requirements outlined by the history department. The Associate Director then forwards the plan onto the Department Head. Every graduate student must work closely with the chair of the committee in developing a degree plan. The student will complete at least thirty semester hours of formal course work divided into three areas of concentration: 18 hours in the student's major field of study, 6 hours in a minor field, and 6 hours in the outside field. Students may not take more than 3 research hours (691) before they take their Comprehensive Examinations. Doctoral candidates must demonstrate a reading knowledge of two foreign languages (see "Foreign Language Requirement" above.) The history department does not allow any student to list more than 2 HIST 685 courses on his/her degree plan.

2. Comprehensive Examinations

All doctoral students must pass a series of comprehensive examinations. The exams will occur no later than the end of the semester following the completion of the formal course work listed on the degree plan. The student’s advisory committee will create a unique examination for each student, and the composition of the exam is entirely at the discretion of the committee.
Although each exam is different, the Office of Graduate and Professional Studies (OGAPS) requires the department to incorporate these common elements: a) the student must show a mastery of a specialty field; b) the student must display proficiency in the chosen minor field; c) each comprehensive exam must comprise a written and oral component; d) the chair of the advisory committee has final approval over all aspects of the examinations. Students pursuing a PhD in American history are required to take exams in their pre- and post-1877 US history fields.

Each member of the advisory committee takes responsibility for administering a portion of the exam in his/her field of expertise. The written part of the examination will cover all fields of study listed in the student’s degree plan, including the “outside” field. Each member of the advisory committee is responsible for administering a written examination in his or her particular field, unless he or she chooses to waive participation in this part of the examination. Committee members representing the outside field may also waive participation in the written exams, pending approval of the committee chair.

After a student has passed the written examinations, the student’s chair schedules an oral examination. No more than three weeks can elapse between the first written exam and the date of the oral exam. The oral exam will cover all areas of the student’s chosen major, minor, and outside fields. Although committee members supervising the student’s minor or outside field may waive participation in the written exams, they must take part in the oral exams. Some committees may use this opportunity to review the student’s dissertation proposal more thoroughly. Satisfactory completion of both the written and oral examinations will result in a recommendation that the graduate student advance to candidacy for the PhD. If a student fails any of the written or oral comprehensive examinations, a majority vote of the student’s advisory committee will determine whether the student may retake the failed examinations. The committee will also recommend whether or not the department should continue providing an assistantship for the student. If funding continues, the student must take, and pass, the comprehensive exams within one semester or lose his/her assistantship. Students may not retake any examination more than once. Students must submit two forms to the Office of Graduate and Professional Studies after passing these exams: the Preliminary Exam Checklist and the Report of the Preliminary Exam. Click here for these two forms.

3. Dissertation Proposal

Before beginning work on the dissertation, PhD candidates prepare a dissertation proposal. Each student works closely with the advisory committee, particularly the chair, in writing the proposal.
Besides narrowing the focus of research, the student needs to discuss with the committee members his/her possible research techniques, relevant research collections, travel requirements, financial considerations, and possible sources of funding. No faculty member may be removed from the committee unless he or she fully concurs; however at this time, a student may reconstitute his/her advisory committee to take advantage of the research expertise of other faculty members. No committee members may be added to the committee once the dissertation proposal has been submitted to the Office of Graduate and Professional Studies. All the committee members will sign the Proposal Approval Page for Thesis, Dissertation, or Record of Study form to indicate their approval of the dissertation proposal.

4. Dissertation

The dissertation will demonstrate the student’s ability to both perform independent research and prepare an original work of scholarship. The student’s advisory committee will judge the academic merit of the dissertation. All members of the advisory committee, as well as the Department Head, must approve the dissertation before the student submits it to the Office of Graduate and Professional Studies. In addition, the student must prepare the manuscript in a format acceptable to the TAMU thesis office. Download the Thesis Manual (located at thesis.tamu.edu) as you are writing your dissertation, to ensure compliance with the TAMU formatting rules. All PhD candidates are advised to meet regularly with their chair while working on their dissertation.

5. Oral Final Examination (Dissertation Defense)

Once PhD candidates complete their dissertations they take their final examination, known as the dissertation defense. You must submit a Request for Permission and Announcement of Final Examination form to OGAPS at least 10 working days before the examination date.

The entire advisory committee participates. This oral exam will focus on the dissertation. Again, the committee has great discretion in developing the exam, but in general they will ask the candidate specific questions about his/her topic, sources, and research methods. This exam also provides an opportunity for the committee to voice any concerns about the candidate’s dissertation, and make suggestions for improvement. All members of the committee must verify that the student passed this oral exam by signing the (1) the Report of the Final Exam (issued by OGAPS), and (2) the Dissertation Approval Form. Click here.
The chair of the committee is responsible for submitting the Report of Final Examination once the student has completed the exam. The Office of Graduate and Professional Studies sends this form directly to the chair — the student does not see or handle this form unless asked to by the chair. It is acceptable for you to remind your chair to complete and submit this form.

Once the committee has approved your dissertation, you should review a draft with the staff in the Thesis Office. The university has strict rules regarding the format of all theses and dissertations, so please follow the instructions of the thesis office. After you have made the necessary corrections, upload one copy as a single PDF file to the Thesis Office (follow the instructions in the Thesis Manual.) The staff in the thesis office will review the draft again and suggest more corrections if necessary. Once you make the needed corrections, and resubmit the PDF file, you will receive notice that your dissertation has been approved.

6. Time Limit

Students have ten consecutive calendar years to complete all requirements for doctoral degrees. After passing their comprehensive exam, students have four calendar years to finish their dissertation. Students forfeit their tuition waiver if they enroll in more than 99 hours of course work at TAMU.

The Office of Graduate and Professional Studies provides a brief summary of the information above, including a list of the necessary forms and the links to websites where you may access these forms at:

http://ogaps.tamu.edu/buttons/forms-Information

ASSISTANTSHIPS, FELLOWSHIPS, AND FINANCIAL AID

1. Graduate Assistantships

The Department of History awards a limited number of graduate assistantships on a competitive basis. Per university rules, students enrolled in the 96-hour PhD program are eligible for funding during their first five years in the program. Students enrolled in the 64 hour PhD program are eligible for funding during their first four years in the program. To maintain the assistantship, students must have a GPR above 3.0 and adequately perform the duties assigned (see "Duties of Graduate Assistants" below). All assistantships and fellowships include a monthly stipend as well as a full tuition waiver.
2. Duties of Graduate Assistants

The department awards two types of assistantships: Graduate Assistantship Teaching (GAT) or Graduate Assistant Lecturer (GAL). The department expects all recipients of full graduate assistantships to devote 20 hours per week to these duties. A GAT’s responsibilities may include the following: grading tests, quizzes and final examinations; taking class attendance; serving as a teaching assistant as required by the supervising professor; attendance at lectures; library research for staff or department; checking bibliographies and book order requests; preparing seating charts; recording grades; and proctoring examinations. GATs who have finished their course work may lead discussion sections for a history survey class, and assume primary responsibility for grading and administering exams for all the students enrolled in those sections. The professor to whom the student is assigned will review the work of the student assistant at the end of each semester and share the review with the student assistant, as well as with the Director of Graduate Studies. TAMU requires all graduate assistants to carry a course load of nine credit hours.

3. Graduate Lecturers

The department may assign PhD candidates who have completed their course work and passed their comprehensive examinations to an Assistant Lecturer position. GALs assume responsibility for all aspects of a history survey course, including lecturing and grading, giving PhD candidates valuable experience in fulfilling the duties of a university professor. TAMU history PhDs have shown great success in securing college level positions after graduation because of this familiarity with the university classroom. Graduate lecturers must enroll in at least one credit hour for each semester they receive their assistantship.

4. Travel and Research Grants

The history department offers a number of grants to allow graduate students to attend conferences and travel to other institutions for research. In addition, the Center for Humanities Research and the Melbern G. Glasscock Center for Humanities Research also offer fellowships and research and travel grants to select graduate students. These awards are highly competitive. Students should consult with the chair of their advisory committee before applying for them.

5. Fellowships

The OGAPS and the College of Liberal Arts offer a limited number of highly competitive fellowships to promising graduate students. The history department nominates candidates for
the fellowships. In addition to these opportunities, the department encourages PhD students to seek travel and research funding for the dissertation early in the program. The Associate Director of Graduate Studies assists graduate students in identifying opportunities for grants and fellowships awarded by institutions outside of TAMU. These awards may provide travel grants, conference attendance, or full-time fellowships that allow the student to concentrate on a specific research topic. PhD candidates may apply through the department for National Endowment for the Humanities Dissertation Grants in the fall. The College of Liberal Arts selects ten nominees from the humanities and forwards their applications to NEH.

6. Checklists

Checklists for completing the MA and PhD degrees have been provided as Appendices. Please print a copy and use it as you progress through the program.

Master’s Degree: [http://ogaps.tamu.edu/New-Current-Students/Getting-a-Degree/Master-s-Degree-Requirements](http://ogaps.tamu.edu/New-Current-Students/Getting-a-Degree/Master-s-Degree-Requirements)

Doctoral Degree: [http://ogaps.tamu.edu/New-Current-Students/Getting-a-Degree/Doctoral-Degree-Requirements](http://ogaps.tamu.edu/New-Current-Students/Getting-a-Degree/Doctoral-Degree-Requirements)

Appendices II - Doctoral Degree

FURTHER INFORMATION - CONTACT US

For further information about the graduate program, please contact Dr. Lorien Foote (lfoote@tamu.edu), Director of Graduate Studies, or Dr. David Hudson (david-hudson@tamu.edu) Associate Director of Graduate Studies.
Appendix P

Bylaws of the Department of History
BYLAWS OF THE DEPARTMENT OF HISTORY

Approved by the History Faculty, October 2017

APPROVED BY COLLEGE OF LIBERAL ARTS, JANUARY 2018

Approval Pending by the Dean of Faculties

A **Purpose:** These bylaws outline the Texas A&M Department of History's methods of governance. The rules and regulations of the College of Liberal Arts and the University take precedence over these bylaws.

The bylaws reflect a belief that the responsibility for effective department governance rests with both the faculty and the department head. Moreover, the department believes that effective department governance depends on the exercise of responsible leadership by the faculty and the department head alike.

These bylaws shall be implemented with strict adherence to academic freedom, due process, and equal opportunity. Appointments, hiring, promotion, and tenure shall be decided solely on the basis of professional qualifications, without regard to such considerations as sex, race, national origin, religion, political affiliation, or sexual orientation.

B **Faculty:** The history department faculty is defined to include the following ranks: professor, associate professor, assistant professor, instructional professor, instructional associate professor, instructional assistant professor, senior lecturer, and lecturer.

C **Departmental Meetings:** The faculty, meeting as a whole, will review all actions of the head and the standing committees and propose changes of policy.

1. A regular meeting of the faculty will be held in each full month the University is in session during the fall and spring semesters. A quorum of 33% of the full-time faculty in residence is required for any vote to be taken.

2. Special meetings may be called by the department head and will require a quorum of 50% of the full-time faculty in residence for any vote to be taken.

3. The department head, or a faculty member designated by the head, will chair all meetings.

4. The head and the executive committee will prepare the agenda and distribute it to
the faculty at least one week prior to meetings. Any faculty member, by written request (including submissions via e-mail) to the head or executive committee, may place an item on the agenda.

5. A secretary will be chosen each semester prior to the first regular meeting. Minutes of all meetings will be distributed to the faculty within a week.

6. In all cases not specifically covered by these bylaws, Roberts Rules of Order will be used to conduct meetings. A copy should be available in the library.

D **Department Head:** The head is the department's executive and is responsible to the faculty, the dean of the college, and the university administration. The department head shall serve no more than two consecutive four-year terms. At the end of the first three years, the tenured and tenure-track faculty of the department will vote to continue or not to continue the Head for a second term. That vote, taken by secret ballot, will be tallied by the executive committee and be sent as a departmental recommendation to the Dean.

1. The head's major responsibilities include, but are not limited to:

   1.1 proposing long-range plans to the faculty and executive committee;
   1.2 assigning courses to individual faculty, following the established principle of course rotation;
   1.3 supervising and directing the staff;
   1.4 preparing the budget and other financial planning;
   1.5 providing each faculty member an annual review and determining pay increases in consultation with the Executive Committee and in accordance with University rules and the department’s Procedures and Criteria for Annual Merit Performance Evaluation and Review.
   1.6 appointing committees and departmental representatives and officers with the advice of the executive committee, except as otherwise provided by these bylaws;
   1.7 presiding over department meetings; and,
   1.8 serving as a conduit for communications between the faculty and the administration.
2. In addition, the head will make independent recommendations to the dean on candidates for tenure and promotion. In fulfilling this function, the head will meet at least once during the academic year with candidates to discuss their research, teaching, and other professional activities, and whether that person is making satisfactory progress.

E Department Committees: The following committees will assist the faculty and head in administering the department. As needed, search and ad hoc committees will be appointed by the head with the advice of the executive committee. Chairs of department committees will circulate a written report of the year’s activities at the end of each spring semester.

1. Executive Committee: The executive committee will represent the faculty in advising the head, who will serve as its chair. It will consist of six members besides the head and include at least one member from each faculty rank. Members will serve two-year terms and no one shall serve more than two consecutive terms.

