Academic Program Review

Maritime Studies (MAST) Self-Study
Department of Liberal Studies

August 2018
Executive Summary

Maritime Studies (MAST)
Department of Liberal Studies
August, 2018

This self-study has provided our department with the opportunity to conduct a thorough and candid assessment of our program in preparation for evaluation by the external review team. The department recognizes that the continued success of our program depends on our ability and our willingness to improve our curriculum that meets the needs of our institution and our students. In particular, we strive to demonstrate to our students that the Bachelor of Arts in Maritime Studies provides them with a range of marketable and transferable skills and promotes lifelong learning. The program has never undergone an academic program review so the department welcomes this opportunity to assess our future direction. Additionally, the program does not have a strategic plan to guide the program in the coming years. The recommendations from the academic program review team will facilitate the development of a strategic plan.

As the self-study reports, our program is grounded in the liberal arts tradition and it is highly interdisciplinary. We are able to offer our students a wide range of courses in both their required and electives courses from the Humanities and Social Sciences. We believe that one of the strengths of our program is our ability to engage our students in several types of high impact learning experiences from participation learning simulations such as the National Model United Nations to learning first-hand on board the Elissa tall ship. Additionally our small class sizes allows us to mentor our students and we have begun to encourage our students to engage in the undergraduate research programs offered by Texas A&M University.

One of the challenges facing the program is the need to explore ways to position our program as a nationally recognized program to increase recruitment and attract a diversity of students. Consideration should be given to incorporating at two of the department’s university studies programs—Maritime Public Policy and Communication and Marine, Environmental Law and Policy—and to establish certificate tracks under the umbrella of MAST. This would create stronger linkages within the department that could utilize those faculty within the department who instruct in those programs but are not currently affiliated with MAST. This reorganization would allow us to market a program that could gain national recognition.

We welcome the academic review and are optimistic about the future direction of our maritime studies program.
Texas A&M University

Academic Program Review (APR)

Charge to the Peer Review Team

Maritime Studies

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 courses of action for ongoing improvement. APR is at the heart of our institutional commitment to excellence, and we sincerely thank you for assisting us. This letter provides you with the charge to the committee and a brief overview of the department.

Peer Review Team Charge

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, Ms. Bettyann Zito, APR Program Coordinator, at apr@tamu.edu.

Thank you.
Overview of the Program

The Maritime Studies (MAST) program is housed in the Department of Liberal Studies, an interdisciplinary department comprised of coursework in the social sciences and humanities. The MAST program was begun in an effort to provide students who wished to transfer from other campus majors without leaving the Galveston campus. Many of these students were quality students but were missing either the interest or aptitude to remain in the marine sciences or engineering. Thus, the Maritime Studies degree was born as a Liberal Arts degree based in the then-named Department of General Academics (GACD) to serve this student population. The department underwent a name change to Liberal Studies (LIST) in 2016 and since then, the program has begun to emphasize nautical archaeology and anthropology, the social sciences and humanities based on the faculty who were either hired or volunteered to teach within the program.

According to the MAST website, our program is an “Interdisciplinary degree addressing human and cultural aspects of coastal issues, such as recreation and tourism, energy, trade policy and administration, history and conservation, and the effects of rising sea levels on coastal communities. Students study past and present maritime cultural adaptations, the varied ways that humans use and impact coastal and maritime environments, and the literary expression of mankind’s experience with the sea. The curriculum leading to a degree in Maritime Studies provides students with the skills needed to compete strongly in a diverse marketplace and an opportunity to tailor the degree to fit their individual career goals. It is also an excellent springboard for the pursuit of a wide variety of graduate studies, including law school and public service.”

<table>
<thead>
<tr>
<th>Degree Offered</th>
<th>Degrees Awarded Annually</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>12-13</td>
</tr>
<tr>
<td>B.A.</td>
<td>14</td>
</tr>
<tr>
<td>B.S.</td>
<td>NA</td>
</tr>
<tr>
<td>M.S.</td>
<td>NA</td>
</tr>
<tr>
<td>M.A.</td>
<td>NA</td>
</tr>
<tr>
<td>Ph.D.</td>
<td>NA</td>
</tr>
<tr>
<td>Totals</td>
<td>14</td>
</tr>
</tbody>
</table>
Introduction to degree program

Brief degree program history

The Maritime Studies (MAST) program is housed in the Department of Liberal Studies (LIST) which is an interdisciplinary department comprised of scholarship and coursework in the social sciences and humanities. There are approximately sixteen academic disciplines represented in the department. The MAST program began in an effort to provide students with a choice of a major who wished to transfer away from other campus majors without leaving the Galveston campus. Many of these students were quality students but were missing either the interest or aptitude to remain in the marine sciences or engineering. Thus, the MAST degree was born as a Liberal Arts degree based in the then-named Department of General Academics (GACD), to serve this student population. The department underwent a name change to Liberal Studies in 2016. The program does have an emphasis on nautical archaeology and anthropology, but we are expanding our social sciences and humanities offerings based on the availability of faculty who have been recently hired and those who volunteer to teach within the program. Today the program works to actively recruit students from inside and outside our Galveston campus.

Mission, strategic plan, and goals

The MAST program is an “Interdisciplinary degree addressing human and cultural aspects of coastal issues, such as recreation and tourism, energy, trade policy and administration, history and conservation, and the effects of rising sea levels on coastal communities. Students study past and present maritime cultural adaptations, the varied ways that humans use and impact coastal and maritime environments, and the literary expression of mankind’s experience with the sea. The curriculum leading to a degree in Maritime Studies provides students with the skills needed to compete strongly in a diverse marketplace and an opportunity to tailor the degree to fit their individual career goals. It is also an excellent springboard for the pursuit of a wide variety of graduate studies, including law school and public service.”

Administratively, our formal program goals are for students to develop critical thinking skills, communication skills and research/scholarly skills.

Some of our MAST classes (MAST 411 and MAST 240) are now beginning to accentuate the marketable and transferable skills that our students acquire as they progress through the program. In addition to our existing program goals, some of these marketable skills include teamwork, global and cultural fluency, professionalism, and a solid work ethic. Our goals are for our graduates to have a range of academic experiences that embody
transformational learning including internships, high impact practices, service-learning opportunities, and study abroad. It is also our goal to graduate our majors within four years and to that end we offer a full-range of MAST courses every fall and spring semester.

Administrative structure (department and program)

Currently the Maritime Studies program is led by Dr. Elizabeth Nyman, Program Coordinator. It has one full time administrative staff member, Paula Morris, who also advises all MAST students and assists with advising and curriculum support for the three University Studies Programs housed in the department: Tourism and Coastal Community Development (TCCD); Marine Environmental Law and Policy (MELP); and Maritime Public Policy and Communication (MPPC). There are usually between 1-3 student workers who provide administrative support.

Department program appendices

- **Facilities (including space and equipment)**

  The Maritime Studies program is located in Classroom Lab Building (CLB) 217. This is an office suite with one main office, three attached offices (belonging to Paula Morris, Dr. Samuel Mark, and Dr. Elizabeth Nyman), and an attached conference room.

  The equipment currently possessed by Maritime Studies is managed by LIST and this includes a 3-D scanner located in the MAST suite.

  The program is also supported by two labs located in Sea Aggie Center (SAGC 402 and 405) for courses such as MAST 352, Crafts of the Maritime World; MAST 369, Collections; and MAST 250, Archeological Field Methods. We are currently remodeling the labs to accommodate a conservation lab in the existing space.

- **Finances**

  The finances of MAST are handled by LIST which oversees the program and its faculty. LIST supports the MAST program with funding for staff development for Paula Morris to attend academic advising workshops and other professional development opportunities. Additionally, LIST helps financially support MAST students and their participation in high impact activities such as the National Model United Nations and Student Conference on National Affairs (SCONA). LIST supports faculty development by fully funding travel for faculty presenting papers at national/international conferences. There is also a small budget of approximately 6K for lab supplies.

External program accreditations (if applicable)

NA

Date of last APR external review

NA
Analysis:

- **Describe how the Program’s strategic plan creates a path for excellence.**

  The MAST program currently does not have a strategic plan.

- **Describe the alignment of department or program strategic goals and priorities with institutional goals and priorities. Attach the department’s current strategic plan or, if unavailable, the strategic plan for the college.**

  The Department of Liberal Studies is presently formulating a new strategic plan to align with the 2016 name change in the department and the more recent realignment/relocation of some of our faculty. Beginning fall 2017, the Mathematics faculty were no longer housed in LIST and they were reorganized within a different unit—Foundational Sciences. The departure of the math faculty resulted in a Liberal Studies department comprised exclusively of social science and humanities faculty. The department will now begin to draft a new strategic plan that aligns more with the social sciences and humanities beginning fall 2018.

  The MAST program does strive to meet the University’s strategic plan (Appendix I) as well as the university’s Vision 20/20: Creating a Culture of Excellence embedded in the strategic plan. For example, in Vision 20/20 which outlines twelve imperatives, MAST strives to enhance the academic undergraduate experience for our students through high impact and transformational learning. Additionally, our liberal arts program clearly aligns with the imperative to build the Letters, Arts, and Sciences. MAST also aligns with the University’s strategic plan, especially the commitment to student learning and success and support for faculty scholarship and creativity.

- **List and briefly discuss 1-3 improvements made since the previous APR and describe the results of those improvements.**

  The MAST program has never undergone a program review.

**Academic Programs and Curricula**

**Programs offered**

  The MAST program currently offers a Bachelors of Arts (B.A.) in Maritime Studies as well as a minor in Maritime Studies (effective Spring 2016).

**Program curricula (including duration and comparisons to peers)**

  The BA in Maritime Studies is a 4-year program. Our curriculum is presented below effective Fall 2018.

  Maritime Studies offers students a unique opportunity to examine the varied ways that humans use and impact coastal and maritime environments. By studying the history, archaeology, literature, communication and politics of maritime peoples and cultures from
ancient times to present, MAST majors gain a comprehensive understanding of maritime cultural adaptations and mankind’s experience with the sea. The broad-based interdisciplinary nature of this liberal arts program gives it a distinctive, international emphasis.

Employers understand that students of the Liberal Arts bring advanced comprehensive problem-solving capabilities to the job market. By the time they graduate, our students will have acquired valuable critical thinking, reasoning, and communication skills. They are prepared for a diverse choice of fields including, but not limited to, oil and gas administration, environmental management, state and federal agencies, historical and non-profit foundations, museums, conservation and administration, mass and niched communication, nautical and contract archaeology, journalism, education, management, law school, and graduate studies in related fields.

All students are given the once in a lifetime opportunity to train as a crewmember on a working 19th century tall ship, while earning college credit. Students tailor the program to suit their interests; they may enroll in an internship, participate in field studies, concentrate on a particular topic, and/or study abroad for a semester. Students are encouraged to pursue at least one minor, usually in Anthropology, Diving, English or History. Obtaining two minors is easily achieved.

**Maritime Studies:** 69 total hours required. A grade of C or higher is required for a course to count in the major.

**Minor Field of Study:** All Maritime Studies majors may select a minor field of study in a particular area of interest. The minor will consist of 15-18 hours of coursework, no more than 6 of which may be at the lower-division level. A grade of C or higher is required if a course is to count in the minor. Some minors contain courses which may also apply to the Maritime Studies coursework.