1.1 Conduct of elections: The executive committee will be elected in a secret ballot by the faculty. Election of three members by rank and three members at-large will take place in alternate years. An ad hoc election committee appointed by the head will call for nominations. Voting faculty must secure the permission of those eligible faculty whom they wish to nominate and forward those names to the election committee. At least one week before the election, the election committee will distribute ballots containing the names of all nominees. In elections by rank, faculty will vote for one candidate from each rank; if a candidate fails to receive a majority of votes cast in the first poll, a run-off will be held between the leading candidates. In elections at-large, faculty will vote for their three preferred candidates; the leading vote-getters without majorities will face a runoff until a majority is obtained. All tenured and tenure-track faculty are eligible to vote. Ballots will be distributed by e-mail and may be cast either by e-mail or the dual-envelope system.

1.2 Filling Vacancies: In the event that a vacancy occurs on the Executive Committee a special election will be held at the earliest feasible moment. The election will be conducted according to Section D Paragraph 1.1. The faculty member elected will finish out the time remaining on the vacant seat.

1.3 Functions: The Executive Committee will serve as a committee on committees and advise the head on all committee appointments, including search committees, and on the appointment of departmental officers. It will serve as a planning and priority committee and suggest to the faculty the direction the department should take in hiring new faculty, encouraging research, and improving instruction. It will conduct annual
evaluations of faculty and advise the head on the allocation of resources, including proposed salaries. Ultimate authority in these matters will remain with the head, but the head must inform the Executive Committee of actions taken concerning these matters. In addition, the committee will undertake any special tasks which are not within the purview of other standing committees and which may be assigned to it by either the faculty or head. Agenda and minutes of all executive committee meetings will be distributed to the full faculty within a week.

1.4 Consultation Between the Executive Committee and the Department Head: In general, discussion of appointments and other types of consultation with the Department Head shall be done in a called meeting of the committee, but when this is not possible or preferable, discussion of appointments and other matters shall be done by emails addressed to the entire committee.

1.5 The Executive Committee will meet at least once every full month of the Fall and Spring semesters in advance of the faculty meetings.

2. Graduate Committee: The Graduate Committee will be appointed by the head with the advice of the Executive Committee and will supervise graduate students and graduate instruction. The director of graduate studies will serve as a chair of the committee, which will consist of seven members. The committee will work with the director of graduate studies on the admission of students, the awarding of financial assistance (including assistantships and fellowships), and the distribution of graduate student research and travel funds. The committee will include a graduate student representative. Graduate students elect their own officers to the History Graduate Student Organization, with the shared expectation that the president will serve on the graduate committee. The committee shall meet at least twice a semester.

3. Undergraduate Committee: The Undergraduate Committee will be appointed by the head with the advice of the Executive Committee and will supervise undergraduate history majors and undergraduate instruction in the department. The director of undergraduate studies will chair the committee, which will consist of at least five members including one of the undergraduate advisors and a graduate student.

4. Climate and Inclusion Committee: This committee, appointed by the head with the advice of the Executive Committee, works to foster a welcoming and collegial environment, respectful of diversity, for all students, faculty, staff, and visitors. It will consist of at least three faculty members, one from each rank, a member of staff, and a graduate student. One member, normally the chair of the committee, will represent the department on the College Climate and Inclusion Committee.

5. Social Committee: This committee will be appointed by the head with the advice of the Executive Committee and will supervise all departmental social affairs and the flower fund. It will consist of at least three members, including a graduate student.
6. Tenure and Promotion Committee: This committee will conduct annual reviews and formal mid-term reviews of tenure-track faculty as well as formal reviews for tenure and/or promotion. It will consist of all faculty above the rank of the individual seeking promotion and/or tenure. In cases of instructional assistant and associate faculty seeking promotion, the committee will also include instructional faculty above the candidate’s rank. In cases of those seeking tenure without change in rank, the committee will consist of all tenured members of the candidate's rank and above.

6.1 The committee will act in accordance with the College of Liberal Arts procedures for review, tenure and promotion. The full committee, after discussion, by a secret ballot and simple majority vote, will make recommendations regarding annual reviews of untenured faculty, midterm reviews, and promotion/tenure. Faculty who will be away from the university on the day of committee meetings for pressing professional reasons (e.g., development leave, fellowship leave, or presenting research at a professional conference) may vote in absentia. Their requests for ballots must be submitted to the department head one week before the scheduled meeting. In emergencies, the department head may provide a ballot within that week at her or his discretion. Absentee ballots must be received by the staff person normally responsible for receiving electronic ballots by the beginning of the meeting for which they are being cast. The department head shall not vote on matters before the committee. The department head's participation in the deliberations will be limited to providing information requested by other members of the committee.

6.2 The Tenure and Promotion Committee's deliberations and decisions will remain strictly confidential.

6.3 Evaluation subcommittees for each faculty member under consideration at the mid-term review and for promotion and/or tenure will be appointed by the head with the advice of the executive committee. In appointing the heads of subcommittees, the department head will also consider suggestions from individual candidates for promotion.

6.4 The chair of each meeting will be selected by the head of the department in consultation with the faculty under consideration and with the approval of the executive committee (committee members under review at the meeting in question will recuse themselves). The chair of the meeting will moderate the discussion and, for the midterm review and promotion and tenure, assure that the final version of each evaluation committee report represents the faculty voice.

6.5 There will be a secretary for each candidate for the mid-term review and for promotion and tenure who will record the discussion during the meeting and
modify the evaluation committee report as needed. The same procedure for selecting the chair will apply to selecting the secretary.

6.6 Modifications of the evaluation committee report will be submitted to the Tenure and Promotion Committee for approval.

6.7 The department head will forward the full dossier and an explanation of the committee's recommendation to the dean. The head will also forward an independent evaluation based on the candidates' dossier.

6.8 Individuals in the titles of Instructional Assistant, Instructional Associate Professor, or Lecturer may be considered for promotion to the rank above. Instructional Assistant Professors, Instructional Associate Professors, and Lecturers who are candidates for promotion must submit a dossier for consideration by the departmental tenure and promotion committee, following the procedures and criteria in College of Liberal Arts, Academic Professional Track Faculty Guidelines

7. Faculty Awards Committee: This committee will be appointed by the head with the advice of the executive committee and will supervise the nomination process for faculty awards. It will consist of at least three members.

8. History Prize Committee: This committee will consist of an undergraduate advisor and faculty member appointed by the head with the advice of the executive committee and will supervise the awarding of departmental prizes to undergraduate majors.

9. Library Committee: This committee, consisting of three or four members appointed by the head with the advice of the executive committee, coordinates responses from the faculty when the Evans Library calls for new purchases—and interacts more generally with the Library through the department’s representative, as needed.

10. Search Committees: These ad hoc committees conduct searches for new faculty members—tenure-track, tenured, lecturers, and instructional professors.

10.1 Search committees for tenure-track and tenured positions will normally consist of five members—a chair and three additional faculty (one from each rank, to the extent possible) and one graduate student—appointed by the department head in consultation with the Executive Committee. Search committees for temporary non-tenure track positions will consist of the department head or designate and two faculty.

10.2 Search Committees are responsible for all stages of the search from advertisement through presenting final recommendations to the faculty. Specific tasks include:
10.2.1 Preparing an announcement of the position and ensuring that it is widely disseminated, and actively recruiting applicants by contacting colleagues and potential candidates at other institutions about the vacancy;

10.2.2 Attending search committee training sessions (e.g., those mandated by the Dean of Faculties and offered by ADVANCE);

10.2.3 Reviewing applications and notifying applicants of their status during the search;

10.2.4 Providing updates of the progress of the search at faculty meetings;

10.2.5 Providing the faculty with summary information on the finalists (normally 10-12) who, for tenure track and tenured positions, normally will be interviewed at the Annual Meeting of the American Historical Association;

10.2.6 Requesting certification of the final applicant pool as required by the College of Liberal Arts

10.2.7 Handling all arrangements and scheduling for on-campus interviews by candidates (normally 3 or 4); and

10.2.8 Finalizing hiring recommendations and communicating them to the faculty for discussion and action.

10.3 Partner-Placement: When opportunities for partner-placement present themselves, the department, to the extent possible, should treat the hiring as it would any other one.

F Department Officers: On both a continuing and an ad hoc basis specific functions of the department will be assigned to appointive officers. Such officers will be responsible to the faculty and the head.

1. Advised by the Executive Committee, the department head will appoint the following officers for four-year terms:

1.1 Director of Graduate Studies

1.2 Associate Department Head

1.3 Director of Undergraduate Studies
2. Advised by the Executive Committee, the department head will appoint a Graduate Placement Director for a two-year term.

As necessary, the Department Head, with the advice of the Executive Committee, will appoint faculty members to other offices.

G **Voting Procedures:** All elections, except those involving promotion and tenure shall be conducted by e-mail with all faculty members being eligible to vote. The period for balloting shall be five calendar days with the option to cast a ballot by e-mail or the double-envelope system. Only faculty in residence may vote on hiring decisions and, by unanimous consent of those present at the meeting to discuss hiring, an offer can be made immediately after the meeting.

H **Amendment Process:** These bylaws may be amended by the full faculty on the recommendation of one-third of the faculty or the executive committee. All proposed amendments will be presented and discussed in a faculty meeting prior to a vote by secret ballot. The process of balloting will take no longer than a week and amendments will take effect if they receive the approval of a simple majority of those voting.

In addition to these bylaws, two other documents, posted on the Department’s website, provide specific information and guidelines on the Department’s standards and methods of governance:

- Procedures and Criteria for Annual Merit Performance Evaluation and Review (annual review guidelines)
- Department of History Statement on Tenure and Promotion Criteria

See also the pertinent College of Liberal Arts documents, available on the CLLA website:

- Guidelines for Review, Tenure, and Promotion of Tenure-Track and Tenured Faculty
- CLLA Faculty Academic Track Guidelines

The Department will review these documents regularly
Appendix Q

Undergraduate Recruitment Letter
XXX XX, 2017

Dear John Smith,

Congratulations on your admittance to Texas A&M University and your expressed desire to major in history! You may have a difficult decision ahead of you; if so, please allow me to lend some assistance.

**Imagine yourself majoring in history in a department:**

- With world-class faculty studying diverse peoples, ideas, and cultures from around the globe and across the ages, who often share their expertise on HISTORY CHANNEL, C-SPAN, and YOUTUBE. No other academic discipline enjoys popular appeal of this magnitude.

- Whose professors are widely recognized as among the best teachers in the university and are devoted to developing students’ critical thinking, writing, reading, and speaking skills

- Where fully 50 percent of the faculty (20 of 40) have won Association of Former Students Distinguished Teaching Awards or other prestigious classroom honors

- Where professors—not temporary instructors or graduate students—teach the vast majority of all undergraduate courses (upwards of 90 percent in most semesters)

- Where our newly revised undergraduate history major degree combines the virtues of studying at a large, Research One, university with those of a small liberal arts college by providing a variety of learning formats, including—large survey classes, 30-person topic-specific classes, small writing-intensive seminars, and independent studies.

- Where successful and highly motivated students have the opportunity to participate in Honors programs that challenge their interests and abilities

- Where students have the opportunity to present their own research at the annual History Student Conference

- Where funding is awarded on a competitive basis for students to travel to archives to conduct research or to professional conferences to deliver papers

- Whose graduates attend leading law schools, medical schools, and Ph.D. programs and thrive in positions in business management, government service, education, and public relations.

**Imagine yourself majoring in history at Texas A&M University!**

If you have questions about our program, please contact one of our undergraduate advisors (Phil Smith, pms@tamu.edu, or Robyn Konrad, robyn-konrad@tamu.edu) or me directly (d-vaught@tamu.edu).

With all best wishes,

David Vaught
Professor & Head of Department
Appendix R

Institutional Profile
January 2, 2017

TO: External Program Reviewers and Program Accreditors

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

RE: Information required for USDOE Accrediting Bodies

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

**Purpose**

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

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

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

**Governance**

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

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

At Texas A&M University the President is the chief executive officer; the President is not the presiding officer of the Board of Regents. The President reports to the state-appointed Board of Regents through the Chancellor of the Texas A&M University System. System Policy 2.05 Presidents of System Member Universities defines the duties of the President. The appointment of the President follows conditions set forth in System Policy 01.03 Appointing Power and Terms and Conditions of Employment, section 2.2.

**Personnel**

The institution is led by the President and members of his cabinet:

- Michael K. Young, President
- Carol A. Fierke, Provost and Executive Vice President
- Jerry R. Strawser, Executive Vice President for Finance and Administration and CFO
- Michael Benedik, Vice Provost
- M. Dee Childs, Vice President for Information Technology and CIO
- Michael G. O’Quinn, Vice President for Government Relations
- Col Michael E. Fossum, Vice President and COO, TAMU-Galveston
- Barbara A. Abercrombie, Vice President for HR & Organizational Effectiveness
- Christine Stanley, Vice President and Associate Provost for Diversity
- Amy B. Smith, Senior Vice President and Chief Marking & Communications Officer
- Karen L. Butler-Purry, Interim Vice President for Research
- Carrie L. Byington, Senior Vice President TAMU Health Science Center, Dean of the College of Medicine, and Vice Chancellor for Health Services
- Daniel J. Pugh, Sr., Vice President for Student Affairs
- Joseph P. Pettibon, II, Vice President of Enrollment and Academic Services
- Gen Joe E. Ramirez, Jr. Commandant, Corps of Cadets
- Amy B. Smith, Senior Vice President and Chief Marketing and Communications Officer
- Scott Woodward, Director of Athletics

**Programs, Degrees, Diplomas, and Certificates**

See the Institutional Summary submitted to SACSCOC

**Finances**

See the Financial Profile 2016 submitted to SACSCOC
GENERAL INFORMATION

Name of Institution  Texas A&M University

Name, Title, Phone number, and email address of Accreditation Liaison
Michael T. Stephenson
Associate Provost for Academic Affairs and SACSCOC Accreditation Liaison
979.845.4016
mstephenson@tamu.edu

Name, Title, Phone number, and email address of Technical Support person for the Compliance Certification
Alicia M. Dorsey
Assistant Provost for Institutional Effectiveness
979.862.2918
amdotsey@tamu.edu

IMPORTANT:

Accreditation Activity (check one):

☑ Submitted at the time of Reaffirmation Orientation
☐ Submitted with Compliance Certification for Reaffirmation
☐ Submitted with Materials for an On-Site Reaffirmation Review
☐ Submitted with Compliance Certification for Fifth-Year Interim Report
☐ Submitted with Compliance Certification for Initial Candidacy/Accreditation Review
☐ Submitted with Merger/Consolidations/Acquisitions
☐ Submitted with Application for Level Change

Submission date of this completed document:  September 29, 2015
EDUCATIONAL PROGRAMS

1. Level of offerings (Check all that apply)

☐ Diploma or certificate program(s) requiring less than one year beyond Grade 12
☐ Diploma or certificate program(s) of at least two but fewer than four years of work beyond Grade 12
☐ Associate degree program(s) requiring a minimum of 60 semester hours or the equivalent designed for transfer to a baccalaureate institution
☐ Associate degree program(s) requiring a minimum of 60 semester hours or the equivalent not designed for transfer
☒ Four or five-year baccalaureate degree program(s) requiring a minimum of 120 semester hours or the equivalent
☒ Professional degree program(s)
☒ Master's degree program(s)
☒ Work beyond the master's level but not at the doctoral level (such as Specialist in Education)
☒ Doctoral degree program(s)
☐ Other (Specify) _____

2. Types of Undergraduate Programs (Check all that apply)

☐ Occupational certificate or diploma program(s)
☐ Occupational degree program(s)
☐ Two-year programs designed for transfer to a baccalaureate institution
☒ Liberal Arts and General
☒ Teacher Preparatory
☒ Professional
☐ Other (Specify) _____

GOVERNANCE CONTROL

Check the appropriate governance control for the institution:

☐ Private (check one)

☐ Independent, not-for-profit

Name of corporation OR
Name of religious affiliation and control: _____

☐ Independent, for-profit *

If publicly traded, name of parent company: _____
Public state *(check one)*

- [ ] Not part of a state system, institution has own independent board
- [x] Part of a state system, system board serves as governing board
- [ ] Part of a state system, system board is super governing board, local governing board has delegated authority
- [ ] Part of a state system, institution has own independent board

* If an institution is part of a state system or a corporate structure, a description of the system operation must be submitted as part of the Compliance Certification for the decennial review. See Commission policy “Reaffirmation of Accreditation and Subsequent Reports” for additional direction.

**INSTITUTIONAL INFORMATION FOR REVIEWERS**

**Directions:**  
Please address the following and attach the information to this form.

1. **History and Characteristics**  
Provide a brief history of the institution, a description of its current mission, an indication of its geographic service area, and a description of the composition of the student population. Include a description of any unusual or distinctive features of the institution and a description of the admissions policies (open, selective, etc.). If appropriate, indicate those institutions that are considered peers. Please limit this section to one-half page.

2. **List of Degrees**  
List all degrees currently offered (A. S., B.A., B.S., M.A., Ph.D., for examples) and the majors or concentrations within those degrees, as well as all certificates and diplomas. For each credential offered, indicate the number of graduates in the academic year previous to submitting this report. Indicate term dates.

3. **Off-Campus Instructional Locations and Branch Campuses**  
List all locations where 50% or more credit hours toward a degree, diploma, or certificate can be obtained primarily through traditional classroom instruction. Report those locations in accord with the Commission’s definitions and the directions as specified below.

**Off-campus instructional sites**—a site located geographically apart from the main campus at which the institution offers 50% or more of its credit hours for a diploma, certificate, or degree. This includes high schools where courses are offered as part of dual enrollment. For each site, provide the information below. The list should include only those sites reported and approved by SACSCOC. Listing unapproved sites below does not constitute reporting them to SACSCOC. In such cases when an institution has initiated an off-campus instructional site as described above without prior approval by SACSCOC, a prospectus for approval should be submitted immediately to SACSCOC.

---

5
### Institutions with off-campus instructional sites

At which the institution offers **25-49%** credit hours for a diploma, certificate, or degree—including high schools where courses are offered as dual enrollment—are required to notify SACSCOC in advance of initiating the site. For each site, provide the information below.

<table>
<thead>
<tr>
<th>Name of Site (Indicate if site is currently active or inactive. If inactive, date of last course offerings and date of projected reopening)</th>
<th>Physical Address (street, city, state, country) Do not include PO Boxes.</th>
<th>Date Notified SACSCOC by SACSCOC</th>
<th>Date Implemented by the institution</th>
<th>Educational programs offered (specific degrees, certificates, diplomas) with 25-49% credit hours offered at each site</th>
<th>Is the site currently active? (At any time during the past 5 years, have students been enrolled and courses offered? If not, indicate the date of most recent activity.)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Branch campus

An instructional site located geographically apart and independent of the main campus of the institution. A location is independent of the main campus if the location is (1) permanent in nature, (2) offers courses in educational programs leading to a degree, certificate, or other recognized educational credential, (3) has its own faculty and administrative or supervisory organization, **and** (4) has its own budgetary and hiring authority. **The list should include only those branch campuses reported and approved by SACSCOC.** Listing unapproved branch campuses below does not constitute reporting them to SACSCOC. A prospectus for an unapproved branch campuses should be submitted immediately to SACSCOC.

<table>
<thead>
<tr>
<th>Name of Branch Campus</th>
<th>Physical Address (street, city, state, country) Do not include PO Boxes.</th>
<th>Date Approved by SACSCOC</th>
<th>Date Implemented by the institution</th>
<th>Educational programs (specific degrees, certificates, diplomas) with 50% or more credits hours offered at the branch campus</th>
<th>Is the campus currently active? (At any time during the past 5 years, have students been enrolled and courses offered? If not, indicate the date of most recent activity.)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 4. Distance and Correspondence Education
Provide an initial date of approval for your institution to offer distance education. Provide a list of credit-bearing educational programs (degrees, certificates, and diplomas) where 50% or more of the credit hours are delivered through distance education modes. For each educational program, indicate whether the program is delivered using synchronous or asynchronous technology, or both. For each educational program that uses distance education technology to deliver the program at a specific site (e.g., a synchronous program using interactive videoconferencing), indicate the program offered at each location where students receive the transmitted program. Please limit this description to one page, if possible.

5. **Accreditation**

   (1) List all agencies that currently accredit the institution and any of its programs and indicate the date of the last review by each.

   (2) If SACS Commission on Colleges is not your primary accreditor for access to USDOE Title IV funding, identify which accrediting agency serves that purpose.

   (3) List any USDOE recognized agency (national and programmatic) that has terminated the institution's accreditation (include the date, reason, and copy of the letter of termination) or list any agency from which the institution has voluntarily withdrawn (include copy of letter to agency from institution).

   (4) Describe any sanctions applied or negative actions taken by any USDOE-recognized accrediting agency (national, programmatic, SACSCOC) during the two years previous to the submission of this report. Include a copy of the letter from the USDOE to the institution.

6. **Relationship to the U.S. Department of Education**

   Indicate any limitations, suspensions, or termination by the U.S. Department of Education in regard to student financial aid or other financial aid programs during the previous three years. Report if on reimbursement or any other exceptional status in regard to federal or state financial aid.

**Document History**

- *Adopted:* September 2004
- *Revised:* March 2011
- *Revised:* January 2014
1. History and Characteristics

Provide a brief history of the institution, a description of its current mission, an indication of its geographic service area, and a description of the composition of the student population. Include a description of any unusual or distinctive features of the institution and a description of the admissions policies (open, selective, etc.). If appropriate, indicate those institutions that are considered peers. Please limit this section to one-half page.

**History.** Texas A&M University was established in 1871 as the state’s first public institution of higher education and opened for classes in 1876. We are now one of a select few institutions in the nation to hold land grant, sea grant (1971) and space grant (1989) designations. We are also one of few universities to host a presidential library; the George Bush Presidential Library and Museum opened in 1997. A mandatory military component was a part of the land grant designation until 1965 and today we are one of only three institutions with a full-time corps of cadets, leading to commissions in all branches of service. We have two branch campuses, one in Galveston, Texas, (established in 1962, officially merged with Texas A&M in 1991) and one in Doha, Qatar (established in 2003). In 2001 we were admitted to the Association of American Universities (AAU) and in 2004 to Phi Beta Kappa. We are classified by the Carnegie Foundation as a Research University (very high research activity).

**Mission.** Texas A&M University is dedicated to the discovery, development, communication, and application of knowledge in a wide range of academic and professional fields. Its mission of providing the highest quality undergraduate and graduate programs is inseparable from its mission of developing new understandings through research and creativity. It prepares students to assume roles in leadership, responsibility and service to society. Texas A&M assumes as its historic trust the maintenance of freedom of inquiry and an intellectual environment nurturing the human mind and spirit. It welcomes and seeks to serve persons of all racial, ethnic and geographic groups as it addresses the needs of an increasingly diverse population and a global economy. In the 21st century, Texas A&M University seeks to assume a place of preeminence among public universities while respecting its history and traditions.

**Enrollment Profile.**
77.42% Undergraduate, 18.41% Graduate, 4.02% Professional, and 0.14% Post-Doc Certificate

**Undergraduate Students:**
93.58% Texas Residents, 3.96% non-Texas Residents, 2.46% non-Texas, non-US Residents;
62.41% White, 3.11% Black, 22.33% Hispanic, 6.21% Asian

**Graduate Students:**
45.09% Texas Residents, 16.57% non-Texas Residents, 38.34% non-Texas, non-US Residents
Admissions Process. Selective. Automatic admission for Texas resident applicants in the top 10% of their high school graduating class; automatic admission for applicants who rank in the top 25% of their high school graduating class and achieve a combined (old) SAT math and SAT critical reading score of at least 1300 with a test score of at least 600 in each component, or combined (newly redesigned) SAT math and SAT evidence based reading and writing (EBRW) score of at least 1360 with a test score of at least 620 in Math and 660 in EBRW, or 30 composite on the ACT with a 27 in the math and English components; review of all other applicants based on academic potential, distinguishing characteristics, exceptional circumstances and personal achievements.

**Peer Institutions.** Georgia Institute of Technology, Ohio State University, Pennsylvania State University, Purdue University, University of California- Berkeley, Davis, Los Angeles, San Diego, University of Florida, University of Illinois – Champaign/Urbana, University of Michigan, University of Minnesota, University of North Carolina – Chapel Hill, University of Texas – Austin, and University of Wisconsin – Madison.
2. **List of Degrees**

List all degrees currently offered (A. S., B.A., B.S., M.A., Ph.D., for examples) and the majors or concentrations within those degrees, as well as all certificates and diplomas. For each credential offered, indicate the number of graduates in the academic year previous to submitting this report. Indicate term dates.