**University Requirements:** A total of 120 hours are required for the degree. Of these, at least 36 hours of 300- or 400-level coursework must be taken at Texas A&M University (Galveston or College Station) to satisfy the residency requirement. At least 6 of the 120 hours must be courses approved for International and Cultural Diversity. At least 2 courses in the major must fulfill the University’s graduation requirement for written and oral communication (designated as “w” or “c” courses).

<table>
<thead>
<tr>
<th>Credits</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>21</td>
<td><strong>Maritime Studies Requirements</strong></td>
</tr>
<tr>
<td>3</td>
<td>ANTH 210 (Social and Cultural Anthropology)</td>
</tr>
<tr>
<td>3</td>
<td>ANTH 316 (Nautical Archaeology)</td>
</tr>
<tr>
<td>3</td>
<td>ENGL 335 (Literature of the Sea)</td>
</tr>
<tr>
<td>3</td>
<td>HIST 242 (United States Maritime History)</td>
</tr>
<tr>
<td>3</td>
<td>MAST 240 (Intro to Maritime Studies)</td>
</tr>
<tr>
<td></td>
<td><strong>REQUIRED FOR FIRST SEMESTER MAST STUDENTS</strong></td>
</tr>
<tr>
<td>3</td>
<td>MAST 411 (International Maritime Culture)</td>
</tr>
<tr>
<td>3</td>
<td>MAST 425 (Thesis and Technical Writing)</td>
</tr>
</tbody>
</table>
27 MAST Electives

Select from ANTHROPOLOGY 318, 330, 351, 484; CLASSICS 371; ENGL 415; MAST 200-499 (except 480 and 481); PHILOSOPHY 314; POLITICAL SCIENCE 231, 347. MAST pool electives include the following: MAST 220 Introduction to Museums and Conservation; MAST 230 Maritime Folklore; MAST 265 Elissa Sail Training I; MAST 333 Viking Archeology and Norse Mythology; MAST 336 Maritime Foreign Policy; MAST 340 Museums and the Construction of Identities; MAST 345 Texas Maritime Culture and History; MAST 350 A History of Wooden Ship Construction; MAST 352 Crafts of the Maritime World; MAST 354 Ancient Egyptian Seafaring; MAST 365 Material Culture; MAST 369 Collections Care and Management; MAST 371 Archeology of the Pacific; MAST 441 Maritime Piracy; MAST 470 Advanced Museum Studies.

21 Directed Electives


42 Core Curriculum

3 ENGL 104 (Composition and Rhetoric)
3 ENGL 203 (Writing about Literature)
6 Mathematics—students choose from core math offerings
3 ANTH 225 (Introduction to Biological Anthropology)
1 ANTH 226 (Introduction to Biological Anthropology Laboratory)
9 Life and physical sciences
3 Language, philosophy, and culture
3 Creative arts
3 Social and behavioral sciences
3 HIST 232 (History of American Sea Power)
3 American History
3 POLS 206 (American National Government)
3 POLS 207 (State and Local Government)

9 General Electives

120 Total Semester Credit Hours

NOTES:

- Must make a grade of a “C” or higher in required Maritime Studies courses, Maritime Studies electives and directed electives.
• A maximum combination of 6 hours of 484 (Internship), 485 (Directed Studies) and/or 491 (Research) courses may be used as MAST major electives.

• Completion of MAST Portfolio required for graduation—see details in this self-study on page 8.

There are relatively few Maritime Studies programs in the country, so finding an exact peer program is difficult. However, a few that are similar in scope would be:

• **B.S. in Maritime Studies, SUNY Maritime**: Based out of the Humanities department, SUNY Maritime’s program has two tracks. One is combined with a US Coast Guard Third Mate license and prepares students for the merchant marine and maritime military service. The other is an internship-based program that is tailored for individual students. Of these, the latter is most similar to our program. [https://www.sunymaritime.edu/](https://www.sunymaritime.edu/)

• **B.A. in Marine Affairs, University of Rhode Island**: This program is focused on law and policy and aims to educate students in political decision-making at all levels. This is probably more similar to the TAMU-Galveston program in Marine Public Policy and Communication. They also have an undergraduate minor in underwater archeology based in the History department. [https://web.uri.edu/maf/](https://web.uri.edu/maf/)

• **B.A. in Global Studies and Maritime Affairs, CSU-Maritime**: A social sciences-based program with a global perspective, this program too is more focused on international maritime policy and politics. It has little to no anthropology/archaeology content, unlike our program, but does require study abroad experience. [https://www.csum.edu/web/mycampus/home](https://www.csum.edu/web/mycampus/home)

• **B.A. in Marine Affairs, University of Miami**: This program is more heavily weighted in marine and environmental science, but students can choose a more law and policy-based track. It has a large number of subjects available, but almost all of these are in the social sciences or business fields rather than the humanities. [http://bulletin.miami.edu/undergraduate-academic-programs/marine-atmospheric-science/marine-affairs/](http://bulletin.miami.edu/undergraduate-academic-programs/marine-atmospheric-science/marine-affairs/)

• **B.A. in Maritime Studies, University of West Florida**: Possibly one of our closest peer programs, UWF offers experience in underwater archeology and overseas history, and takes an interdisciplinary approach. Their program is likewise tailored to student interest and involves five different fields of study: anthropology/archaeology, environmental studies, history, government, and biology. It’s headquartered in the Anthropology department, and their curriculum is appended to this report. [https://uwf.edu/cassh/departments/anthropology-and-archaeology/undergraduate-majors/ba-maritime-studies/](https://uwf.edu/cassh/departments/anthropology-and-archaeology/undergraduate-majors/ba-maritime-studies/)
B.A. in Maritime Studies, University of Connecticut: Our closest peer program, the Maritime Studies program at the University of Connecticut is anchored at their maritime campus in Avery Point. Students take two Maritime Studies courses (an introduction and a capstone), two history courses (The Sea Around Us and Atlantic Voyages), an economics course (Economics of the Ocean) and an English course (Maritime Literature). Students then select one of six concentrations to finish the degree: History, English, Economics, Anthropology, Political Science, or Geography. They also offer a minor in Maritime Archeology, but this is focusing on the maritime world and not underwater or nautical archeology. Their major curriculum is appended to this report.

https://maritimestudies.uconn.edu/

Admissions criteria (doctoral students)

NA

Number of degrees awarded per year (most recent 5 years) data provided by Data and Research Services (DARS) at Texas A&M University (TAMU)

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Number of Degrees</th>
</tr>
</thead>
<tbody>
<tr>
<td>AY 2012-13</td>
<td>14</td>
</tr>
<tr>
<td>AY 2013-14</td>
<td>11</td>
</tr>
<tr>
<td>AY 2014-15</td>
<td>16</td>
</tr>
<tr>
<td>AY 2015-16</td>
<td>15</td>
</tr>
<tr>
<td>AY 2016-17</td>
<td>14</td>
</tr>
<tr>
<td>AY 2017-18</td>
<td>15</td>
</tr>
</tbody>
</table>

Average time to degree (most recent 5 years) (DARS)

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Average Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>AY 2012-13</td>
<td>4.56</td>
</tr>
<tr>
<td>AY 2013-14</td>
<td>4.75</td>
</tr>
<tr>
<td>AY 2015-16</td>
<td>4.71</td>
</tr>
<tr>
<td>AY 2016-17</td>
<td>4.00</td>
</tr>
</tbody>
</table>
Academic enhancements / high-impact opportunities for MAST students

- MAST Learning Community
- Museums classes with field trips
- Elissa Tall Sail Training opportunities
- Model United Nations, Washington, D.C.
- Model United Nations, China (beginning fall 2018)
- Student Conference on National Affairs at Texas A&M (SCONA)
- Participation in the TAMUG Undergraduate Research Symposium—poster presentations of research projects
- National Council on U.S.-Arab Relations Model Arab League
- Common Reader Program
- Aggies to Commit to Excellence in Research (ACES) opportunities—research opportunities to work with individual faculty, ACES provides students a stipend for research materials
- Undergraduate Research Scholars opportunities (undergraduate thesis)
- Internships at various museums in Galveston and Houston, District Attorney’s office,
- Directed studies with individual faculty
- Conference presentation opportunities
Assessment of student learning outcomes (all degree levels)

Our assessment is conducted annually online using a program called WEAVE. WEAVEonline is a central repository for program assessment process documentation. Each degree-granting program and many student, administrative, and academic support offices are required to use WEAVEonline to document assessment processes and program improvements. http://assessment.tamu.edu/Assessment/WEAVEonline

We have revised our assessment beginning Fall 2017 in which we initiated a required student portfolio that contains specific artifacts related to our learning outcomes. Prior to Fall 2017, students did not submit artifacts to assess the program and learning outcomes were not well-defined and we had no way to assess without artifacts. For example, one previous learning outcome was “feasibility” with no indicators for measurement.

The portfolio is designed to assist the Maritime Studies Program in assessing how well students and faculty fulfill the Program’s academic objectives. As a formal condition of graduation, beginning Fall 2017 all MAST majors must submit a completed portfolio to the MAST Program Coordinator in the semester they plan to graduate containing copies of pre-graded (ungraded) assignments from required MAST classes as well as the MAST pool electives completed in the program.

To complete the portfolio, students select at least two (2) ungraded artifacts to represent each category and those artifacts may include, but are not limited to: examinations, research papers, critical analyses, applied exercises, conference presentations, etc.

Students are required to update their portfolios every semester and portfolios as individual binders are maintained in the MAST suite. Each student is provided an individual binder and they are checked by the MAST Coordinator and MAST administrative assistant/advisor for compliance.

The elements on which the program is assessed include Critical Thinking Skills, Communication Skills, and Research Skills.

a. Critical Thinking Skills includes artifacts of assignments that include creative thinking, innovation, inquiry, analysis, and the evaluation and synthesis of information;
b. Communication Skills includes artifacts that demonstrate effective development, interpretation and expression of ideas through written, oral, and/or visual communication;
c. Research Skills includes artifacts that identify a research question or problem, demonstrate ability to assess academic literature, undertake empirical investigation and draw conclusions.

Analysis: Briefly discuss improvements made based as a result of the department’s assessment of student learning outcomes (all degree levels).

As stated above, we began to implement this new assessment in MAST beginning September 2017 and the assessment of the portfolios will be conducted after the Spring 2018 semester by
the MAST coordinator. Prior to this new assessment system, no systemic measures were in place to measure the program.

**Faculty Profile**

**Core faculty (defined as full-time, tenured and tenure-track, 50% or more doctoral instruction)**

- **Number**

  We currently have six tenured/tenure-track faculty who instruct in the program.