<table>
<thead>
<tr>
<th>College</th>
<th>Degree Program</th>
<th>Number of Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>AGRICULTURAL COMMUNICATION &amp; JOURNALISM</td>
<td>BS 35/98</td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>AGRICULTURAL DEVELOPMENT</td>
<td>MAGR 5/10/0 10</td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>AGRICULTURAL ECONOMICS</td>
<td>BS 45/90/15 150</td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>AGRICULTURAL ECONOMICS</td>
<td>MS 8/10/7 25</td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>AGRICULTURAL ECONOMICS</td>
<td>PHD 2/1/3 6</td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>AGRICULTURAL EDUCATION</td>
<td>EDD 1/1 2</td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>AGRICULTURAL LEADERSHIP &amp; DEVELOPMENT</td>
<td>BS 66/102/20 188</td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>AGRICULTURAL LEADERSHIP EDUCATION &amp; COMMUNICATION</td>
<td>MED 5/6/4 15</td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>AGRICULTURAL LEADERSHIP EDUCATION &amp; COMMUNICATION</td>
<td>MS 6/9/1 16</td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>AGRICULTURAL LEADERSHIP EDUCATION &amp; COMMUNICATION</td>
<td>PHD 4/3/3 10</td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>AGRICULTURAL SCIENCE</td>
<td>BS 16/33/1 50</td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>AGRICULTURAL SYSTEMS MANAGEMENT</td>
<td>BS 9/23/5 37</td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>AGRICULTURAL SYSTEMS MANAGEMENT</td>
<td>MS 2/2 2</td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>AGRONOMY</td>
<td>MS 1/2 3</td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>AGRONOMY</td>
<td>PHD 1/1 1</td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>ANIMAL BREEDING</td>
<td>MS 2/1 1 4</td>
</tr>
<tr>
<td>College</td>
<td>Degree Program</td>
<td>Number of Graduates</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>------------------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td></td>
<td>Degree</td>
<td>Fall 2015</td>
</tr>
<tr>
<td>SCIENCES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>ANIMAL SCIENCE</td>
<td>BS</td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>ANIMAL SCIENCE</td>
<td>MAGR</td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>ANIMAL SCIENCE</td>
<td>MS</td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>ANIMAL SCIENCE</td>
<td>PHD</td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>ANIMAL SCIENCE-</td>
<td>BS</td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>PRODUCTION/ INDUSTRY</td>
<td></td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>BIOCHEMISTRY</td>
<td>BS</td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>BIOCHEMISTRY</td>
<td>MS</td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>BIOCHEMISTRY</td>
<td>PHD</td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>BIOENVIRONMENTAL</td>
<td>BS</td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>SCIENCES</td>
<td></td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>BIOLOGICAL AND AGRI</td>
<td>BS</td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>ENGINEERING</td>
<td></td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>BIOLOGICAL AND AGRI</td>
<td>MENG</td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>ENGINEERING</td>
<td>MS</td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>BIOLOGICAL AND AGRI</td>
<td>PHD</td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>ENGINEERING</td>
<td></td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>COMMUNITY DEVELOPMENT</td>
<td>BS</td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>ECOLOGICAL RESTORATION</td>
<td>BS</td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>Ecosystem Science &amp; Mgmt</td>
<td>MS</td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>Ecosystem Science &amp; Mgmt</td>
<td>PHD</td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>ENTOMOLOGY</td>
<td>BS</td>
</tr>
<tr>
<td>College</td>
<td>Degree Program</td>
<td>Number of Graduates</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-----------------------------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>SCIENCES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>ENTOMOLOGY MS</td>
<td>5</td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>ENTOMOLOGY PHD</td>
<td>2</td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>FOOD SCI &amp; TCHN-FOOD SCI BS</td>
<td>5</td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>FOOD SCI &amp; TCHN-INDUSTRY BS</td>
<td>5</td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>FORENSIC &amp; INVESTIGATIVE SCIENCES BS</td>
<td>1</td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>FORESTRY BS</td>
<td>4</td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>GENETICS BS</td>
<td>11</td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>HORTICULTURE BA</td>
<td>7</td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>HORTICULTURE BS</td>
<td>12</td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>HORTICULTURE MAGR</td>
<td>1</td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>HORTICULTURE MS</td>
<td>1</td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>HORTICULTURE PHD</td>
<td>2</td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>NATURAL RESOURCES DEVELOPMENT MNRD</td>
<td>1</td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>NUTRITIONAL SCIENCE BS</td>
<td>55</td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>PHYSIOLOGY OF REPRODUCTION MS</td>
<td>1</td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>PHYSIOLOGY OF REPRODUCTION PHD</td>
<td>1</td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>PLANT &amp; ENVIRONMENTAL SOIL SCIENCE BS</td>
<td>13</td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>PLANT BREEDING MS</td>
<td>2</td>
</tr>
<tr>
<td>College</td>
<td>Degree Program</td>
<td>Number of Graduates</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>--------------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Degree</td>
</tr>
<tr>
<td>SCIENCES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>PLANT BREEDING</td>
<td>PHD</td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>PLANT PATHOLOGY</td>
<td>MS</td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>PLANT PATHOLOGY</td>
<td>PHD</td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>POULTRY SCIENCE</td>
<td>BS</td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>POULTRY SCIENCE</td>
<td>MAGR</td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>POULTRY SCIENCE</td>
<td>PHD</td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>POULTRY SCIENCE-INDUSTRY</td>
<td>BS</td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>RANGLND ECL &amp; MGT-RANCH</td>
<td>BS</td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>RANGLND ECL &amp; MGT-RANGELAND</td>
<td>BS</td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>REC, PARK &amp; TOURISM SCI-COMREC &amp; PRKS ADMIN</td>
<td>BS</td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>REC, PARK &amp; TOURISM SCI-PARKS &amp; CONSERVATION</td>
<td>BS</td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>REC, PARK &amp; TOURISM SCI-TOURISM MANAGEMENT</td>
<td>BS</td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>REC, PARK &amp; TOURISM SCI-YOUTH DEVELOPMENT</td>
<td>BS</td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>RECREATION, PARK &amp; TOURISM SCI</td>
<td>MS</td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>RECREATION, PARK &amp; TOURISM SCI</td>
<td>PHD</td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>RENEWABLE NATURAL RESOURCES</td>
<td>BS</td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE</td>
<td>SOIL SCIENCE</td>
<td>MS</td>
</tr>
<tr>
<td>College</td>
<td>Degree Program</td>
<td>Number of Graduates</td>
</tr>
<tr>
<td>------------------------------</td>
<td>--------------------------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Degree Fall 2015</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fall 2016 Spring 2016 Summer 2016 Total</td>
</tr>
<tr>
<td>SCIENCES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>SOIL SCIENCE PHD</td>
<td>1 1 2</td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>SPATIAL SCIENCES BS</td>
<td>2 3 5</td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>TURFGRASS SCIENCE BS</td>
<td>7 3 10</td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>WILDLIFE &amp; FISHERIES SCIENCES BS</td>
<td>5 3 8</td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>WILDLIFE &amp; FISHERIES SCIENCES MS</td>
<td>5 2 9</td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>WILDLIFE &amp; FISHERIES SCIENCES PHD</td>
<td>3 2 3 8</td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>WILDLIFE SCIENCE MWSC</td>
<td>3 2 5</td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>WL &amp; FS SCI-VERTEBRATE ZOOLOGY BS</td>
<td>5 5 4 14</td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>WL &amp; FS SCI-WILDLIFE ECOLOGY &amp; CONSERVATION</td>
<td>32 51 13 96</td>
</tr>
<tr>
<td>ARCHITECTURE</td>
<td>ARCHITECTURE MARC H</td>
<td>5 38 1 44</td>
</tr>
<tr>
<td>ARCHITECTURE</td>
<td>ARCHITECTURE MS</td>
<td>1</td>
</tr>
<tr>
<td>ARCHITECTURE</td>
<td>ARCHITECTURE PHD</td>
<td>2 2 1 5</td>
</tr>
<tr>
<td>ARCHITECTURE</td>
<td>BUILDING CONSTRUCTION BS</td>
<td>54 116 37 207</td>
</tr>
<tr>
<td>ARCHITECTURE</td>
<td>CONSTRUCTION MANAGEMENT MS</td>
<td>8 37 5 50</td>
</tr>
<tr>
<td>ARCHITECTURE</td>
<td>ENVIRONMENTAL DESIGN ARCHITECTURAL STUDIES</td>
<td>BED 22 62 1 85</td>
</tr>
<tr>
<td>ARCHITECTURE</td>
<td>LAND &amp; PROPERTY DEVELOPMENT MLPD</td>
<td>12 7 1 20</td>
</tr>
<tr>
<td>ARCHITECTURE</td>
<td>LANDSCAPE ARCHITECTURE BLA</td>
<td>19</td>
</tr>
<tr>
<td>ARCHITECTURE</td>
<td>LANDSCAPE ARCHITECTURE MLA</td>
<td>20</td>
</tr>
<tr>
<td>ARCHITECTURE</td>
<td>URBAN &amp; REGIONAL PLANNING BS</td>
<td>4 12 2 18</td>
</tr>
<tr>
<td>ARCHITECTURE</td>
<td>URBAN &amp; REGIONAL PLANNING MUP</td>
<td>5 18 6 29</td>
</tr>
<tr>
<td>ARCHITECTURE</td>
<td>URBAN &amp; REGIONAL SCIENCE PHD</td>
<td>3 1 6 10</td>
</tr>
<tr>
<td>ARCHITECTURE</td>
<td>VISUALIZATION MFA</td>
<td>3 1 4</td>
</tr>
<tr>
<td>College</td>
<td>Degree Program</td>
<td>Number of Graduates</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>-------------------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td></td>
<td>Degree</td>
<td>Fall 2015</td>
</tr>
<tr>
<td>ARCHITECTURE</td>
<td>VISUALIZATION</td>
<td>MS</td>
</tr>
<tr>
<td>ARCHITECTURE</td>
<td>VISUALIZATION</td>
<td>BS</td>
</tr>
<tr>
<td>BUSH SCHOOL OF GOVERNMENT &amp; PUBLIC SERVICE</td>
<td>HOMELAND SECURITY CERTIFICATE</td>
<td>CER</td>
</tr>
<tr>
<td>BUSH SCHOOL OF GOVERNMENT &amp; PUBLIC SERVICE</td>
<td>INTERNATIONAL AFFAIRS</td>
<td>MIA</td>
</tr>
<tr>
<td>BUSH SCHOOL OF GOVERNMENT &amp; PUBLIC SERVICE</td>
<td>INTERNATIONAL AFFAIRS CERTIFICATE</td>
<td>CER</td>
</tr>
<tr>
<td>BUSH SCHOOL OF GOVERNMENT &amp; PUBLIC SERVICE</td>
<td>NON-PROFIT MANAGEMENT CERTIFICATE</td>
<td>CER</td>
</tr>
<tr>
<td>BUSH SCHOOL OF GOVERNMENT &amp; PUBLIC SERVICE</td>
<td>PUBLIC SERVICE AND ADMINISTRATION</td>
<td>MPSA</td>
</tr>
<tr>
<td>BUSINESS</td>
<td>ACCOUNTING</td>
<td>BBA</td>
</tr>
<tr>
<td>BUSINESS</td>
<td>ACCOUNTING</td>
<td>MS</td>
</tr>
<tr>
<td>BUSINESS</td>
<td>BUSINESS ADMINISTRATION</td>
<td>MBA</td>
</tr>
<tr>
<td>BUSINESS</td>
<td>BUSINESS ADMINISTRATION</td>
<td>PHD</td>
</tr>
<tr>
<td>BUSINESS</td>
<td>BUSINESS HONORS</td>
<td>BBA</td>
</tr>
<tr>
<td>BUSINESS</td>
<td>EXECUTIVE MBA</td>
<td>MBA</td>
</tr>
<tr>
<td>BUSINESS</td>
<td>FINANCE</td>
<td>BBA</td>
</tr>
<tr>
<td>BUSINESS</td>
<td>FINANCE</td>
<td>MS</td>
</tr>
<tr>
<td>BUSINESS</td>
<td>FINANCIAL MANAGEMENT</td>
<td>MFM</td>
</tr>
<tr>
<td>BUSINESS</td>
<td>LAND ECONOMICS &amp; REAL ESTATE</td>
<td>MRE</td>
</tr>
<tr>
<td>BUSINESS</td>
<td>MANAGEMENT</td>
<td>BBA</td>
</tr>
<tr>
<td>BUSINESS</td>
<td>MANAGEMENT</td>
<td>MS</td>
</tr>
<tr>
<td>BUSINESS</td>
<td>MANAGEMENT INFORMATION SYSTEMS</td>
<td>BBA</td>
</tr>
<tr>
<td>BUSINESS</td>
<td>MANAGEMENT INFORMATION SYSTEMS</td>
<td>MS</td>
</tr>
<tr>
<td>BUSINESS</td>
<td>MARKETING</td>
<td>BBA</td>
</tr>
<tr>
<td>BUSINESS</td>
<td>MARKETING</td>
<td>MS</td>
</tr>
<tr>
<td>BUSINESS</td>
<td>PROFESSIONAL MBA</td>
<td>MBA</td>
</tr>
<tr>
<td>College</td>
<td>Degree Program</td>
<td>Number of Graduates</td>
</tr>
<tr>
<td>-----------------------</td>
<td>---------------------------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>BUSINESS</td>
<td>SUPPLY CHAIN MANAGEMENT</td>
<td></td>
</tr>
<tr>
<td>DENTISTRY</td>
<td>ADVANCED EDUCATION IN GENERAL DENTISTRY</td>
<td></td>
</tr>
<tr>
<td>DENTISTRY</td>
<td>DENTAL HYGIENE</td>
<td></td>
</tr>
<tr>
<td>DENTISTRY</td>
<td>DENTISTRY</td>
<td></td>
</tr>
<tr>
<td>DENTISTRY</td>
<td>ENDO DONTICS</td>
<td></td>
</tr>
<tr>
<td>DENTISTRY</td>
<td>MAXILLOFACIAL SURGERY</td>
<td></td>
</tr>
<tr>
<td>DENTISTRY</td>
<td>ORAL AND MAXILLOFACIAL PATHOLOGY</td>
<td></td>
</tr>
<tr>
<td>DENTISTRY</td>
<td>ORAL BIOLOGY</td>
<td></td>
</tr>
<tr>
<td>DENTISTRY</td>
<td>ORTHODONTICS</td>
<td></td>
</tr>
<tr>
<td>DENTISTRY</td>
<td>PEDIATRIC DENTISTRY</td>
<td></td>
</tr>
<tr>
<td>DENTISTRY</td>
<td>PERIODONTICS</td>
<td></td>
</tr>
<tr>
<td>DENTISTRY</td>
<td>PROSTHODONTICS</td>
<td></td>
</tr>
<tr>
<td>EDUCATION &amp; HUMAN DEVELOPMENT</td>
<td>ATHLETIC TRAINING</td>
<td></td>
</tr>
<tr>
<td>EDUCATION &amp; HUMAN DEVELOPMENT</td>
<td>BILINGUAL EDUCATION</td>
<td></td>
</tr>
<tr>
<td>EDUCATION &amp; HUMAN DEVELOPMENT</td>
<td>COMMUNITY HEALTH</td>
<td></td>
</tr>
<tr>
<td>EDUCATION &amp; HUMAN DEVELOPMENT</td>
<td>COUNSELING PSYCHOLOGY</td>
<td></td>
</tr>
<tr>
<td>EDUCATION &amp; HUMAN DEVELOPMENT</td>
<td>CURRICULUM &amp; INSTRUCTION</td>
<td></td>
</tr>
<tr>
<td>EDUCATION &amp; HUMAN DEVELOPMENT</td>
<td>CURRICULUM &amp; INSTRUCTION</td>
<td></td>
</tr>
<tr>
<td>EDUCATION &amp; HUMAN DEVELOPMENT</td>
<td>CURRICULUM &amp; INSTRUCTION</td>
<td></td>
</tr>
<tr>
<td>EDUCATION &amp; HUMAN DEVELOPMENT</td>
<td>CURRICULUM &amp; INSTRUCTION</td>
<td></td>
</tr>
<tr>
<td>EDUCATION &amp; HUMAN DEVELOPMENT</td>
<td>EDUC HUMAN RESOURCE DEVELOPMENT</td>
<td></td>
</tr>
<tr>
<td>EDUCATION &amp; HUMAN DEVELOPMENT</td>
<td>EDUC HUMAN RESOURCE DEVELOPMENT</td>
<td></td>
</tr>
<tr>
<td>EDUCATION &amp; HUMAN DEVELOPMENT</td>
<td>EDUCATIONAL ADMINISTRATION</td>
<td></td>
</tr>
<tr>
<td>EDUCATION &amp; HUMAN DEVELOPMENT</td>
<td>EDUCATIONAL ADMINISTRATION</td>
<td></td>
</tr>
<tr>
<td>College</td>
<td>Degree Program</td>
<td>Number of Graduates</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>---------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>HUMAN DEVELOPMENT</td>
<td>ADMINISTRATION</td>
<td></td>
</tr>
<tr>
<td>EDUCATION &amp; HUMAN DEVELOPMENT</td>
<td>EDUCATIONAL ADMINISTRATION</td>
<td>MS</td>
</tr>
<tr>
<td>EDUCATION &amp; HUMAN DEVELOPMENT</td>
<td>EDUCATIONAL ADMINISTRATION</td>
<td>PHD</td>
</tr>
<tr>
<td>EDUCATION &amp; HUMAN DEVELOPMENT</td>
<td>EDUCATIONAL PSYCHOLOGY</td>
<td>MED</td>
</tr>
<tr>
<td>EDUCATION &amp; HUMAN DEVELOPMENT</td>
<td>EDUCATIONAL PSYCHOLOGY</td>
<td>MS</td>
</tr>
<tr>
<td>EDUCATION &amp; HUMAN DEVELOPMENT</td>
<td>EDUCATIONAL PSYCHOLOGY</td>
<td>PHD</td>
</tr>
<tr>
<td>EDUCATION &amp; HUMAN DEVELOPMENT</td>
<td>EDUCATIONAL TECHNOLOGY</td>
<td>MED</td>
</tr>
<tr>
<td>EDUCATION &amp; HUMAN DEVELOPMENT</td>
<td>HEALTH</td>
<td>BS</td>
</tr>
<tr>
<td>EDUCATION &amp; HUMAN DEVELOPMENT</td>
<td>HEALTH EDUCATION</td>
<td>MS</td>
</tr>
<tr>
<td>EDUCATION &amp; HUMAN DEVELOPMENT</td>
<td>HEALTH EDUCATION</td>
<td>PHD</td>
</tr>
<tr>
<td>EDUCATION &amp; HUMAN DEVELOPMENT</td>
<td>HUMAN RESOURCES DEVELOPMENT</td>
<td>BS</td>
</tr>
<tr>
<td>EDUCATION &amp; HUMAN DEVELOPMENT</td>
<td>INTERDISCIPLINARY STUDIES</td>
<td>BS</td>
</tr>
<tr>
<td>EDUCATION &amp; HUMAN DEVELOPMENT</td>
<td>KINESIOLOGY</td>
<td>BS</td>
</tr>
<tr>
<td>EDUCATION &amp; HUMAN DEVELOPMENT</td>
<td>KINESIOLOGY</td>
<td>MS</td>
</tr>
<tr>
<td>EDUCATION &amp; HUMAN DEVELOPMENT</td>
<td>KINESIOLOGY</td>
<td>PHD</td>
</tr>
<tr>
<td>EDUCATION &amp; HUMAN DEVELOPMENT</td>
<td>SCHOOL PSYCHOLOGY</td>
<td>PHD</td>
</tr>
<tr>
<td>EDUCATION &amp; HUMAN DEVELOPMENT</td>
<td>SPECIAL EDUCATION</td>
<td>MED</td>
</tr>
<tr>
<td>EDUCATION &amp; HUMAN DEVELOPMENT</td>
<td>SPORTS MANAGEMENT</td>
<td>BS</td>
</tr>
<tr>
<td>EDUCATION &amp; SPORTS MANAGEMENT</td>
<td>SPORTS MANAGEMENT</td>
<td>MS</td>
</tr>
<tr>
<td>College</td>
<td>Degree Program</td>
<td>Degree</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>-----------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>HUMAN DEVELOPMENT</td>
<td>TECHNOLOGY MANAGMENT</td>
<td>BS</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>AEROSPACE ENGINEERING</td>
<td>BS</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>AEROSPACE ENGINEERING</td>
<td>MENG</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>AEROSPACE ENGINEERING</td>
<td>MS</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>AEROSPACE ENGINEERING</td>
<td>PHD</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>BIOMEDICAL ENGINEERING</td>
<td>BS</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>BIOMEDICAL ENGINEERING</td>
<td>MENG</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>BIOMEDICAL ENGINEERING</td>
<td>MS</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>BIOMEDICAL ENGINEERING</td>
<td>PHD</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>CHEMICAL ENGINEERING</td>
<td>BS</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>CHEMICAL ENGINEERING</td>
<td>MENG</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>CHEMICAL ENGINEERING</td>
<td>MS</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>CHEMICAL ENGINEERING</td>
<td>PHD</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>CIVIL ENGINEERING</td>
<td>BS</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>CIVIL ENGINEERING</td>
<td>MENG</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>CIVIL ENGINEERING</td>
<td>MS</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>CIVIL ENGINEERING</td>
<td>PHD</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>COMPUTER ENGINEERING</td>
<td>MENG</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>COMPUTER ENGINEERING</td>
<td>MS</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>COMPUTER ENGINEERING</td>
<td>PHD</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>COMPUTER ENGINEERING</td>
<td>BS</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>COMPUTER ENGINEERING</td>
<td>MS</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>COMPUTER ENGINEERING</td>
<td>PHD</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>COMPUTER ENGINEERING</td>
<td>BS</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>COMPUTER ENGINEERING</td>
<td>MENG</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>COMPUTER SCIENCE</td>
<td>BS</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>COMPUTER SCIENCE</td>
<td>MCS</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>COMPUTER SCIENCE</td>
<td>MS</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>COMPUTER SCIENCE</td>
<td>PHD</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>ELECTRICAL ENGINEERING</td>
<td>BS</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>ELECTRICAL ENGINEERING</td>
<td>MENG</td>
</tr>
<tr>
<td>College</td>
<td>Degree Program</td>
<td>Number of Graduates</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>---------------------------------------------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Degree</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fall 2015</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>ELECTRICAL ENGINEERING</td>
<td>MS</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PHD</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>ELECTRONIC SYSTEMS ENGINEERING TECHNOLOGY</td>
<td>BS</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>ENGINEERING</td>
<td>DENG R</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>ELECTRICAL ENGINEERING SYSTEMS MANAGEMENT</td>
<td>MS</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>ENGR TCHN-MANUFACTURING &amp; MCHNCL ENGR</td>
<td>BS</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>HEALTH PHYSICS</td>
<td>MS</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>INDUSTRIAL DISTRIBUTION</td>
<td>MID</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>INDUSTRIAL DISTRIBUTION</td>
<td>BS</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>INDUSTRIAL ENGINEERING</td>
<td>BS</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>INDUSTRIAL ENGINEERING</td>
<td>MENG R</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>INDUSTRIAL ENGINEERING</td>
<td>MS</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>INDUSTRIAL ENGINEERING</td>
<td>PHD</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>INTERDISCIPLINARY ENGINEERING</td>
<td>PHD</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>MATERIALS SCIENCE &amp; ENGINEERING</td>
<td>MENG R</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>MATERIALS SCIENCE &amp; ENGINEERING</td>
<td>MS</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>MATERIALS SCIENCE &amp; ENGINEERING</td>
<td>PHD</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>MECHANICAL ENGINEERING</td>
<td>BS</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>MECHANICAL ENGINEERING</td>
<td>MENG R</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>MECHANICAL ENGINEERING</td>
<td>MS</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>MECHANICAL ENGINEERING</td>
<td>PHD</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>NUCLEAR ENGINEERING</td>
<td>BS</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>NUCLEAR ENGINEERING</td>
<td>MENG R</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>NUCLEAR ENGINEERING</td>
<td>MS</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>NUCLEAR ENGINEERING</td>
<td>PHD</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>OCEAN ENGINEERING</td>
<td>BS</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>OCEAN ENGINEERING</td>
<td>MENG R</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>OCEAN ENGINEERING</td>
<td>MS</td>
</tr>
<tr>
<td>College</td>
<td>Degree Program</td>
<td>Number of Graduates</td>
</tr>
<tr>
<td>------------------------</td>
<td>-------------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>OCEAN ENGINEERING</td>
<td>PHD</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>PETROLEUM ENGINEERING</td>
<td>BS</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>PETROLEUM ENGINEERING</td>
<td>MENG</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>PETROLEUM ENGINEERING</td>
<td>MS</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>PETROLEUM ENGINEERING</td>
<td>PHD</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>RADIATIONAL HEALTH ENGINEERING</td>
<td>BS</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>SAFETY ENGINEERING</td>
<td>MS</td>
</tr>
<tr>
<td>GEOSCIENCES</td>
<td>ATMOSPHERIC SCIENCE</td>
<td>MS</td>
</tr>
<tr>
<td>GEOSCIENCES</td>
<td>ATMOSPHERIC SCIENCE</td>
<td>PHD</td>
</tr>
<tr>
<td>GEOSCIENCES</td>
<td>ENVIRONMENTAL GEOSCIENCE</td>
<td>BS</td>
</tr>
<tr>
<td>GEOSCIENCES</td>
<td>GEOGRAPHIC INFORMATIONAL STUDIES</td>
<td>BS</td>
</tr>
<tr>
<td>GEOSCIENCES</td>
<td>GEOGRAPHY</td>
<td>BS</td>
</tr>
<tr>
<td>GEOSCIENCES</td>
<td>GEOGRAPHY</td>
<td>MS</td>
</tr>
<tr>
<td>GEOSCIENCES</td>
<td>GEOGRAPHY</td>
<td>PHD</td>
</tr>
<tr>
<td>GEOSCIENCES</td>
<td>GEOLOGY</td>
<td>BA</td>
</tr>
<tr>
<td>GEOSCIENCES</td>
<td>GEOLOGY</td>
<td>BS</td>
</tr>
<tr>
<td>GEOSCIENCES</td>
<td>GEOLOGY</td>
<td>MS</td>
</tr>
<tr>
<td>GEOSCIENCES</td>
<td>GEOLOGY</td>
<td>PHD</td>
</tr>
<tr>
<td>GEOSCIENCES</td>
<td>GEOPHYSICS</td>
<td>BS</td>
</tr>
<tr>
<td>GEOSCIENCES</td>
<td>GEOPHYSICS</td>
<td>MS</td>
</tr>
<tr>
<td>GEOSCIENCES</td>
<td>GEOPHYSICS</td>
<td>PHD</td>
</tr>
<tr>
<td>GEOSCIENCES</td>
<td>GEOSCIENCES</td>
<td>MGSC</td>
</tr>
<tr>
<td>GEOSCIENCES</td>
<td>ATMOSPHERIC SCIENCE</td>
<td>BS</td>
</tr>
<tr>
<td>GEOSCIENCES</td>
<td>OCEANOGRAPHY</td>
<td>MS</td>
</tr>
<tr>
<td>GEOSCIENCES</td>
<td>OCEANOGRAPHY</td>
<td>PHD</td>
</tr>
<tr>
<td>GEOSCIENCES</td>
<td>SPATIAL SCIENCES</td>
<td>BS</td>
</tr>
<tr>
<td>LIBERAL ARTS</td>
<td>ANTHROPOLOGY</td>
<td>BA</td>
</tr>
<tr>
<td>LIBERAL ARTS</td>
<td>ANTHROPOLOGY</td>
<td>MA</td>
</tr>
<tr>
<td>LIBERAL ARTS</td>
<td>ANTHROPOLOGY</td>
<td>PHD</td>
</tr>
<tr>
<td>LIBERAL ARTS</td>
<td>CLASSICS</td>
<td>BA</td>