  - Dr. Steve Curley, English, Regents Professor (T)
  - Dr. JoAnn DiGeorgio-Lutz, Political Science, Professor (T)
  - Dr. Sam Mark, Anth/Archeology, Professor (T)
  - Dr. Fred Pearl, Anth/Archeology, Associate Professor (T)
  - Dr. Don Willett, History, Professor (T)
  - Dr. Elizabeth Nyman, Political Science, Assistant Professor (TT)

  We have an additional six (6) faculty members who instruct the required MAST class (MAST 240) and MAST pool classes, three (3) are instructional track (IT) and two (2) are tenured (T) and one (1) is lecturer (L):

  - Mr. Tom Oertling, Anthropology/Archeology, Instructional Assistant Professor (IT)
  - Ms. Kristin Josvoll, Museum Studies, Instructional Assistant Professor (IT)
  - Mr. Adam Haney, Political Science, Instructional Assistant Professor (IT)
  - Dr. Darren Domsky, Philosophy, Associate Professor (T)
  - Dr. Daniel Traber, English, Associate Professor (T)
  - Ms. Laura White (ABD), Nautical Archeology, Lecturer (L)

- **Core faculty / student ratio (total faculty who instruct in the program)**

  We currently have 55 students and 12 total faculty, for a ratio of 1 faculty to 4.5 students.

- **Publications (most recent 5 years):** below are the publications of the tenured/tenure-track faculty.

  Detailed faculty publications are listed in the individual faculty CVs appended to this study (Appendix II). The tenured faculty and tenure track faculty member publish monographs, books reviews, chapters in edited books, peer and non-peer reviewed journal articles, and encyclopedia entries in a wide array of scholarly venues. Depending on disciplines, these venues are both maritime and non-maritime related. Some of these by faculty include:

  **Dr. Steve Curley, Regents Professor, English**


  Numerous book reviews in the *Journal of American Culture*
Dr. Sam Mark, Professor, Anthropology/Archeology

Articles in *Journal of Ancient Egyptian Interconnections*, *the International Journal of Nautical Archaeology* and *International Journal of Osteoarchaeology*,

Book chapter in *Pharaoh’s Land and Beyond*. Oxford University Press: Oxford

Dr. Elizabeth Nyman, Assistant Professor, MAST Program Coordinator, Political Science


Book review in *International Affairs*


Dr. JoAnn DiGeorgio-Lutz, Department Head, International Relations

Chapter in Central European Press forthcoming

Book reviews in *Human Rights Review*, *Oral History Review*, *Journal of International and Global Studies*, *Post Script: Essays in Film and the Humanities*

Book published with *Canadian Scholars’ Press/Women’s Studies Press*, Toronto, Canada.

Dr. Fred Pearl

Journal article in *Current Swedish Archaeology* and *Geoarchaeology: An International Journal*

Dr. Don Willett

Monographs published with *The History Press* and *The University of North Texas Press*

Article published in *Sea History*
• **External grants (most recent 5 years)**

**Stephen Curley**

2016-2018: “Coastal Culinary: Tasting Food Narratives,” Sponsor: National Endowment for the Humanities (NEH), funded for $99,429, proposal submitted by Galveston College (PI: David Shane Wallace; co-PI: Michael Berberich) in June 2016, to be completed by 2018. I am a humanities-scholar participant in this multidisciplinary project, which examines research in food studies, food pathways and the use of personal narratives informed by family recipes and storytelling focused on food. I wrote a letter of endorsement to help convince NEH to fund the proposal, and I am participating in project-related faculty workshops at the Galveston College campus.

**Elizabeth Nyman**

**International:**

2016-2018. Scientific Advisor, “REGIMES: An interdisciplinatory investigation into scenarios of national and international conflicts of ecosystem services in the Svalbard zone under a changing climate in the Arctic.” Grant is funded by the Norwegian Research Council and led by Dr. Dorothy Dankel at the University of Bergen, Dr. Yajie Liu at the Norwegian University of Science and Technology, and Dr. Rachel Tiller of SINTEF.

**National:**

2017-2019. Co-PI, “Promoting Public Stewardship of the Deep Blue Sea Through Real-Time Interaction With a Mesophotic Reef.” $100,000. Grant is funded by the National Academies Keck Futures Initiative, and is led by Dr. Diego Figueroa of the University of Texas Rio Grande Valley. Other co-PIs are Mark Dion of Conceptual Artist Studio, Dr. Nuno Nunes of Tecnico U. Lisbon, Portugal, and Janet Hwang, ArtCenter College of Design.

2016. UNAI-ISA Program Award, International Studies Association. Award arranges and partially subsidizes a meeting with United Nations representatives. Our award is to discuss the Biodiversity Beyond National Jurisdictions initiative under UNCLOS.

2013. Teacher at Sea Program, National Oceanographic and Atmospheric Administration. Subsidizes placement on a NOAA research vessel for a period of 2 weeks.

• **Teaching load**

  Tenured/tenure track faculty have a teaching load of 2/2, provided that they are producing scholarship. Instructional faculty have a teaching load of 4/4, as they are exempt from research expectations.

  Dr. Elizabeth Nyman, who is tenure track, has a reduced teaching load because of administrative responsibilities to the Maritime Studies program.

  Dr. DiGeorgio-Lutz, tenured, has a reduced teaching load because of her administrative responsibilities as Department Head.
Faculty other than core (as defined above)

- **Number**
  
  Six faculty members from Liberal Studies contribute to the Maritime Studies program instructing in the MAST pool/elective courses

  Dr. Darren Domsky, Philosophy, Associate Professor (tenured)
  Dr. Daniel Traber, English, Associate Professor (tenured)
  Mr. Tom Oertling, Anthropology/Archaeology, Instructional Assistant Professor
  Ms. Kristin Josvoll, Museum Studies, Instructional Assistant Professor
  Mr. Adam Haney, Political Science, Instructional Assistant Professor
  Ms. Laura White (ABD), Nautical Archaeology, Lecturer

- **Faculty/student ratio of 6 non-core faculty to 55 students**
  
  Approximately 1:9

- **Publications**
  
  The research records of the two tenured affiliated faculty are appended below.

**Dr. Daniel Traber, Professor, English**


**Dr. Darren Domsky, Associate Professor, Philosophy**


- **External grants**
  
  NA
• **Teaching load**

Tenured/tenure track faculty have a teaching load of 2/2, provided that they are producing scholarship. Instructional faculty have a teaching load of 4/4, as they are exempt from research expectations.

**Faculty diversity**

The Maritime Studies program does not have a diverse faculty, especially regarding race and ethnicity. Only four of the 12 faculty members who instruct in MAST are female. In LIST, only one faculty member is a minority. The Maritime Studies program does take into consideration the need to recruit a more diverse faculty with our new hires.

**Faculty qualifications (i.e., expected qualifications for faculty hired by the department)**

The department aims to hire faculty with the terminal degree in their field (a Ph.D. in almost all cases). We do have faculty with Master’s degrees who are well-qualified in their fields and provide exceptional instruction.

**Analysis: Using the department’s standards (i.e., Departmental Evaluation Metrics for faculty teaching, research, and service as submitted to the provost, as well as other relevant data such as annual reviews and Academic Analytics or other benchmark services), discuss the faculty’s overall performance.**

Tenured/tenure-track faculty are expected to produce research, engage in quality teaching, and participate in university, professional, and community service. Instructional track faculty are expected to engage in quality teaching and participate in service. All faculty in the department are evaluated yearly. In January the faculty submit to the Department Head a G1 reporting their teaching, service, and scholarship activity (Tenured/Tenure-Track) and teaching and service (Instructional Track). The department head writes a faculty report (G2) evaluating the faculty as either Outstanding, Above Satisfactory, Satisfactory, Needs Improvement, and Unsatisfactory, on each dimension (teaching, service, scholarship) and then assigns an overall rating using the same scale as that used for the individual dimensions.

Teaching is presently evaluated using student online evaluations and an examination of syllabi (for innovation, creativity, high impact/transformational learning). The department is working collaboratively with the Maritime Administration Department (MARA) to develop a rubric to assess faculty teaching beyond the online student evaluations and we are aiming to utilize this rubric during the next evaluation cycle.

Metrics for evaluating scholarship in the department include the following:

- Single-authored article published in peer reviewed journal
- Co-authored article published in peer reviewed journal
- First authorship article on multi-authored article published in peer reviewed journal
• Authorship in multi-authored peer reviewed journal
• Published book in academic/university press
• Published book in commercial press
• Edited book in academic/university press
• Edited book in commercial press
• Editorship of a book series for an academic press
• Invited book reviews
• Book reviews
• Encyclopedia entries
• Chapter in edited book
• Paper presentation at national/international/regional professional conference
• Funded grants
• Grant proposals written and submitted
• Monographs
• Reprints of articles
• Reviewer for scholarly journals
• Editorial staff for scholarly journal
• Works submitted and under review
• Fellowships/scholarly awards

Metrics for evaluation service in the department include the following:

• Officer or committee chair in a national/international/regional professional organization
• Program chair/discussant at a national/international/regional professional conference
• Program chair or discussant for regional or state professional organization meeting
• Faculty advisor to student organizations
• Member of Tenure and Promotion Committee—Departmental
• Member of Tenure and Promotion Committee—University
• Chair of Tenure and Promotion Committee
• Member of department committee/TAMUG committee/TAMU committee
• Chair of search committee/Member of search committee
• Officer in Faculty Senate/member of the Faculty Senate
• Chair of a university task force/member of a university task force
• Leadership roles in the department, TAMUG, TAMU or system administrative or service roles
• Service on a governmental commission, task force, or board
• Administrative role in the department
• Evidence of excellence in professional service to the local community and public at large
• Participation in campus-sponsored events
• Presentation made for a university program, department, or official function.
• Mentoring a TAMUG faculty member.
• Interdisciplinary/multidisciplinary service.
• International/multicultural/diversity/service.
• Recognition/Service Awards
• Collaborative/Cooperative projects with other departments, university agencies/divisions/community
• Special Offerings to the campus—workshop and other activities
• Supervising undergraduate research projects with students (ACES, UGRS, Honors Contracts).
The majority of the tenured/tenure track faculty are productive in their respective fields. Over the past 4 years, our department has received a report from Academic Analytics on productivity. In addition to publications, several of our MAST tenured/tenure-track faculty present their research at national and international conferences. As humanities and social science faculty, research presentations at discipline related associations is often a prelude to publication and an opportunity for peer feedback. Several of our MAST faculty are also active in their respective professions serving in a range of activities from conference organizers to book review editors. With respect to additional benchmarks, I am able to identify the research profiles of some of the MAST faculty with research responsibilities. Listed below are the total h-index scores and citation counts for faculty using Google Scholar. Not all faculty have an available score, and that as the range of what makes a “desirable” score is different across fields, such comparisons are not made here. However, all scores seem to be in acceptable ranges for their given field and stated job duties.

- Dr. JoAnn DiGeorgio-Lutz, Political Science – h-index 6, citation count 188
- Dr. Sam Mark, Anth/Archeology – h-index 8, citation count 179
- Dr. Fred Pearl, Anth/Archeology – h-index 6, citation count 128
- Dr. Don Willett, History – h-index 4, citation count 91
- Dr. Daniel Traber, English—h-index 6, citation count 239
- Dr. Elizabeth Nyman, Political Science, h-index 5, citation count 98

**Student Profile—the department does not have a graduate program**

- **Enrollment, including of full-time students**

  As of Fall 2017, information provided by Data and Research Services (DARS), Texas A&M University, indicates that our total student headcount is fifty-five (55) students. Our MAST students are primarily full-time, traditional students. There are approximately 4 MAST students who are non-traditional.

- **Student diversity / demographics**

  As of Fall 2017, data provided by DARS reports that twenty-five (25) students are women, thirty (30) students are male; forty-one (41) are white, ten (10) are Hispanic, one (1) is African-American, one (1) is multi-racial and one (1) is Asian-American and one (1) is not reported. Thus, while our current gender ratio is somewhat balanced, at almost 50% each for men and women, our ethnic and racial diversity is very limited.

- **Retention rates (DARS)**

<table>
<thead>
<tr>
<th>Fall Cohort</th>
<th>Headcount</th>
<th>% 1-yr Retained</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>6</td>
<td>50.0%</td>
</tr>
<tr>
<td>Year</td>
<td>Degrees Awarded</td>
<td>Graduation Rate</td>
</tr>
<tr>
<td>------</td>
<td>-----------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>2011</td>
<td>10</td>
<td>50.0%</td>
</tr>
<tr>
<td>2012</td>
<td>10</td>
<td>70.0%</td>
</tr>
<tr>
<td>2013</td>
<td>6</td>
<td>33.3%</td>
</tr>
<tr>
<td>2014</td>
<td>9</td>
<td>22.2%</td>
</tr>
<tr>
<td>2015</td>
<td>10</td>
<td>68.0%</td>
</tr>
<tr>
<td>2016</td>
<td>11</td>
<td>70%</td>
</tr>
</tbody>
</table>

- **Number of degrees awarded per year (most recent 5 years)(DARS)**

<table>
<thead>
<tr>
<th>AY</th>
<th>Degrees Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-13</td>
<td>14</td>
</tr>
<tr>
<td>2013-14</td>
<td>11</td>
</tr>
<tr>
<td>2014-15</td>
<td>16</td>
</tr>
<tr>
<td>2015-16</td>
<td>15</td>
</tr>
<tr>
<td>2016-17</td>
<td>14</td>
</tr>
<tr>
<td>2017-18</td>
<td>15</td>
</tr>
</tbody>
</table>

- **Graduation rates(DARS)**

<table>
<thead>
<tr>
<th>Fall Cohort</th>
<th>% 4-yr Graduated</th>
<th>% 5-yr Graduated</th>
<th>% 6-yr Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>16.7%</td>
<td>33.3%</td>
<td>50.0%</td>
</tr>
<tr>
<td>2009</td>
<td>30.0%</td>
<td>50.0%</td>
<td>50.0%</td>
</tr>
<tr>
<td>2010</td>
<td>30.0%</td>
<td>30.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>2011</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>2012</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>2013</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>2014</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
</tbody>
</table>
• **Average time to degree (most recent 5 years)(DARS)**

<table>
<thead>
<tr>
<th>AY</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-13</td>
<td>4.56</td>
</tr>
<tr>
<td>2013-14</td>
<td>4.75</td>
</tr>
<tr>
<td>2015-16</td>
<td>4.71</td>
</tr>
<tr>
<td>2016-17</td>
<td>4.00</td>
</tr>
</tbody>
</table>

• **Average institutional financial support provided**

The majority of our students are on financial aid. Those not on financial aid are full-paying students.

• **Student publications / presentations /**

Maritime Studies students are active on campus and in their desired career fields as undergraduates. They have earned several scholarships, such as the Will and Catherine Jenkins Greater Texas Foundation Removing Educational Barriers Scholarship and the Round Rock Aggie Moms Scholarship, and awards such as the Maritime Academy Freshman Spirit Award. One of our students, Lauren Adams, resurrected Sea Spray in 2014, the university’s literary journal; she was responsible for its 1st publication in over 3 years.

In addition to success on campus, they have contributed to knowledge off campus as well. “Keeping Rhythm on the Sea,” a Sea Chanty exhibit created by the Museums class (MAST 320), spearheaded by Amber Beasley, is now on permanent loan at the Texas Seaport Museum for the public to enjoy.

One MAST student, Ella McIntire, conducted indirect participatory ethnographic research in Guatemala with Dr. DiGeorgio-Lutz and they jointly presented this research at two professional conferences—the International Association of Genocide Scholars (IAGS), biennial conference in Brisbane, Australia in 2017 and the Middle Tennessee State University biennial conference on the Holocaust and Other Genocides in April 2018.

MAST students present their research in the form of posters at the annual TAMUG undergraduate research symposium held every spring through their enrollment in MAST 411.

MAST students also pursue the Honors Program, receive LATIN honors at graduation, and are also Aggies Commit to Excellence Scholars (ACES) and undergraduate research scholars (undergraduate thesis).
**Employment profile**

Until recently, the Maritime Studies program did not keep a formal record of student placement once they leave TAMUG with their degree. We do keep in touch with our graduates and below is a list of current employers/graduate school admissions of many of our former students. The MAST office is now keeping a formal record of placement of our graduates and we plan to track them six (6) months after graduation; one-year (1) after graduation; and two (2) years out following graduation.

Graduate School Placements:

- Texas A&M Bush School of Government
- Johns Hopkins Museum Studies
- Texas A&M Nautical Archaeology
- University of Houston Anthropology
- University of Colorado, School of Globalization and Nutrition
- University of North Texas, Library and Information Science
- Baylor University
- University of New Orleans
- Texas Wesleyan Law School

Current Professions/Employers of MAST Alumni:

- ORISE Research Fellow/Forensic Anthropologist at Defense POW/MIS Accounting Agency, Kailua, Hawaii
- Rigger on the Oliver Hazard Perry, Newport, RI
- Assistant Director Children’s Library, Rosenberg Library, Galveston, TX
- Instructor Assistant Professor of Museum Studies, TAMUG
- Resource Administration, Alaska Recreational Management, Cooper Landing, Alaska
- Field Director and Conservator, Blackbeard’s Queen Anne’s Revenge, Greenville, NC
- Docent, Ocean Star Offshore Drilling Rig and Museum, Galveston, TX
- Manager, Victorian Condominiums, Galveston, TX
- Special Projects Coordinator, Texas Department of Transportation, Austin, TX
- Special Education Teacher
- Academic Advisor, TAMUG
- Admissions and Records, TAMUG
- Collections Manager, Rosenberg Library, Galveston, TX
- District Fundraising director, Boy Scouts of America
- Admissions and Records, Stephen F Austin University
- Manager, Barnes & Noble, Coppell, Texas
- Health Science Instructor, Ball High School, Galveston, TX
- Anthropology Instructor, Texas A&M, College Station, TX
- Policeman, League City Police, League City, TX
- Education Director, Columbus Public Library, Columbus, Wisconsin
- Training Technician, Department of Defense, Wilmington, Delaware
- Mate at Nobel Drilling
- Investigator, Texas Department of Family and Protective Services
- Office Manager, 123 Technologies
- Marine Logistics Technician, Kirby Inland Marine, Houston, TX
- First Mate, Schooner Mary Day, Maine
- Purchasing Agent, World Market
- Several are officers in the Navy and Coast Guard

Analysis: Discuss the degree program’s contribution to the land grant mission of the university as described in the strategic plan. Discuss the degree program’s progress and efforts related to retention, time to degree, degrees awarded, and placement upon graduation.

Goal 1 of the university’s strategic plan is a commitment to Student Learning and Success. The strategies to achieve this goal include high impact learning opportunities, a stellar first year experience, efficient curriculum, and developing a portfolio of unique undergraduate and graduate programs. The MAST program makes a significant contribution to this goal. The department has several high impact learning opportunities in which our MAST students engage—most of the students who participate in the yearly National Model United Nations in Washington, D.C., the annual TAMU Student Conference on National Affairs (SCONA) are MAST majors. We recently launched a Common Reader program in the department across a number of core curriculum classes. Students in MAST 240, Introduction to Maritime Studies also participate in the common reader program linking them to our classes in the department outside the required MAST classes. The common reader program engages several of our university required core curriculum classes (ENGLISH 104, SOCIOLOGY 205, POLS 206) around a common reader, this cycle, Hillbilly Elegy by J.D. Vance and incorporates discussions of identity, inclusion, and diversity through different disciplines. We have also worked to create a more efficient curriculum and in developing our schedule of classes in fall and spring, the department works to ensure that required and MAST pool classes do not overlap or conflict. We also have a schedule of MAST required and elective classes projected out for the next 3-4 years that serves as a planning guide during advising of our MAST students.

The department works diligently to retain our MAST students. Our small faculty-student ratio permits us to know our students and provides our students access to faculty. Additionally, MAST strives to provide a number of transformational learning opportunities for our student as a retention tool. For example, we have a robust internship program. This past academic year, LIST consolidated internships under the direction of a faculty member (Kristin Josvoll) who has professionalized our internship program. She has been reaching out to many in our community to develop additional internship opportunities and she has brought much needed structure to the internship program. Some of the examples of internship placement include:

- TAMU Conservation Research Lab, Riverside Campus, College Station
• Galveston County District Attorney’s office
• Galveston and Houston museums and libraries
• Carnival Cruise Lines
• Texas Parks and Wildlife/Galveston State Park
• Galveston Park Board
• Internships with local, state, and national elected officials

In addition, MAST students have professional development opportunities through the department and the university as well. Annual Fellowships to travel to the Bush School are available to students at TAMUG who have interest. The program hosts several guest lectures in the department as well as sponsoring opportunities to network and hear talks outside the department as well, such as at the Friends of Archaeology meetings and the Texas Seaport Museum.

MAST students regularly participate in our Model United Nations opportunities and other hands on experiential learning. Laura White is developing an archeology field skill and this past year we began to require our first semester MAST students to take our newly developed MAST 240, Introduction to Maritime Studies in which students are exposed to the range of topics and research within the program though guest lectures by MAST faculty.

We are beginning to recruit more of our MAST students to pursue ACES and URGS. Our program graduated our first ACES fellow in May 2018 (Ella McIntire) and we currently have two additional MAST students who are ACES fellows (Andrew Altzier and Richard Dally). We also have students engaged in URGS (undergraduate thesis, Ella McIntire and Andrew Altzier). These students are trailblazers and set an example for our MAST students, many who are now interested in pursuing these academic opportunities.

Our time to degree is in line with the institutional goal to graduate in four years and we are working on securing promotional materials to promote our program beyond our campus.

Concluding Observations

Overall Program Recommendations:

The Maritime Studies program has, over the years, built up an impressive curriculum in nautical archaeology/anthropology. Students have been very successful in pursuing work and/or graduate study in this field. The addition of Laura White and the addition of field school along with the remodeling of our lab spaces to allow for a conservation lab greatly aids this side of the program.

In order to become more diverse, however, and increase recruitment and retention of students, the Maritime Studies program needs to explore ways of position itself as a nationally recognized program. One way to promote the program nationally is that thought and exploration should be given to the idea of phasing out the University Studies Programs housed in LIST—Tourism and Coastal Community Development (TCCD); Maritime Public Policy and Communication (MPPC); and Marine Environmental Law and Policy (MELP)—and housing
these programs as certificate “tracks” under the umbrella of MAST. This would create stronger linkages within the department that support a four-year time to degree. Consideration should be given to a certificate in Museum Studies that would complement the nautical archaeology/anthropology program while expanding student course offering and potential internship/employment opportunities. Another suggested minor or certification program has been in security studies. A program with national reach should attract a more diverse student body.