</tr>
<tr>
<td>LIBERAL ARTS</td>
<td>CLINICAL PSYCHOLOGY</td>
<td>PHD</td>
</tr>
<tr>
<td>LIBERAL ARTS</td>
<td>COMMUNICATION</td>
<td>BA</td>
</tr>
<tr>
<td>LIBERAL ARTS</td>
<td>COMMUNICATION</td>
<td>MA</td>
</tr>
<tr>
<td>LIBERAL ARTS</td>
<td>COMMUNICATION</td>
<td>PHD</td>
</tr>
<tr>
<td>LIBERAL ARTS</td>
<td>ECONOMICS</td>
<td>BA</td>
</tr>
<tr>
<td>LIBERAL ARTS</td>
<td>ECONOMICS</td>
<td>BS</td>
</tr>
<tr>
<td>LIBERAL ARTS</td>
<td>ECONOMICS</td>
<td>MS</td>
</tr>
<tr>
<td>College</td>
<td>Degree Program</td>
<td>Number of Graduates</td>
</tr>
<tr>
<td>------------------</td>
<td>-----------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Degree</td>
</tr>
<tr>
<td>LIBERAL ARTS</td>
<td>ECONOMICS</td>
<td>PHD</td>
</tr>
<tr>
<td>LIBERAL ARTS</td>
<td>ENGLISH</td>
<td>BA</td>
</tr>
<tr>
<td>LIBERAL ARTS</td>
<td>ENGLISH</td>
<td>MA</td>
</tr>
<tr>
<td>LIBERAL ARTS</td>
<td>ENGLISH</td>
<td>PHD</td>
</tr>
<tr>
<td>LIBERAL ARTS</td>
<td>HISPANIC STUDIES</td>
<td>PHD</td>
</tr>
<tr>
<td>LIBERAL ARTS</td>
<td>HISTORY</td>
<td>BA</td>
</tr>
<tr>
<td>LIBERAL ARTS</td>
<td>HISTORY</td>
<td>MA</td>
</tr>
<tr>
<td>LIBERAL ARTS</td>
<td>HISTORY</td>
<td>PHD</td>
</tr>
<tr>
<td>LIBERAL ARTS</td>
<td>INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY</td>
<td>PHD</td>
</tr>
<tr>
<td>LIBERAL ARTS</td>
<td>INTERNATIONAL STUDIES</td>
<td>BA</td>
</tr>
<tr>
<td>LIBERAL ARTS</td>
<td>MODERN LANGUAGES</td>
<td>BA</td>
</tr>
<tr>
<td>LIBERAL ARTS</td>
<td>MUSIC</td>
<td>BA</td>
</tr>
<tr>
<td>LIBERAL ARTS</td>
<td>PERFORMANCE STUDIES</td>
<td>MA</td>
</tr>
<tr>
<td>LIBERAL ARTS</td>
<td>PHILOSOPHY</td>
<td>BA</td>
</tr>
<tr>
<td>LIBERAL ARTS</td>
<td>PHILOSOPHY</td>
<td>MA</td>
</tr>
<tr>
<td>LIBERAL ARTS</td>
<td>PHILOSOPHY</td>
<td>PHD</td>
</tr>
<tr>
<td>LIBERAL ARTS</td>
<td>POLITICAL SCIENCE</td>
<td>BA</td>
</tr>
<tr>
<td>LIBERAL ARTS</td>
<td>POLITICAL SCIENCE</td>
<td>BS</td>
</tr>
<tr>
<td>LIBERAL ARTS</td>
<td>POLITICAL SCIENCE</td>
<td>MA</td>
</tr>
<tr>
<td>LIBERAL ARTS</td>
<td>POLITICAL SCIENCE</td>
<td>PHD</td>
</tr>
<tr>
<td>LIBERAL ARTS</td>
<td>PSYCHOLOGY</td>
<td>BA</td>
</tr>
<tr>
<td>LIBERAL ARTS</td>
<td>PSYCHOLOGY</td>
<td>BS</td>
</tr>
<tr>
<td>LIBERAL ARTS</td>
<td>PSYCHOLOGY</td>
<td>MS</td>
</tr>
<tr>
<td>LIBERAL ARTS</td>
<td>PSYCHOLOGY</td>
<td>PHD</td>
</tr>
<tr>
<td>LIBERAL ARTS</td>
<td>SOCIOLOGY</td>
<td>BA</td>
</tr>
<tr>
<td>LIBERAL ARTS</td>
<td>SOCIOLOGY</td>
<td>BS</td>
</tr>
<tr>
<td>LIBERAL ARTS</td>
<td>SOCIOLOGY</td>
<td>MS</td>
</tr>
<tr>
<td>LIBERAL ARTS</td>
<td>SOCIOLOGY</td>
<td>PHD</td>
</tr>
<tr>
<td>LIBERAL ARTS</td>
<td>SPANISH</td>
<td>BA</td>
</tr>
<tr>
<td>LIBERAL ARTS</td>
<td>TELECOMMUNICATION MEDIA STUDIES</td>
<td>BA</td>
</tr>
<tr>
<td>LIBERAL ARTS</td>
<td>TELECOMMUNICATION MEDIA STUDIES</td>
<td>BS</td>
</tr>
<tr>
<td>LIBERAL ARTS</td>
<td>THEATER ARTS</td>
<td>BA</td>
</tr>
<tr>
<td>LIBERAL ARTS</td>
<td>WOMEN'S AND GENDER STUDIES</td>
<td>BA</td>
</tr>
<tr>
<td>MEDICINE</td>
<td>EDUCATION FOR HEALTHCARE PROFESSIONALS</td>
<td>MS</td>
</tr>
<tr>
<td>MEDICINE</td>
<td>MEDICAL SCIENCES</td>
<td>MS</td>
</tr>
<tr>
<td>MEDICINE</td>
<td>MEDICAL SCIENCES</td>
<td>PHD</td>
</tr>
<tr>
<td>MEDICINE</td>
<td>MEDICINE</td>
<td>MD</td>
</tr>
<tr>
<td>College</td>
<td>Degree Program</td>
<td>Number of Graduates</td>
</tr>
<tr>
<td>---------------</td>
<td>-----------------------------------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>NURSING</td>
<td>FAMILY NURSE PRACTITIONER</td>
<td></td>
</tr>
<tr>
<td>NURSING</td>
<td>NURSING</td>
<td></td>
</tr>
<tr>
<td>NURSING</td>
<td>NURSING EDUCATION</td>
<td></td>
</tr>
<tr>
<td>PHARMACY</td>
<td>PHARMACY</td>
<td></td>
</tr>
<tr>
<td>PUBLIC HEALTH</td>
<td>BOIOSTATISTICS</td>
<td></td>
</tr>
<tr>
<td>PUBLIC HEALTH</td>
<td>ENVIRONMENTAL HEALTH</td>
<td></td>
</tr>
<tr>
<td>PUBLIC HEALTH</td>
<td>ENVIRONMENTAL HEALTH</td>
<td></td>
</tr>
<tr>
<td>PUBLIC HEALTH</td>
<td>EPIEpidemiology and ENVIRONMENTAL HEALTH</td>
<td></td>
</tr>
<tr>
<td>PUBLIC HEALTH</td>
<td>HEALTH ADMINISTRATION</td>
<td></td>
</tr>
<tr>
<td>PUBLIC HEALTH</td>
<td>HEALTH POLICY AND MANAGEMENT</td>
<td></td>
</tr>
<tr>
<td>PUBLIC HEALTH</td>
<td>HEALTH PROMOTION AND COMMUNITY HEALTH SCIENCES</td>
<td></td>
</tr>
<tr>
<td>PUBLIC HEALTH</td>
<td>HEALTH PROMOTION AND COMMUNITY HEALTH SCIENCES</td>
<td></td>
</tr>
<tr>
<td>PUBLIC HEALTH</td>
<td>HEALTH SERVICES RESEARCH</td>
<td></td>
</tr>
<tr>
<td>PUBLIC HEALTH</td>
<td>OCCUPATIONAL SAFETY AND HEALTH</td>
<td></td>
</tr>
<tr>
<td>SCIENCE</td>
<td>ANALYTICS</td>
<td></td>
</tr>
<tr>
<td>SCIENCE</td>
<td>APPLIED MATHEMATICAL SCIENCES</td>
<td></td>
</tr>
<tr>
<td>SCIENCE</td>
<td>APPLIED PHYSICS</td>
<td></td>
</tr>
<tr>
<td>SCIENCE</td>
<td>BIOLOGY</td>
<td></td>
</tr>
<tr>
<td>SCIENCE</td>
<td>BIOLOGY</td>
<td></td>
</tr>
<tr>
<td>SCIENCE</td>
<td>BIOLOGY</td>
<td></td>
</tr>
<tr>
<td>SCIENCE</td>
<td>BIOLOGY</td>
<td></td>
</tr>
<tr>
<td>SCIENCE</td>
<td>CHEMISTRY</td>
<td></td>
</tr>
<tr>
<td>SCIENCE</td>
<td>CHEMISTRY</td>
<td></td>
</tr>
<tr>
<td>SCIENCE</td>
<td>CHEMISTRY</td>
<td></td>
</tr>
<tr>
<td>SCIENCE</td>
<td>CHEMISTRY</td>
<td></td>
</tr>
<tr>
<td>SCIENCE</td>
<td>MATHEMATICS</td>
<td></td>
</tr>
<tr>
<td>SCIENCE</td>
<td>MATHEMATICS</td>
<td></td>
</tr>
<tr>
<td>SCIENCE</td>
<td>MATHEMATICS</td>
<td></td>
</tr>
<tr>
<td>SCIENCE</td>
<td>MATHEMATICS</td>
<td></td>
</tr>
<tr>
<td>SCIENCE</td>
<td>MICROBIOLOGY</td>
<td></td>
</tr>
<tr>
<td>SCIENCE</td>
<td>MICROBIOLOGY</td>
<td></td>
</tr>
<tr>
<td>SCIENCE</td>
<td>MICROBIOLOGY</td>
<td></td>
</tr>
<tr>
<td>SCIENCE</td>
<td>MOLECULAR &amp; CELL BIOLOGY</td>
<td></td>
</tr>
<tr>
<td>College</td>
<td>Degree Program</td>
<td>Number of Graduates</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>------------------------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Degree</td>
</tr>
<tr>
<td>SCIENCE</td>
<td>PHYSICS</td>
<td>BA</td>
</tr>
<tr>
<td>SCIENCE</td>
<td>PHYSICS</td>
<td>BS</td>
</tr>
<tr>
<td>SCIENCE</td>
<td>PHYSICS</td>
<td>MS</td>
</tr>
<tr>
<td>SCIENCE</td>
<td>PHYSICS</td>
<td>PHD</td>
</tr>
<tr>
<td>SCIENCE</td>
<td>STATISTICS</td>
<td>MS</td>
</tr>
<tr>
<td>SCIENCE</td>
<td>STATISTICS</td>
<td>PHD</td>
</tr>
<tr>
<td>SCIENCE</td>
<td>ZOOLOGY</td>
<td>BS</td>
</tr>
<tr>
<td>TAMU AT GALVESTON</td>
<td>MARINE BIOLOGY</td>
<td>BS</td>
</tr>
<tr>
<td>TAMU AT GALVESTON</td>
<td>MARINE ENGINEERING TECHNOLOGY</td>
<td>BS</td>
</tr>
<tr>
<td>TAMU AT GALVESTON</td>
<td>MARINE FISHERIES</td>
<td>BS</td>
</tr>
<tr>
<td>TAMU AT GALVESTON</td>
<td>MARINE RESOURCES MANAGEMENT</td>
<td>MMRM</td>
</tr>
<tr>
<td>TAMU AT GALVESTON</td>
<td>MARINE SCIENCES</td>
<td>BS</td>
</tr>
<tr>
<td>TAMU AT GALVESTON</td>
<td>MARINE TRANSPORTATION</td>
<td>BS</td>
</tr>
<tr>
<td>TAMU AT GALVESTON</td>
<td>MARITIME ADMINISTRATION</td>
<td>BS</td>
</tr>
<tr>
<td>TAMU AT GALVESTON</td>
<td>MARITIME ADMINISTRATION &amp; LOGISTICS</td>
<td>MMAL</td>
</tr>
<tr>
<td>TAMU AT GALVESTON</td>
<td>MARITIME STUDIES</td>
<td>BA</td>
</tr>
<tr>
<td>TAMU AT GALVESTON</td>
<td>OCEAN AND COASTAL RESOURCES</td>
<td>BS</td>
</tr>
<tr>
<td>TAMU AT GALVESTON</td>
<td>OFFSHORE &amp; COASTAL SYSTEMS ENGINEERING</td>
<td>BS</td>
</tr>
<tr>
<td>TEXAS A&amp;M SCHOOL OF LAW</td>
<td>LAW</td>
<td>JD</td>
</tr>
<tr>
<td>UNIVERSITY INTERDISCIPLINARY</td>
<td>AGRIBUSINESS</td>
<td>BS</td>
</tr>
<tr>
<td>UNIVERSITY INTERDISCIPLINARY</td>
<td>AGRIBUSINESS</td>
<td>MAB</td>
</tr>
<tr>
<td>UNIVERSITY INTERDISCIPLINARY</td>
<td>BIOTECHNOLOGY</td>
<td>MBIOT</td>
</tr>
<tr>
<td>UNIVERSITY INTERDISCIPLINARY</td>
<td>ENVIRONMENTAL STUDIES</td>
<td>BS</td>
</tr>
<tr>
<td>UNIVERSITY INTERDISCIPLINARY</td>
<td>FOOD SCIENCE &amp; TECHNOLOGY</td>
<td>MS</td>
</tr>
<tr>
<td>UNIVERSITY INTERDISCIPLINARY</td>
<td>FOOD SCIENCE &amp; TECHNOLOGY</td>
<td>PHD</td>
</tr>
<tr>
<td>College</td>
<td>Degree Program</td>
<td>Number of Graduates</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>-----------------------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>UNIVERSITY INTERDISCIPLINARY</td>
<td>GENETICS</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MS</td>
<td>1</td>
</tr>
<tr>
<td>UNIVERSITY INTERDISCIPLINARY</td>
<td>GENETICS</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PHD</td>
<td>4</td>
</tr>
<tr>
<td>UNIVERSITY INTERDISCIPLINARY</td>
<td>MARINE BIOLOGY</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MS</td>
<td>3</td>
</tr>
<tr>
<td>UNIVERSITY INTERDISCIPLINARY</td>
<td>MARINE BIOLOGY</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PHD</td>
<td>4</td>
</tr>
<tr>
<td>UNIVERSITY INTERDISCIPLINARY</td>
<td>MOLECULAR &amp; ENVIRONMENTAL PLANT SCIENCE</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MS</td>
<td>1</td>
</tr>
<tr>
<td>UNIVERSITY INTERDISCIPLINARY</td>
<td>MOLECULAR &amp; ENVIRONMENTAL PLANT SCIENCE</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PHD</td>
<td>1</td>
</tr>
<tr>
<td>UNIVERSITY INTERDISCIPLINARY</td>
<td>NEUROSCIENCE</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MS</td>
<td>2</td>
</tr>
<tr>
<td>UNIVERSITY INTERDISCIPLINARY</td>
<td>NEUROSCIENCE</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PHD</td>
<td>1</td>
</tr>
<tr>
<td>UNIVERSITY INTERDISCIPLINARY</td>
<td>NUTRITION</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MS</td>
<td>3</td>
</tr>
<tr>
<td>UNIVERSITY INTERDISCIPLINARY</td>
<td>NUTRITION</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PHD</td>
<td>2</td>
</tr>
<tr>
<td>UNIVERSITY INTERDISCIPLINARY</td>
<td>TOXICOLOGY</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MS</td>
<td>2</td>
</tr>
<tr>
<td>UNIVERSITY INTERDISCIPLINARY</td>
<td>TOXICOLOGY</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PHD</td>
<td>1</td>
</tr>
<tr>
<td>UNIVERSITY INTERDISCIPLINARY</td>
<td>UNIVERSITY STUDIES - AGRICULTURE</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BS</td>
<td>31</td>
</tr>
<tr>
<td>UNIVERSITY INTERDISCIPLINARY</td>
<td>UNIVERSITY STUDIES - ARCHITECTURE</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BS</td>
<td>15</td>
</tr>
<tr>
<td>UNIVERSITY INTERDISCIPLINARY</td>
<td>UNIVERSITY STUDIES - BUSINESS ADMIN</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BS</td>
<td>34</td>
</tr>
<tr>
<td>UNIVERSITY INTERDISCIPLINARY</td>
<td>UNIVERSITY STUDIES - EDUCATION</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BS</td>
<td>25</td>
</tr>
<tr>
<td>UNIVERSITY INTERDISCIPLINARY</td>
<td>UNIVERSITY STUDIES - GALVESTON</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BS</td>
<td>3</td>
</tr>
<tr>
<td>UNIVERSITY INTERDISCIPLINARY</td>
<td>UNIVERSITY STUDIES - GEOSCIENCES</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BS</td>
<td>1</td>
</tr>
<tr>
<td>College</td>
<td>Degree Program</td>
<td>Number of Graduates</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>---------------------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Degree</td>
</tr>
<tr>
<td>UNIVERSITY INTERDISCIPLINARY</td>
<td>UNIVERSITY STUDIES - LIBERAL ARTS</td>
<td>BA</td>
</tr>
<tr>
<td>UNIVERSITY INTERDISCIPLINARY</td>
<td>UNIVERSITY STUDIES - LIBERAL ARTS</td>
<td>BS</td>
</tr>
<tr>
<td>UNIVERSITY INTERDISCIPLINARY</td>
<td>UNIVERSITY STUDIES - SCIENCE</td>
<td>BS</td>
</tr>
<tr>
<td>UNIVERSITY INTERDISCIPLINARY</td>
<td>UNIVERSITY STUDIES - VETERINARY MED</td>
<td>BS</td>
</tr>
<tr>
<td>UNIVERSITY INTERDISCIPLINARY</td>
<td>WATER MANAGEMENT AND HYDRO SCI</td>
<td>MS</td>
</tr>
<tr>
<td>UNIVERSITY INTERDISCIPLINARY</td>
<td>WATER MANAGEMENT AND HYDRO SCI</td>
<td>MWM</td>
</tr>
<tr>
<td>UNIVERSITY INTERDISCIPLINARY</td>
<td>WATER MANAGEMENT AND HYDRO SCI</td>
<td>PHD</td>
</tr>
<tr>
<td>VETERINARY MEDICINE &amp; BIOMEDICAL</td>
<td>BIOMEDICAL SCIENCES</td>
<td>BS</td>
</tr>
<tr>
<td>SCIENCES</td>
<td></td>
<td>MS</td>
</tr>
<tr>
<td>VETERINARY MEDICINE &amp; BIOMEDICAL</td>
<td>BIOMEDICAL SCIENCES</td>
<td>PHD</td>
</tr>
<tr>
<td>SCIENCES</td>
<td></td>
<td>MS</td>
</tr>
<tr>
<td>VETERINARY MEDICINE &amp; BIOMEDICAL</td>
<td>VETERINARY MEDICINE</td>
<td>DVM</td>
</tr>
<tr>
<td>SCIENCES</td>
<td></td>
<td>MS</td>
</tr>
<tr>
<td>VETERINARY MEDICINE &amp; BIOMEDICAL</td>
<td>VETERINARY PUBLIC HEALTH - EPIDEMIOLOGY</td>
<td>MS</td>
</tr>
</tbody>
</table>
3. Off-Campus Instructional Locations and Branch Campuses