In the long term, the program needs to consider bringing on additional faculty resources (either through hires meant for the Maritime Studies program or through hires meant for primarily Liberal Studies but who contribute to the program). Consideration should also be given to hiring tenure-track faculty as Dr. Elizabeth Nyman is our only tenure-track faculty member since 2014. The program should consider hiring:

1. A tenure-track professor in Human or Political Geography, specializing in ocean and coastal issues. This hire could contribute to all of our existing program and could, when combined with the hire of Dr. Nyman in Political Science and the recent hire of Dr. Jenna Lamphere in Sociology in 2016 would form a core group of faculty to create a social science concentration within Maritime Studies to parallel the existing concentration in nautical archaeology/anthropology. Again, it would be important to hire at the tenure-track level to allow for research grants and scholarship that strengthens our metrics and citations.

2. A tenure-track professor in Maritime History. The Liberal Studies department has one historian, Dr. Willett, who contributes to the Maritime Studies program, but his specialization is focused on the Merchant Marines rather than Maritime History, per se. An historian attached full time to the Maritime Studies department could bridge the gap between the social science concentration and the nautical archaeology/anthropology concentration, and potentially work with both sets of faculty. Emphasis should be given to a tenure-track hire what would allow for research grants and scholarship that strengthens our metrics and citations and attracts students for undergraduate thesis work and mentorship.

The goal of the Maritime Studies program should be to continue expanding upon the program’s current strengths in nautical archaeology/anthropology, while also working to incorporate new concentrations and courses within the program to allow for recruitment and retention of a larger student base which should increase diversity. For the former, continuing to ensure that the faculty in nautical archaeology/anthropology get the equipment that they need, as well as working to put into place a program to allow eventually for the hire of new faculty as complements or replacements in this area and related areas should allow this concentration to continue with its current strength. For the latter, working with the Liberal Studies department to develop concentrations that would meet the needs of both Maritime Studies and Liberal Studies is likely to be the most workable path to expanding program offerings. Again, consideration should be given to restructuring the program to absorb the university studies programs as tracks within the program and to promote the program at a national level.
Program Development and Assessment

The Maritime Studies program has begun to review its course requirements meant to both strengthen the program as well as reduce the need for course substitutions. One idea is to institute a one-hour senior capstone course—this one hour could come from one of three elective Kinesiology courses we recommend. A proposed capstone could see students prepare the submission of their senior portfolio or research assignment that would encapsulate the materials and skills mastered in their years of study. In this capstone, students would not only produce their portfolio or research paper that they could show to prospective graduate schools or employers, but also work with others as well as their professor on the professional materials needed upon graduating (such as resumes or personal statements for graduate school). By instituting a capstone course with the project requirement described above, the Maritime Studies program would be better able to assess student learning, determine the paths that our students intend to pursue upon finishing their studies at Texas A&M Galveston, and allow students to have a tangible product that exemplifies their years of work and study in the program.

Diversity

The diversity of both students and faculty within the Maritime Studies program could use improvement. Though there is no easy solution to the problem of increasing diversity on campus, faculty and the administration should aim to improve diversity across the program wherever possible. At the program level, several avenues exist to promote this goal. One path would be to strengthen our recruitment efforts both within Texas and beyond our borders to reach underrepresented populations. At the departmental level, this effort is heavily dependent on the development of marketing materials for the program—presently MAST does not have marketing materials beyond our newly redesigned webpage. Additionally, the department can make it a priority to recruit a diverse pool of applicants for future faculty openings—this can be accomplished by targeting underrepresented hiring sites. The LIST department strives to promote inclusion and diversity in multiple ways on our campus. In 2017, the LIST department hosted an inaugural national conference on Inclusion and Diversity and we are preparing to host our second conference on this theme in September 2018. We especially encourage student participation at the conference and attendance at the speaker events on key issues surrounding the conference themes of inclusion and diversity. LIST is also sponsoring a Humanities Texas exhibition on Forgotten Gateways: Coming to America through Galveston Island that will be on display in our building for approximately six weeks this fall to highlight the theme of immigration and inclusion. We are also planning a number of events around this historic display. At the university level, there could be more of a commitment to bring together the members of the university committee on climate and inclusion to tackle the issue of underrepresentation—as a member of this committee—we have not met in over three long semesters.

Despite these limitations, the department will take advantage of email and we plan to target high school counselors and faculty from underrepresented school districts in our own state by sending them links to our webpage in the hopes of attracting students to our program.
Attachments as Appendices

Appendix I  Texas A&M University at Galveston Strategic Plan
Appendix II  MAST faculty CVs
Appendix III  Institutional Profile
VISION AND CORE VALUES

The Galveston Campus of Texas A&M University (TAMUG) is a premier institution for maritime leadership and ocean and coastal studies on the Gulf Coast and a 21st century academic institution where research and scholarship are one with student learning and success. We seek to meet both the high standards of an Association of American Universities (AAU) institution and the founding principles of a Land Grant University. As Aggies by the Sea, TAMUG supports the Sea Grant mission of Texas A&M University and offers seamless boundaries in research, scholarship, and learning between the two campuses. In order to be truly representative of the demographics of our state and the nation and to promote diversity of perspective, background, discipline, and heritage in everything that we do, our campus incorporates diversity and inclusiveness as central tenets of our mission. These commitments are driven and focused through the dedication of TAMUG to the six core values of Texas A&M University.

EXCELLENCE AND INTEGRITY

It is imperative that TAMUG sustains excellence in teaching, research, and scholarship. We promote excellence and integrity in every facet of University life. Our Undergraduate Research Scholars and Honors programs push students to think critically and excel in their fields. Our research follows the most stringent qualitative and quantitative protocols to maintain the integrity of knowledge and results. We continually measure and assess teaching through standardized assessment tools. We integrate new teaching and learning methods and technologies into our classrooms and labs. We meet and exceed standards and assessments set by accrediting bodies such as the Southern Association of Schools and Colleges and the Accreditation Board for Engineering and Technology. Excellence and integrity informs everything we do at TAMUG.
LEADERSHIP
The core value of leadership is integral to the campus culture and can be evidenced in the classrooms, residence halls, organizations, research laboratories, and external community organizations. This Aggie Spirit creates leadership opportunities on campus through numerous student led programs including the SALT (Sea Aggies Learning Traditions) Camp, Big Event, Honors program, Undergraduate Research Scholars, and a host of student organizations. Our small campus is an optimal environment for every student to find a means to participate and gain leadership experience. We aspire to continue training graduates who become leaders in the private and public sectors and contribute to the advancement of society.

LOYALTY AND RESPECT
TAMUG maintains a deep respect for the traditions and values of Texas A&M University. Aggie traditions are remembered, encouraged, and practiced in Galveston with Muster, Big Event, Yell Practice, Silver Taps, and Elephant Walk. It is with great pride that TAMUG students wear the Aggie Ring and upon graduation join the ranks of those inducted into the Texas A&M University Association of Former Students. Loyalty and respect for our traditions and each other are the cornerstones of the campus community. From the diversity of people drawn to TAMUG and the interdisciplinary nature of the marine and maritime disciplines studied, our students, faculty, and staff deeply respect and appreciate what makes each person unique and what ties us together.

SELFLESS SERVICE
TAMUG is educating the next generation of leaders by challenging students to tackle local, state, and national issues through service to those constituencies. Students, faculty, and staff demonstrate social responsibility and engage in participatory citizenship through countless volunteer activities including the Big Event, Engineers Without Borders, Propeller Club, the Student Veterans Association, and the State Employee Charitable Campaign.
TAMUG and Texas A&M University are predicated on the idea of serving the people of Texas, the nation, and the world. The proximity to the Gulf of Mexico as a window to the sea has enabled TAMUG to focus academic, research, and student opportunities into a unique marine and maritime experience that TAMUG alone can offer. As a branch campus of Texas A&M University, TAMUG shares the tradition of affordability and accessibility of this Land Grant AAU institution.

We pledge to protect and uphold the standard of the Texas A&M degree and contribute to maintaining a high quality and dynamic student learning community. We seek to expand enrichment experiences for students including high-impact learning, advising, mentoring, hybrid courses, honors, and first-year experience programs to facilitate transition from high school to college and success to graduation and beyond.

With a distinct identity in marine themes, TAMUG is intimately connected to the land grant mission of Texas A&M University and, as such, its academic programs and research initiatives are linked to finding basic and applied solutions in maritime affairs, technology, and ocean studies. In the upcoming five years, TAMUG will seek to make significant and national impacts on ocean and coastal studies through catalyzing scholarship and innovation in maritime transportation and administration, engineering solutions in coastal zones (storm surge protection), urban planning and coastal community development (megacity sustainable development, coastal tourism, and health industry), environmental sustainability, global communication, maritime public policy, marine and subsea engineering, maritime cultural studies and community development, and in marine safety and security.
Texas A&M University is committed to enhancing its faculty and students’ ability to contribute to solutions for their discipline’s grand challenges, committed to deepening the systemic understanding of the interactions of these challenges, and committed to catalyzing innovations for solutions that do not simultaneously solve problems in one area and create new problems in another. In the next five years TAMUG will seek to contribute to the development of broad based pinnacles of excellence that are central to the University’s development of scholarship and innovation in the following Systemic Grand Challenges.

**PINNACLES OF EXCELLENCE**

- **MARINE-FOCUSED ONE HEALTH RESEARCH**
- **ENERGY & MARITIME COMPLEX**
- **COASTAL RESILIENCY & VIABILITY**
Marine-Focused One Health Research

The “One Health” concept, based on the inextricable links among human health, animal health, and ecosystem health, has been recognized and promoted as a unifying theme of global wellness. Texas A&M University has identified the investment in “One Health” initiatives as a central effort of its future development of research expertise. This is easily explained by the strong tradition of research in veterinary medicine, biomedical sciences, agriculture, and life science fields with a potential link to strong Schools of Government, Business, Architecture, Science, and Geosciences.

TAMUG contributes significantly to research and solutions on the inextricable links among human health, animal health, and ecosystem health by supplementing the “terrestrially-focused” effort already in place at TAMU with a “marine” expertise. There is an urgent need to produce a next generation of health professionals trained in understanding these linkages. We are developing undergraduate and graduate degree programs that integrate marine health sciences and policy to validate the importance and necessity of Adaptive Management in government, industry, and education by building on the existing strengths of the participants. Graduates from the programs will enter the health and/or management workforce with strong technical education cognizant of the breadth of concerns from a broad community of stakeholders in coastal and marine environments.

Multidisciplinary investigations in One Health are now engaging non-traditional approaches using animal and plant populations as ecological sentinels. TAMUG scientists are engaged in a number of multi-institutional projects that focus on the health of the Gulf of Mexico and the recognition of a healthy environment for a healthy economy, and healthy citizenry of Texas. This marine focus is timely given the recent oil spill in the Gulf, the associated damages to local fisheries and the communities in and around the Gulf, and the long-term restoration efforts. TAMUG is an active member of the Texas OneHealth Center of Excellence funded by the RESTORE program and the Governors’ office to connect issues, across academia and the public and private sectors, of marine health with human health. This includes, from fishermen to first responders, those working in the Gulf to the marine life resources in the region.

Since most urban population growth is expected to occur in low elevation regions of the world, the Houston coastal system may also serve as a relevant model for much of the anticipated development in coastal zones. Population size is predicted to double along coastal Texas by 2050. The merging of the City of Houston/Harris County with the cities of Galveston and Beaumont/Port Arthur into a coastal urban corridor offers an enormous opportunity for not only studying the human and ecosystem health impacts of rapid urbanization in coastal zones, but also for shaping and guiding this inevitable growth through Adaptive Management practices.
As Rose George has written in her book *Ninety Percent of Everything*, “In the United States, the maritime industry ships ninety percent of what we wear, we eat, we consume” including clothing, food, and fuel vital to the economy. TAMUG prepares leaders responsible to the maritime industry and for service to the country and its society. The unique island location of TAMUG with the working Port of Galveston to the south, the Gulf Intracoastal Waterway to the west and the mouth of the Port of Houston to the east provide an incubator for knowledge creation and experiential teaching of seamanship, port and logistic operations, engineering technology for marine operations, and coastal engineering.

The impact of the maritime activities surrounding the campus includes at least 60,000 maritime jobs in the immediate area; 1,500,000 related jobs in the state and at least a half a trillion dollar impact on the US economy. Students interact with surrounding industry activities contributing to the economy while learning in the highest quality instruction and curricula. This unique collaborative and inclusive study environment provides for an exchange of ideas and practices not available elsewhere.

Furthermore, students prepare for assisting the United States security needs through the merchant marine and various non-governmental bodies protecting our ports and waterways. Faculty research on maritime security ensures that vital supply chains for defense and homeland needs are safe and secure as well as ensuring safety to the homeland. This confidence that the industry places in the students and faculty helps protect the “third coast” of the United States as well as advising national and international regulatory bodies on training, regulations, and policies.

The research and efforts of the TAMUG faculty to sustain the maritime industry is world-renowned and addresses the severe shortage of maritime labor projected in the near future. Further, the TAMUG global collaborations of research and teaching with institutions in Europe, Asia, Australia and South America are unique in maritime research in the United States.

The financial aspects of the campus research contribution also include understanding and improving port and offshore infrastructure supporting not only the maritime industry but also the energy sectors. This marriage of these sectors of the economy is unique at the location of TAMUG. Technology and engineering research and instruction enhance oil, gas, wind and wave energy uses and trains the students in the next generation of energy technology. The application of these technologies through interaction with surrounding global industries ensures a solid economic future for the nation.

Our engineering programs contribute to the advancement and support of the energy sector. Our degrees prepare students to enter the engineering field as either hands-on operating engineers in the marine sector and/or maritime related shore-based industries or as trained ocean and coastal engineers who work in design and operation of offshore structures. We will add new degrees in marine engineering and mechanical engineering in support of the energy sector.
Coastal Resiliency and Viability

With more than 40 percent of the U.S. population residing in coastal shoreline counties, it is increasingly difficult to protect critical natural resources, promote economic growth, and facilitate the development of hazard-resilient communities. Nowhere is this problem more apparent than on the Texas coast, where rapid residential and industrial development has resulted in loss of critical habitats and their key species, while at the same time placed human populations in areas vulnerable to natural hazards. Population growth, sprawling development patterns, the alteration of hydrological systems, and a thriving oil and gas industry have created some of the most vulnerable communities in the nation. The need to provide research-driven solutions in a precise, geographically-visual, and easily-interpreted format has never been a higher priority.

The Coastal Resiliency and Viability focus area at TAMUG directly addresses the challenges described above through an integrated research and education program that explores the interactions between the built and natural environment. Faculty conduct translational research on the topic of resilient and viable coastal communities, investigate the development and operation of alternative and conventional sources of energy in the Gulf of Mexico and its coastal bays and assess the impacts of land use change and the built environment on coastal ecological systems.

These innovative initiatives benefit the state by generating important tools, technologies, and information for policy makers on developing coastal areas without degrading critical natural resources and/or putting residents more at risk to severe storms and other hazard events. With better knowledge, education, and outreach local decision makers can reduce loss of both property and human lives, maintain the functionality of critical natural resources, and better protect the economic security of the state and nation. Potential projects include conservation of wetlands and dune systems, and suppression of storm surge associated with hurricanes, reduction of the economic costs associated with coastal hazards, design of resilient coastal communities, prevention and remediation of human-induced environmental events, such as oil and chemical spills and biological outbreaks, and a better understanding the impacts of potential climate change and sea level rise.

This initiative leverages existing programs and resources, such as the Center for Texas Beaches and Shores, the Institute for Sustainable Coastal Communities, and a number of research groups funded by the GoMRI program to better understand the impact of oil spills on the marine and coastal environment. The Coastal Resiliency and Viability initiative also has a strong educational component, where topical issues are emphasized in coursework and by offering research opportunities for undergraduate and graduate students.

We recognize that now, more than ever, scientific innovation is needed to better understand how to facilitate the development of resilient, prosperous, and environmentally-sensitive coastal communities. Through integrating multiple disciplines and areas of expertise on planning, management, engineering, marine science, and ecology, this initiative will generate new knowledge on the synergistic effects of physical, socioeconomic, and built environment characteristics - all leading to an improved understanding of how to foster more resilient and viable coastal communities in the future.
With a goal of helping our students graduate faster and with lower debt, TAMUG is committed to providing a modern and efficient student learning experience founded on academic excellence. We pledge to uphold the Aggie tradition and standards and contribute to a dynamic student learning community. An alumni survey by Hanover Research reinforces TAMUG’s effectiveness at preparing graduates for successful careers. Almost all Galveston Campus alumni surveyed were either employed (87%) or attending graduate school (8%), with 78% of working alumni employed in a related field. A large majority of them (83%) agree that their education helped them prepare effectively for continued personal and professional growth. Seventy-five percent of alumni agree that they gained insight into real-world experiences through projects and simulations.

“Projects and simulations provided insight into real-world experiences”

Survey of TAMUG alumni graduating between 2010 and 2014, conducted in 2015 by Hanover Research (n=297-303 representing 25% of total 2010-2014 cohort)
Strategy 1. High Impact Learning Opportunities

TAMUG’s curriculum emphasizes high-impact practices and provides an opportunity for enhancing undergraduate learning in courses, curricula, and co-curricular activities, which will result in lifelong learning skills. Those skills will include curiosity, independence, transfer, initiative, and reflection. Through student leadership development experiences, we are poised over the coming decade to develop the future national and international leadership in marine sciences and maritime affairs.

**Measure:** TAMUG graduates will obtain employment or pursue further education at a rate of 95% or better, with 80% or more of working alumni finding employment in a field related to their program.

**Measure:** Increase the overall number of high impact practices and achieve at least two high impact practices per undergraduate student. High impact practices will be defined as freshman seminars, learning community participation, study abroad, capstone experiences, undergraduate research, and “service learning.” The measure will be directly tied to tracking of the current Quality Enhancement plan.

Strategy 2. A Stellar First Year Experience

With the understanding of the criticality of student transitions in student persistence theory, every effort will be made to increase the likelihood of retention and success in the first year. We will foster campus collaborations with teaching faculty, student affairs, resident life, enrollment services, counseling & career planning, and other academic support programs, such as a learning center focused on integrating writing and quantitative skills, to promote a positive campus culture. The recent survey of alumni who graduated from 2010-2014 found that over one-third did not find their academic advising satisfactory, pointing to a clear area of improvement for TAMUG. We will strengthen the advising, coaching and mentoring relationship between professional, centralized advisors and faculty advisors in academic departments to keep pace with the growing and diverse student population. We will enhance the first-year experience to better prepare students for success in their careers at TAMUG and beyond.

“Academic advising by my major advisor was satisfactory”

Survey of TAMUG alumni graduating between 2010 and 2014, conducted in 2015 by Hanover Research (n=297-303 representing 25% of total 2010-2014 cohort)
Strategy 3. Efficient Curriculum

Departments will revise curricula to ensure efficiencies in scheduling and prevent scheduling roadblocks to a timely graduation. Undergraduate students will be required to update an online degree planning tool each year as well as mandatory advising for all students with less than 30 semester credit hours, undeclared majors, or determined to be academically deficient.

Measure: Time to degree at TAMUG will be measured based on incoming first year students and measured by enrolled fall and spring semesters. Time to degree will decrease from an overall average of 4.5±0.2 years down to 4.0-4.2 years for all undergraduate programs (120 credits) and 4.5 years for engineering technology and license option programs (>130 credits) to support students to graduate faster and with lower debt.

Strategy 4. Developing a Portfolio of Unique Undergraduate and Graduate Programs

A strategic priority will be to develop a portfolio of undergraduate and graduate programs leading to an increased number of students and a larger proportion of graduate students. This portfolio will be developed through collaborative work between the Curriculum Committee, the Strategic Enrollment Management Team, and the Academic Department Heads, and will seek to develop new partnerships across Texas A&M University to leverage the unique strengths of programs and colleges and create new synergies. The Texas A&M University Maritime Academy including the seagoing faculty, fleet of vessels, and strategic location on the Gulf Coast can be leveraged to support new programs.

Measure: The total student population educated on the Galveston Campus (those enrolled in Galveston programs and those in main campus programs “in residence” on the Galveston Campus) will reach a total enrollment growth of 15-20% within the next five years with a focus on adjusting for each academic program, and targeted recruitment efforts from geographic regions and demographic populations.

Measure: Within the next five years, the proportion of graduate students educated on the Galveston Campus will reach 10% of the total student population.
TAMUG research will deepen the understanding of and develop applied solutions to the systemic grand challenges in ocean sciences, maritime affairs, technology, and the marine studies related liberal arts. Our faculty and students will significantly impact ocean and coastal studies through catalyzing scholarship and innovation in maritime transportation and administration, engineering solutions in coastal zones (storm surge protection), urban planning and coastal community development (megacity sustainable development, coastal tourism, and health industry), environmental sustainability, global communication, environmental sustainability, maritime public policy, marine and subsea engineering, maritime cultural studies and community development, and in marine safety and security.

For comparison, data from institutional peers represent the relevant marine and ocean-focused units only, whereas TAMUG data are institution-wide and include tenure-track Faculty in liberal arts and fields that receive little funding. Data compiled by Hanover Research. Data for TAMUG are for 2014-15; data for NCSU and UNC are 2012-13; data for Delaware and Louisiana State are 2011-12; Michigan figures use 2012-13 faculty count and 2011-12 research expenditures; Oregon State figures use 2014-15 faculty count and 2010-11 research expenditures.
To put ourselves on a more even footing with comparable institutions, we will invest in world-class faculty and infrastructure to strengthen the quality of scholarship and graduate instruction and to support research and teaching activities with suitable and modern physical resources to match the impact and influence of institutional peers with recognized Colleges of Marine/Ocean studies.