List all locations where 50% or more credit hours toward a degree, diploma, or certificate can be obtained primarily through traditional classroom instruction. Report those locations in accord with the Commission’s definitions and the directions as specified below.

**Off-campus instructional sites**—a site located geographically apart from the main campus at which the institution offers 50% or more of its credit hours for a diploma, certificate, or degree. This includes high schools where courses are offered as part of dual enrollment. For each site, provide the information below. The list should include only those sites reported and approved by SACSCOC. Listing unapproved sites below does not constitute reporting them to SACSCOC. In such cases when an institution has initiated an off-campus instructional site as described above without prior approval by SACSCOC, a prospectus for approval should be submitted immediately to SACSCOC.

**Off-Campus Instructional Locations – 50% or more.**

<table>
<thead>
<tr>
<th>Name of Site</th>
<th>Physical Address (street, city, state, country) Do not include PO Boxes.</th>
<th>Date Approved by SACSCOC</th>
<th>Date Implemented by the institution</th>
<th>Educational programs offered (specific degrees, certificates, diplomas) with 50% or more credits hours offered at each site</th>
<th>Is the site currently active? (At any time during the past 5 years, have students been enrolled and courses offered? If not, indicate the date of most recent activity.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Texas A&amp;M Health Science Center</td>
<td>8441 State Highway 47 Clinical Building 1, Suite 3100, Bryan, TX 77807</td>
<td>2000</td>
<td>2000</td>
<td>EDUCATION FOR HEALTHCARE PROFESSIONALS</td>
<td>MS  Yes</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>MEDICAL SCIENCES  MD</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>MEDICAL SCIENCES  MS</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>MEDICAL SCIENCES  PHD</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>MEDICINE  MD</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>NURSING  BSN</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>NURSING  EDUCATION  MS</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>PHARMACY  PHMD</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>FAMILY NURSE PRACTITIONER  MS</td>
<td></td>
</tr>
<tr>
<td>Arabian Society for Human Resource Management</td>
<td>Saudi Aramco – Box 8926 Training &amp; Career Development South Administration Building, Room 242 Dhahran 31311 Saudi Arabia</td>
<td>2012</td>
<td>2007</td>
<td>HUMAN RESOURCE MANAGEMENT  MS</td>
<td>Yes</td>
</tr>
<tr>
<td>City Centre</td>
<td>842 West Sam Houston Parkway North, Suite 200, Houston, Texas 77024-3920</td>
<td>2012</td>
<td>2012</td>
<td>ANALYTICS  MS</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>BUSINESS ADMINISTRATION  MBA</td>
<td></td>
</tr>
<tr>
<td>College of Dentistry</td>
<td>3302 Gaston Ave. Dallas, TX 75246</td>
<td>2001</td>
<td>2000</td>
<td>ADVANCED EDUCATION IN GENERAL DENTISTRY  CTGFA</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>DENTAL HYGIENE  BS</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>DENTAL PUBLIC HEALTH  Certificate</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>DENTISTRY  DDS</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>ENDODONTICS  CTGFA</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>MAXILLOFACIAL SURGERY  CTGFA</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>ORAL AND MAXILLOFACIAL PATHOLOGY  CTGFA</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>ORAL AND MAXILLOFACIAL  CTGFA</td>
<td></td>
</tr>
<tr>
<td>Name of Site</td>
<td>Physical Address (street, city, state, country) Do not include PO Boxes.</td>
<td>Date Approved by SACSCOC</td>
<td>Date Implemented by the institution</td>
<td>Educational programs offered (specific degrees, certificates, diplomas) with 50% or more credits hours offered at each site</td>
<td>Is the site currently active? (At any time during the past 5 years, have students been enrolled and courses offered? If not, indicate the date of most recent activity.)</td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>------------------------------------------------------------------------</td>
<td>--------------------------</td>
<td>-------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Institute of Biosciences and Technology</td>
<td>2121 W. Holcombe Blvd., Houston, TX 77030</td>
<td>2000</td>
<td>2000</td>
<td>HEALTH ADMINISTRATION MHA, MEDICINE MD</td>
<td>Yes</td>
</tr>
<tr>
<td>Rangel College of Pharmacy</td>
<td>1010 W. Avenue B., Kingsville, TX 78363</td>
<td>2011</td>
<td>2006</td>
<td>PHARMACY PHMD</td>
<td>Yes</td>
</tr>
<tr>
<td>College of Medicine - Temple</td>
<td>2401 S. 31st Street Temple, TX 76508</td>
<td>2000</td>
<td>2000</td>
<td>MEDICINE MD</td>
<td>Yes</td>
</tr>
<tr>
<td>Clinical Learning Resource Center</td>
<td>Health Professions Building 3950 North A. W. Grimes Blvd. Round Rock, TX 76665</td>
<td>2011</td>
<td>2010</td>
<td>MEDICINE MD, NURSING BSN</td>
<td>Yes</td>
</tr>
<tr>
<td>Rural Public Health - McAllen Teaching Site</td>
<td>2101 South McColl Road McAllen, TX 78503</td>
<td>2011</td>
<td>2010</td>
<td>HEALTH POLICY AND MANAGEMENT MPH, HEALTH PROMOTION AND COMMUNITY HEALTH SCIENCES MPH, NURSING BSN</td>
<td>Yes</td>
</tr>
<tr>
<td>Texas A&amp;M University School of Law</td>
<td>1515 Commerce St Fort Worth, TX 76102</td>
<td>2013</td>
<td>2013</td>
<td>HEALTH CARE LAW JM, INTELLECTUAL PROPERTY ML, INTELLECTUAL PROPERTY MJ, JURISPRUDENCE MJ, LAW JD, LAWS ML</td>
<td>Yes</td>
</tr>
<tr>
<td>Houston Methodist Hospital</td>
<td>6670 Bertner Avenue, R2-216 Houston, TX 77030</td>
<td>2015</td>
<td>2015</td>
<td>MEDICINE MD</td>
<td>Yes</td>
</tr>
<tr>
<td>Baylor University Medical Center</td>
<td>3500 Gaston Avenue Dallas, TX 75246</td>
<td>2012</td>
<td>2011</td>
<td>MEDICINE MD</td>
<td>Yes</td>
</tr>
</tbody>
</table>
### Off-Campus Instructional Locations – 25%-49%.

<table>
<thead>
<tr>
<th>Name of Site (Indicate if site is currently active or inactive. If inactive, date of last course offerings and date of projected reopening)</th>
<th>Physical Address (street, city, state, country) Do not include PO Boxes.</th>
<th>Date Notified SACSCOC</th>
<th>Date Implemented by the institution</th>
<th>Educational programs offered (specific degrees, certificates, diplomas) with 25-49% credit hours offered at each site</th>
<th>Is the site currently active? (At any time during the past 5 years, have students been enrolled and courses offered? If not, indicate the date of most recent activity.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department of State Health Services</td>
<td>1100 West 49th Austin, TX. 78756</td>
<td>2011</td>
<td>2004</td>
<td>HEALTH POLICY &amp; MANAGEMENT - MPH</td>
<td></td>
</tr>
</tbody>
</table>

### Branch Campuses

<table>
<thead>
<tr>
<th>Name of Branch Campus</th>
<th>Physical Address (street, city, state, country) Do not include PO Boxes.</th>
<th>Date Approved by SACSCOC</th>
<th>Date Implemented by the institution</th>
<th>Educational programs (specific degrees, certificates, diplomas) with 50% or more credits hours offered at the branch campus</th>
<th>Is the campus currently active? (At any time during the past 5 years, have students been enrolled and courses offered? If not, indicate the date of most recent activity.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Texas A&amp;M University at Galveston</td>
<td>200 Seawolf Pkwy. Galveston, TX 77553</td>
<td>1992</td>
<td>1991</td>
<td>MARINE BIOLOGY BS OFFSHORE &amp; COASTAL SYSTEMS ENGINEER BS MARINE BIOLOGY MS MARINE BIOLOGY PHD MARINE ENGINEERING TECHNOLOGY BS MARINE FISHERIES BS MARINE RESOURCES MANAGEMENT MMR MARINE SCIENCES BS MARINE TRANSPORTATION BS MARITIME ADMINISTRATION BS MARITIME ADMINISTRATION &amp; LOGISTICS MML MARITIME STUDIES BA OCEAN AND COASTAL RESOURCES BS OCEAN ENGINEERING BS UNIVERSITY STUDIES – BS</td>
<td>Yes</td>
</tr>
</tbody>
</table>
### 4. Distance and Correspondence Education

Provide an initial date of approval for your institution to offer distance education. Provide a list of credit-bearing educational programs (degrees, certificates, and diplomas) where 50% or more of the credit hours are delivered through distance education modes. For each educational program, indicate whether the program is delivered using synchronous or asynchronous technology, or both. For each educational program that uses distance education technology to deliver the program at a specific site (e.g., a synchronous program using interactive videoconferencing), indicate the program offered at each location where students receive the transmitted program. Please limit this description to one page, if possible.