**Benchmarking Peers**
- Oregon State University
- Rutgers - New Brunswick
- University of Delaware
- University of Georgia
- University of Rhode Island

**Aspirational Peers**
- Stony Brook University, SUNY
- University of California, San Diego
- University of North Carolina at Chapel Hill
- University of Washington

**Strategy 5. Invest in Strategic Areas of Excellence**

TAMUG is committed to building and growing modern research initiatives that support critical and cutting-edge inquiry and discovery in targeted areas of excellence. Over the last 5 years, TAMUG has almost quadrupled its internal investments in support of research initiatives as well as Faculty and graduate student recruitment (e.g. start ups, graduate and undergraduate fellowships, etc) from ~$600K to $2.2M per year. In the same period, the proportion of the total academic budget that was directed to support research/scholarship initiatives increased from 2% to 6%. TAMUG currently lags behind other marine and ocean-focused institutional peers in both total research expenditures and in research expenditure per tenured or tenure-track faculty (TT/TF) member, which at many institutions exceed $10 million and $200,000 per year respectively. We will develop research teams of national prominence in the following areas:

- Coastal hazard mitigation and protection and urban planning in coastal zones.
- Economic/business development in the maritime sector (MOU with the Copenhagen Business School).
- Oil spill remediation
- Marine science and sustainability

**Measure:** In the next five years, TAMUG will continue to invest financial resources and leverage external fundraising efforts to reach 10% of the academic budget to competitively recruit graduate students (fellowships) and Faculty (start ups and research support).

**Measure:** In the next five years, TAMUG will increase total research expenditures to at least $10 million per year (from $7.2 million in FY2015) and $150,000 per tenured or tenure-track faculty member and the institutional level (from $125,000 in FY2015), and greater than $200,000 per tenure-track faculty in STEM fields (from $175,000 in FY2015).
Strategy 6. Invest in Human Resources in Programs of High Demand

TAMUG employs a lower proportion of tenured or tenure-track faculty than other marine and ocean-focused units and offers faculty salaries that fall at the low end among these institutions, particularly for junior faculty. In the coming years, TAMUG will continue the reinvestment program directed at faculty rejuvenation with strategic investments in areas of focus that offer the greatest promise, including Marine Sciences, Engineering Technology, Maritime Administration, and Maritime Transportation. We will target preeminent faculty in our recruiting efforts.

*Measure:* We will balance our hires of faculty on the tenure track vs. academic professional tracks seeking a ratio of 50:50 or higher to strategically advance our scholarship and academic outcomes. We will target faculty salary ranges to meet averages for similar ranks, positions, and performance at peer institutions.

*Measure:* In the next five years, TAMUG will recruit three to five thought leaders and raise external funds in support of endowed chairs or professorships in these areas of excellence.

*Measure:* The average teaching loads for tenured/tenure track faculty in areas of research development will mirror peers within TAMU and external comparison group.

Strategy 7. World-class Research and Learning Infrastructure

With breaking ground on the construction of Phase I of the new Academic Complex (as of November, 2015) TAMUG is moving toward an infrastructure that supports modern research and learning. We will continue to provide buildings, technology, and laboratories that are at the forefront of higher education in the nation. In addition, in the next five years we will finalize the planning, purchase, and delivery of a medium endurance research vessel.

*Measure:* In synchronization with our goal of raising the level of research and scholarship, TAMUG will increase total institutional funding for start-up laboratories and centers by 50%.
TAMUG must meet the needs of the citizens of Texas by maintaining the trust placed in us to educate future leaders, while making that education affordable and accessible. TAMUG is committed to keeping education affordable, to giving students a high return on their investment, to producing highly qualified graduates whose talents are recognized and rewarded in the marketplace, and to maintaining high academic standards.

**Strategy 8. Affordability**

As a Land Grant institution, Texas A&M University is mandated to serve all of the citizens of Texas. Through a combination of private, local, state and federal funding, TAMUG is committed to providing an inclusive and affordable education to all citizens of Texas. Our affordability is demonstrated by an in-state undergraduate tuition rate that remains below average among our peers (as of 2014-2015).

*Measure:* TAMUG will maintain tuition charges for Texas residents below the average in-state tuition rate among our national peer group.
Strategy 9. Accountability

The citizens of Texas demand that TAMUG use their resources wisely. We will strengthen our administrative procedures and operations to optimize our teaching, research, and service mission.

Measure: Administrative costs as a percentage of operating budget are currently over 13%. We will lower costs to 10% or less in the next five years.

Measure: Operating expenses per FTE student are in line with Texas A&M University. We will refine operations and keep expenses in line with those of Texas A&M University.

Strategy 10. Inclusiveness

TAMUG leads peer institutions in our proportion of under-represented minorities in ocean and maritime affairs programs, including 21% of our undergraduates. However, we have improvements to make in the perception of our students that TAMUG fosters an appropriate and suitable environment for multiculturalism. The most recent Diverse Learning Environments Survey bolstered the perception that TAMUG can make improvements in our commitment to diversity. Therefore, we will enhance the campus climate through university-level civic and social responsibility initiatives that facilitate the success of all students, faculty, and staff regardless of their identity. We maintain three climate surveys (faculty, staff, and students) and will use these as well as placement surveys of alumni to inform our progress.

Measure: We will maintain enrollment of under-represented minorities at a level above the average for our national peers in ocean and maritime affairs programs.

Measure: We will increase student satisfaction with the campus climate for multiculturalism to 75% or better including subpopulations of gender, ethnicity and race, veterans, and non-traditional age students.

Measure: Galveston based faculty, staff, and students will rate the campus climate as acceptable or favorable across all dimensions as comparable with all TAMU colleges.

“TAMUG fostered an appropriate and suitable environment regarding multiculturalism”

Survey of TAMUG alumni graduating between 2010 and 2014, conducted in 2015 by Hanover Research (n=297-303 representing 25% of total 2010-2014 cohort)
Strategy 11. Work Life Excellence

We work toward ensuring that all faculty, staff, and student workers regardless of their identity can thrive at TAMUG by providing an array of opportunities for professional development and personal wellness aligned with those offered by our peers. By reinforcing and supporting these initiatives, we will improve the recruitment and retention of faculty, staff, and students at all levels and from all backgrounds. Our continued support and promotion of the health and well-being of the university workforce fosters individual and organizational effectiveness, efficiency and excellence.

**Measure:** Galveston faculty and staff will rate the perceived organizational support and the quality of work-life as acceptable or favorable across all dimensions as comparable with all TAMU colleagues.

**Measure:** Using exit interviews and climate surveys we will work to improve the positive comments in exit interviews from 58% positive to 65% positive and to improve the climate survey participation rate, one measurement of overall engagement, to 75% over the course of 5 years.

**Measure:** Conduct annual health culture audits (HCA), health risk assessment (HRA) surveys, and employee interest surveys with an overall participation rate of 50% or better.
References

Institution Tuition Citation(s)

TAMUG
[1] “Tuition Deregulation.” Texas Higher Education Coordinating Board. March 19, 2013. pp. 39–47. http://www.thecb.state.tx.us/reports/pdf/3013.PDF Note that the 2012-13 figure is based on costs for fall 2012 (multiplied by two). TAMUG figures include mandatory fees, but do not include “average college and course fees” as reported by the THECB.

University of Delaware
“Undergraduate Tuition, Fees, Room and Board Charges per Year and Their Annual Rate of Increase.” University of Delaware. https://sites.udel.edu/ire/files/2014/08/81-fees-1t6fltn.pdf

North Carolina State University

Louisiana State University

Oregon State University

University of Michigan

University of North Carolina
Regents Professor. Teaching English (writing, literature, and film) in a multi-disciplinary department, at a satellite campus of a flagship state university. All degrees at the Galveston campus of Texas A&M University are offered under the name and authority of Texas A&M University at College Station.

SUMMARY OF KEY ACCOMPLISHMENTS

- Named Regents Professor, first person at Texas A&M University at Galveston (TAMUG) to be so named, by the Texas A&M University System. The highest award given by the System (includes nine universities).
- Won three times the highest teaching excellence awards (based on student ratings) given by Texas A&M University System.
- Won the highest teaching award, University-level Distinguished Achievement Award for Teaching, given by Texas A&M University (TAMU) at College Station. The first TAMUG faculty member to have won this award.
- Won the highest teaching award given by TAMUG.
- Won the highest faculty award given by TAMUG: the Distinguished Faculty Award. The only faculty member to have won this award twice.
- Selected by the Texas Council for the Humanities (state agency of the National Endowment for the Humanities) as one of the 24 scholars statewide in its first statewide Speakers Bureau.
- Added, as department head, more than a dozen courses to the TAMUG catalog.
- Released an audio recording “Sea Chanteys & Lore of the Sea.” Featured as a chantey expert on Houston CBS TV news, Wisconsin public radio, College Station public radio, and Dallas AM & FM commercial radio.
- Invented and implemented TAMUG’s first bachelor of arts program: maritime studies.
- Chaired a multi-disciplinary department during two non-consecutive terms, for a total of 15 years.
- Was awarded competitive, multi-source external funding for 16 interdisciplinary projects.
- Published 5 books; 1 award-winning technical manual; 30+ articles (7 refereed); 40+ book reviews; 100+ newspaper articles.

DETAILED CREDENTIALS

EDUCATION:
B.A., English, 1968, Fordham University, Bronx, NY.

TEACHING:

Won a $2500 “Teaching Excellence Award.” based on a uniform faculty evaluation form administered to students on all 11 campuses in the Texas A&M System, spring 2011.

Won a $2500 “Student-Recognition” Teaching Excellence Award, based on a uniform faculty evaluation form administered to students on all 11 campuses in the Texas A&M System, fall 2010.

Won a $2500 “Student-Led” Teaching Excellence Award, based on a uniform faculty evaluation form administered to students on all 11 campuses in the Texas A&M System, 2009-10.

Selected to teach the inaugural honors course at TAMUG, fall 2008.

Founding member of the Faculty Resource Committee (TAMUG, 1994) to encourage good teaching.

Received Texas A&M’s University-Level Faculty Distinguished Achievement Award in Teaching 1992: the university’s highest teaching honor (the first member of TAMUG to receive this award; no other TAMUG faculty member would receive this award for the next 18 years). Selected by vote of the University-wide selection committee.

Teaching in the Road Scholar (aka Elderhostel) Program, 1992-2012., as part of continuing education.

Nominated 1991 by TAMUG as candidate for the Piper Professor (the highest teaching award in Texas).

Voted the Most Effective Teacher 1988 by the student body of TAMUG.


GRANTS:
2006 Awarded $15,221 by Texas Parks and Wildlife to research and write a monograph on the history of the ship known as USS Queens/SS Exambion/USTS Texas Clipper. Project director: S. Curley.

2005 Awarded $7,500 by the Summerlee Foundation to run a public lecture series on Texas music culture. Project director: S. Curley; Assistant: D. Willett.

2004 Awarded $6,719: $2,825 by Humanities Texas (HT), $500 by the Friends of the Rosenberg Library, and $3,394 in-kind by TAMUG, Rosenberg Library, and Galveston Historical Foundation to run a public lecture series on the Texas in the 1950s. Project director: S. Curley; Assistant: D. Willett.

2003 Awarded $8,035: $5,785 by the Texas Council for the Humanities (TCH), $500 by the Friends of the Rosenberg Library, and $1750 by the Trube Foundation to run a public lecture series on the Texas Revolution. Project director: S. Curley; Assistant: D. Willett.