**Initial Approval in February 2000**

<table>
<thead>
<tr>
<th>Credit Bearing Degree Programs</th>
<th>Site</th>
<th>Synchronous/Asynchronous/Both</th>
</tr>
</thead>
<tbody>
<tr>
<td>AEROSPACE ENGINEERING</td>
<td>MENGR</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>AGRICULTURAL DEVELOPMENT</td>
<td>MAGR</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>AGRICULTURAL EDUCATION</td>
<td>EDD</td>
<td>Synchronous course offered worldwide via PC or LMS</td>
</tr>
<tr>
<td>AGRICULTURAL SYSTEMS MANAGEMENT</td>
<td>MS</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>ANALYTICS</td>
<td>MS</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>BILINGUAL EDUCATION</td>
<td>MED</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>BILINGUAL EDUCATION</td>
<td>MS</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>BIOLOGICAL AND AGRI ENGINEERING</td>
<td>MENGR</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>COMPUTER ENGINEERING</td>
<td>MENGR</td>
<td>Synchronous course offered worldwide via PC or LMS</td>
</tr>
<tr>
<td>CURRICULUM &amp; INSTRUCTION</td>
<td>EDD</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>CURRICULUM &amp; INSTRUCTION</td>
<td>MED</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>Program Name</td>
<td>Degree</td>
<td>Course Format</td>
</tr>
<tr>
<td>--------------------------------------------------</td>
<td>--------</td>
<td>---------------------</td>
</tr>
<tr>
<td>EDUC HUMAN RESOURCE DEVELOPMENT</td>
<td>MS</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>EDUCATION FOR HEALTH CARE PROFESSIONALS</td>
<td>MS</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>EDUCATIONAL ADMINISTRATION</td>
<td>MED</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>EDUCATIONAL PSYCHOLOGY</td>
<td>MED</td>
<td>Asynchronous</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Synchronous course offered worldwide via PC or LMS</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Both</td>
</tr>
<tr>
<td>EDUCATIONAL PSYCHOLOGY</td>
<td>MS</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>ELECTRICAL ENGINEERING</td>
<td>MENGR</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>ENERGY</td>
<td>MS</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>MENGR</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>ENGINEERING SYSTEMS MANAGEMENT</td>
<td>MS</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>EPIDEMIOLOGY</td>
<td>MPH</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>FAMILY NURSE PRACTITIONER</td>
<td>MSN</td>
<td>Bryan, TX Asynchronous</td>
</tr>
<tr>
<td>HEALTH EDUCATION</td>
<td>MS</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>INDUSTRIAL DISTRIBUTION</td>
<td>MID</td>
<td>College Station, TX Asynchronous</td>
</tr>
<tr>
<td>INDUSTRIAL ENGINEERING</td>
<td>MENGR</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>LAWS</td>
<td>LLM</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>JURISPRUDENCE</td>
<td>MJ</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>MARITIME ADMINISTRATION &amp; LOGISTICS</td>
<td>MMAL</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>MATHEMATICS</td>
<td>MS</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>MECHANICAL ENGINEERING</td>
<td>MENGR</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>NATURAL RESOURCES DEVELOPMENT</td>
<td>MNRD</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>NURSING</td>
<td>BSN</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>NURSING EDUCATION</td>
<td>MSN</td>
<td>Bryan, TX Asynchronous</td>
</tr>
<tr>
<td>PETROLEUM ENGINEERING</td>
<td>MENGR</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>PLANT BREEDING</td>
<td>MS</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>PLANT BREEDING</td>
<td>PHD</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>POULTRY SCIENCE</td>
<td>MAGR</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>PUBLIC SERVICE AND ADMINISTRATION</td>
<td>MPSA</td>
<td>College Station, TX Asynchronous</td>
</tr>
<tr>
<td>RECREATION &amp; RESOURCES DEVELOPMENT</td>
<td>MRRD</td>
<td>College Station, TX Asynchronous</td>
</tr>
<tr>
<td>SAFETY ENGINEERING</td>
<td>MS</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>Program Name</td>
<td>Degree</td>
<td>Description</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------</td>
<td>--------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>SPECIAL EDUCATION</td>
<td>MED</td>
<td>Synchronous course offered worldwide via PC or LMS</td>
</tr>
<tr>
<td>SPECIAL EDUCATION</td>
<td>MS</td>
<td>Synchronous course offered worldwide via PC or LMS</td>
</tr>
<tr>
<td>SPORTS MANAGEMENT</td>
<td>MS</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>STATISTICS</td>
<td>MS</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>WILDLIFE SCIENCE</td>
<td>MWSC</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>MILITARY LAND SUSTAINABILITY</td>
<td>CERT</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>ADVANCED INTERNATIONAL AFFAIRS</td>
<td>CERT</td>
<td>College Station, TX; Houston, TX</td>
</tr>
<tr>
<td>AGRICULTURE E-LEARNING DEVELOPMENT</td>
<td>CERT</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>APPLIED BEHAVIOR ANALYSIS</td>
<td>CERT</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>EDUCATION FOR HEALTHCARE PROFESSIONALS</td>
<td>CERT</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>ENERGY</td>
<td>CERT</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>ENERGY SUSTAINABILITY ENGINEERING</td>
<td>CERT</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>FORENSIC HEALTH CARE</td>
<td>CERT</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>HOMELAND SECURITY</td>
<td>CERT</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>INDUSTRIAL DATA ANALYTICS</td>
<td>CERT</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>NATIONAL SECURITY AFFAIRS</td>
<td>CERT</td>
<td>College Station, TX; Livermore, CA; Sandia, NM</td>
</tr>
<tr>
<td>NONPROFIT MANAGEMENT</td>
<td>CERT</td>
<td>College Station, TX; Houston, TX</td>
</tr>
<tr>
<td>PUBLIC HEALTH</td>
<td>CERT</td>
<td>McAllen, TX</td>
</tr>
<tr>
<td>REGULATORY SCIENCE IN FOOD SYSTEMS</td>
<td>CERT</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>SAFETY ENGINEERING</td>
<td>CERT</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>APPLIED STATISTICS</td>
<td>CERT</td>
<td>Asynchronous</td>
</tr>
</tbody>
</table>

5. Accreditation

<table>
<thead>
<tr>
<th>Accreditation Council for Pharmacy Education</th>
<th>The pharmacy professional degree program</th>
<th>Last Review: April 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Council for Construction Education</td>
<td>The B.S. and M.S. curriculum in construction science</td>
<td>Last Review: 2011 (B.S.) and 2012 (M.S.)</td>
</tr>
<tr>
<td>American Psychological</td>
<td>The clinical psychology program</td>
<td>Last Review: April/May 2015</td>
</tr>
<tr>
<td>Association</td>
<td>in the Department of Psychology and the counseling psychology and school psychology program in the Department of Educational Psychology</td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td><strong>American Veterinary Medical Association Council on Education</strong></td>
<td>The veterinary medicine degree program</td>
<td>Last Review: 2013</td>
</tr>
<tr>
<td><strong>Association to Advance Collegiate Schools of Business (AACSB)</strong></td>
<td>The business baccalaureate, master’s, and doctoral programs in Mays Business School</td>
<td>Last Review: Fall 2012</td>
</tr>
<tr>
<td><strong>Commission on Accreditation for Dietetics Education</strong></td>
<td>The dietetic track in the nutritional sciences curriculum and the dietetic internship program</td>
<td>Last review: January 2015</td>
</tr>
<tr>
<td><strong>Commission on Accreditation of Athletic Training Education (caATE)</strong></td>
<td>Athletic Training (College of Education)</td>
<td>Last Review: 2013</td>
</tr>
<tr>
<td><strong>Commission on Accreditation of Healthcare Management Education</strong></td>
<td>The Master of Health Administration</td>
<td>Last Review: Fall 2010</td>
</tr>
<tr>
<td><strong>Commission on Collegiate Nursing Education and the Texas Board of Nursing</strong></td>
<td>The nursing degree programs</td>
<td>Last Review: July 2013</td>
</tr>
<tr>
<td><strong>Commission on Dental Accreditation, (CODA)</strong></td>
<td>The degree programs in dentistry and dental hygiene and the certificate programs in the ten advanced dental graduate education programs</td>
<td>Last Review: August 2013</td>
</tr>
<tr>
<td><strong>Commission on English Language Program Accreditation (CEA)</strong></td>
<td>The English Language Institute</td>
<td>Last review: 2013</td>
</tr>
<tr>
<td><strong>Computing Accreditation Commission of ABET</strong></td>
<td>The computer science program</td>
<td>Last review: 2010</td>
</tr>
<tr>
<td><strong>Council of the Section of Legal Education and Admissions to the Bar of the American Bar Association</strong></td>
<td>Texas A&amp;M University School of Law</td>
<td>Last review: 2010</td>
</tr>
<tr>
<td><strong>Council on Education for Public Health</strong></td>
<td>The School of Public Health degree programs</td>
<td>Last Review: April 2011</td>
</tr>
<tr>
<td><strong>Engineering Accreditation Commission of ABET</strong></td>
<td>Undergraduate programs in aerospace, biological and agricultural, biomedical, chemical, civil, computer, electrical, industrial, mechanical, nuclear, ocean, petroleum and radiological health engineering</td>
<td>Last Review: 2010-2011 (College Station) and 2015 (Qatar)</td>
</tr>
<tr>
<td><strong>Engineering Accreditation Commission of ABET</strong></td>
<td>Maritime systems engineering (Offshore and Coastal Systems Engineering) – TAMU Galveston</td>
<td>Last review: 2010-11</td>
</tr>
<tr>
<td>Accrediting Organization</td>
<td>Program Description</td>
<td>Last Review/Date</td>
</tr>
<tr>
<td>--------------------------</td>
<td>---------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>Engineering Technology Accreditation Commission of ABET</td>
<td>The electronic systems engineering technology program, the manufacturing and mechanical engineering technology program,</td>
<td>Last Review: 2013-2014 (College Station) and 2015 (Qatar)</td>
</tr>
<tr>
<td>Engineering Technology Accreditation Commission of ABET</td>
<td>marine engineering technology – TAMU Galveston</td>
<td>Last Review: 2013-14</td>
</tr>
<tr>
<td>Forensic Science Education Programs Accreditation Commission (FEPAC)</td>
<td>The forensics and investigative sciences program</td>
<td>Last Site Visit: October 2011 Accreditation dates: 1/2012-1/2017</td>
</tr>
<tr>
<td>Institute of Food Technologists</td>
<td>The food science and technology curriculum</td>
<td>Last Review: December 2011</td>
</tr>
<tr>
<td>Landscape Architectural Accreditation Board</td>
<td>The curriculum in landscape architecture</td>
<td>Last Review: July 2015</td>
</tr>
<tr>
<td>Liaison Committee on Medical Education</td>
<td>The medical education degree program</td>
<td>Last Review: August 2012</td>
</tr>
<tr>
<td>National Architectural Accrediting Board</td>
<td>The curriculum in architecture</td>
<td>Last Review: March 2013</td>
</tr>
<tr>
<td>Network of Schools of Public Policy, Affairs, and Administration</td>
<td>The Master of Public Service and Administration degree in the Bush School of Government and Public Service</td>
<td>Last review: April 2014</td>
</tr>
<tr>
<td>National Recreation and Park Association</td>
<td>The curriculum in recreation, park and tourism sciences</td>
<td>Last Review: June 2010</td>
</tr>
<tr>
<td>Planning Accreditation Board</td>
<td>The Master of Urban Planning curriculum</td>
<td>Last Review: 2013</td>
</tr>
<tr>
<td>Society for Range Management</td>
<td>The curriculum in rangeland ecology and management</td>
<td>Last Review: 2006</td>
</tr>
<tr>
<td>Society of American Foresters</td>
<td>The curriculum in forestry</td>
<td>Last Review: 2013</td>
</tr>
<tr>
<td>State Board of Educator Certification Texas Education Agency</td>
<td>Programs in professional education and degrees conferred by Texas A&amp;M University</td>
<td>Last review 2011</td>
</tr>
</tbody>
</table>

(2) If SACS Commission on Colleges is not your primary accreditor for access to USDOE Title IV funding, identify which accrediting agency serves that purpose.

Not applicable.

(3) List any USDOE recognized agency (national and programmatic) that has terminated the institution’s accreditation (include the date, reason, and copy of the letter of termination) or list any agency from which the institution has voluntarily withdrawn (include copy of letter to agency from institution).

None.
(4) Describe any sanctions applied or negative actions taken by any USDOE-recognized accrediting agency (national, programmatic, SACSCOC) during the two years previous to the submission of this report. Include a copy of the letter from the USDOE to the institution.

None.

6. Relationship to the U.S. Department of Education.

Texas A&M University does not have any limitations or suspensions, nor have we been terminated by the U.S. Department of Education in regard to student financial aid or other financial aid programs during the previous three years. We are not on reimbursement nor do we have any other exceptional status in regard to federal or state financial aid.