2002 Awarded $6,350: $5,350 by TCH, $500 by the Friends of the Rosenberg Library, and $500 by the Galveston Historical Foundation to run a public lecture series on Texas and Sports: a Way of Life. Project director: S. Curley; Assistant: D. Willett.

2000 Awarded $3,485: $2,385 by the Kempner Fund, $500 by the Friends of the Rosenberg Library, and $600 by the TAMUG to run a public lecture series on Texans on the Potomac. Project director: S. Curley; Assistant: D. Willett.
1999  **Awarded $7,578**: $5,928 by TCH, $1,150 by the Kempner Fund, $500 by the Friends of the Rosenberg Library, and $500 by the Galveston Historical Foundation to run a public lecture series on Texas and the Wild, Wild West. Project director: S. Curley; Assistant: D. Willett.

1998  **Awarded $6,874**: $5,000 by TCH, $1,374 by the Kempner Fund, $500 by the Friends of the Rosenberg Library, and $500 by the Galveston Historical Foundation to run a public lecture series on Texas during the Republic. Project director: S. Curley; Assistant: D. Willett.

1997  **Awarded $6,575**: $5,000 by TCH, $1,075 by the Kempner Fund, $500 by the Friends of the Rosenberg Library, and $500 by the Galveston Historical Foundation to run a public lecture series on Texas & WWII. Project director: S. Curley; Assistant: D. Willett.

1996  **Awarded $1,900**: $1,500 summer stipend, $400 travel, plus free room & board by the National Endowment for the Humanities (NEH) to study America and the Sea at Mystic Seaport.

1996  **Awarded $10,517**: $5,300 by TCH, $2,717 by the Kempner Fund, $1,000 by the Friends of the Rosenberg Library, $1,000 by the Texas Institute of Oceanography, and $500 by the Galveston Historical Foundation to run a public lecture series on the Galveston Odyssey. Project director: S. Curley; Assistant: D. Willett.

1995  **Awarded $9,361**: $5,745 by TCH, $2,616 by the Kempner Fund, and $1,000 by the Friends of the Rosenberg Library to run a public lecture series on the Making of Modern Texas. Project director: S. Curley; Assistant: D. Willett.

1994  **Awarded $8,826**: $5,418 by TCH, $2,408 by the Kempner Fund, and $1,000 by the Friends of the Rosenberg Library to run a public lecture series on Texans Who Made a Difference. Project director: S. Curley; Assistant: D. Willett.

1993  **Awarded $7,340**: $5,340 by TCH and $2,000 by the Kempner Fund to run a public lecture series on Texas in the Great Depression. Project director: S. Curley; Assistant: D. Willett.

1991  **Awarded $10,788** by the Commission on the Bicentennial of the U.S. Constitution to run “town meetings” on amendments to the U.S. Constitution. Coordinated joint efforts of TAMUG and Galveston College. Project director: S. Curley; Assistant: John Carhart.

1991  **Awarded $8,969**: $2,000 by the Wortham Fund, $2,646 by the Kempner Fund, and $4,323 by TCH to run a public lecture series on popular culture in Texas. Project director: S. Curley; Assistant: D. Willett.

1990  **Awarded $11,000**: $6,900 by TCH, $2,100 by the Kempner Fund, and $2,100 by the Wortham Fund to organize and run a public lecture series and create a photographic exhibit on the humanities and the Texas coast. Project director: S. Curley.

1988  **Awarded $10,000**: $8,000 by TCH, $2,000 by the Kempner Fund to organize and manage a study group of humanities scholars looking at how the humanities can help us prepare for life along the Texas coast in the 21st century; and to publish an anthology of essays on the topic. Project director: S. Curley.

1988  **Awarded $183,000** in kind (computer equipment and software) by AT&T Corporation for scientific research and technical writing. Project director: W. Seitz; Assistant director: S. Curley.

1975  **Awarded $2,000**, a summer stipend of $2,000 by the National Endowment for the Humanities (NEH) to study the interrelationship of visual and literary arts at Columbia University.

**OTHER AWARDS & RECOGNITIONS:**

Named **Regents Professor** ($9,000 award), 27 Jan 2005, the highest honor from the Texas A&M University System of 9 universities. (*The first TAMUG faculty member to receive this award.*)

Named Area Chair of Sea Literature (later expanded to Sea Literature, History and Culture), 1999, Popular Culture Association and American Culture Association, National Conference.
Selected, 1997, as one of 24 scholars in the inaugural statewide Speakers Bureau of Humanities Texas (a state agency of NEH); reappointed annually until the bureau, which had grown to 51 speakers, was discontinued in 2014.

Promoted, 1996, to the rank of Full Professor by Texas A&M University.

Selected as participant in NEH Summer Institute “America and the Sea,” Mystic Seaport, Mystic CT, 17 June-27 July 1996.

Selected by Texas A&M University-College Station as one of five teachers to participate in the pilot “Faculty Abroad Seminar” in Mexico City from May 15 to May 26, 1994.

Named 1993 “Teacher of the Year” by the Galveston Chapter of Rotary International.

Nominated, 1990, by John Hyatt, Director of the Rosenberg Public Library, as an advisor to the National Endowment for the Humanities.

Won the 1987 Achievement Award from the Society for Technical Communication in the category of technical user-manual publication for *Palantir Filer*.

Nominated, 1986, by the Vice President for Academic Affairs (TAMUG) for the national Outstanding Advisor Award, sponsored by ACT.

Admitted, 1985, to the Honor Society of Phi Kappa Phi.

Awarded a certificate of commendation for public service in 1984 by the mayor of the city of Galveston for work on the Historic District Board.

Promoted, 1980, to Associate Professor (English) and granted tenure at Texas A&M University at Galveston.

Elected president, 1976, of TAMUG Faculty Advisory Committee.

**LISTINGS IN DIRECTORIES:**


*Contemporary Authors*, vol. 188. (Gale Group, 2000).


*Who’s Who in American Education* (1996-97)


*Outstanding Young Men of America* (1977) by the United States Jaycees.

**ADMINISTRATION:**

*Curriculum Development* (1998): Designed the degree program in Maritime Studies (the campus’ first new degree in 18 years and its only bachelor of arts program). This interdisciplinary course of study focused on the sea, ships, and the coast increased campus degree plans from 7 to 8.

*Head* (1977-80; 1985-97), Department of General Academics, TAMUG. Managed a department for undergraduates who have not yet declared their major. Hired and evaluated faculty who teach all
of TAMUG’s courses in anthropology, English, French, history, kinesiology, mathematics, political science, psychology, Spanish and statistics. Added foreign languages and physical education to TAMUG. Oversaw a gym and computerized calculus labs.

**Acting Dean** (May-August 1988), College of Marine Technology, TAMUG.

Coordinated the 1981 preparation of the self-study report for the accreditation of TAMUG by the Southern Association of Colleges and Schools.

**SELECTED PROFESSIONAL WORKSHOPS:**
Wakonse South Conference on College Teaching, “Canyon of the Eagles Lodge & Park, Burnet, TX, 4-6 Apr 2008.


Annual Lilly Conference on College Teaching, Miami University, Oxford, Ohio, 17 November 1995.


Management Development Program for Academic Administrators, Texas A&M University (TAMU), College Station, TX, 21-26 April 1991.


Teaching and Learning II: Smoky Mountain, Western Carolina University, Cullowee, NC, 30 May-3 June 1989.

Teaching and Learning I: Smoky Mountain, Western Carolina University, Cullowee, NC, 31 May-5 June 1988.

Evaluating Faculty for Promotion and Tenure, Richard I. Miller (Ohio State University), Houston, TX, 25 January 1988.

**SERVICE:**
Won the 2012 **William Paul Ricker Distinguished Faculty Award** (renamed from Faculty/Staff Achievement Award) (*The only faculty member to have received this award twice.*)

Won the 1987 **Faculty/Staff Achievement Award** ($4,000), the highest honor from TAMUG, for a career of service. (*One of the first two faculty members to receive the award.*)

Received the “Friends In Deed” award (2004-present) from Rosenberg Library, the public library of Galveston, Texas, for outstanding volunteer service.

**University:**
Liaison for aesthetic design, Mitchell Statue Committee (2013-17): installing and dedicating a statue of George P. Mitchell on the TAMUG campus.

Member (2007-pres.), Maritime Studies Program Committee

Member (2012-pres.), TAMUG Library Committee

Member (2012-pres.), Veterans Support Committee

Member (2015-18), Promotion and Tenure Review Committee, College Level, TAMUG.

Member (2016-17), Task Force to revise guidelines for Promotion and Tenure and for Post-Tenure Review, TAMUG.

Co-Chair (2011-2013), 50th Anniversary Celebration for TAMUG.

Commencement Address (May 2011), TAMUG.
Member (2010), Search Committee to hire the Director of Communications, TAMUG

Chair (1999-2012), TAMUG Library Committee


Member (1997-2011), TAMUG Commencement Committee.

Member (1991-2010.), Program Council, Galveston Campus.

Emceed the awards ceremony for 3rd Annual Student Research Symposium, TAMUG, 4/24/08.

Commencement Address (December 2006), TAMUG. The first non-administrative faculty member invited to deliver the main commencement address.

Member (2006), Selection Committee, Association of Former Students’ Faculty Distinguished Achievement Award in Teaching-University Level.

Member (2006), Selection Committee, TAMUG Merit Awards for teaching, student service, classified staff, and non-classified staff.

Member (2005-06), TAMUG Commencement Task Force.

Chair (2005), Departmental Promotion and Tenure Committee, Dr. Fred Pearl, Dept. of General Academics.

Chair (2005), Departmental Promotion and Tenure Committee, Dr. Sam Mark, Dept. of General Academics.

Chair (2005), Selection Committee, Faculty Distinguished Achievement Award in Teaching-College Level.

Member (2005), Ship Naming Committee, TAMUG, Made recommendations on names for the new TAMUG merchant marine training vessel.

Member (2005), Nominating Committee for the William Paul Ricker Distinguished Faculty and Staff Awards.

Chair (2004), 3rd-year Promotion and Tenure review, Dr. Fred Pearl, Dept. of General Academics.

Chair (2004), 3rd-year Promotion and Tenure review, Dr. Sam Mark, Dept. of General Academics.


Charter Member (1999-2007), Steering Committee for the Office of Academic Enhancement, TAMUG.

Member (1996-1999), TAMU Council of Principal Investigators

Member (1992-2006), Continuing Education Advisory Committee, Galveston Campus.

Liaison (1987-2003), between TAMUG and the Texas Coordinating Board for remedial education related to the Texas Academic Skills Program (TASP).

Member (1984-2005), Selection Committee, Giles Award, Galveston Campus.

Vice Chair (2002-03), Elected Member (2000-03), Faculty Advisory Committee, TAMUG.

Chair (2002), TAMUG Nominating Committee, William Paul Ricker Distinguished Achievement Faculty and Staff Awards.

Member (2002), Texas Maritime Academy Gala Planning Committee.

Member (2001-02), Promotion Committee for Vince Loffredo, Dept. of General Academics.

Chair (2000-01), Selection Committee, Edwin Eikel Award.

Chair (2000-01), Search Committee, Tenure-Track English Faculty, Dept. of General Academics.
Member (2000-01), Search Committee, Department Head, Dept. of General Academics.

Representative (2000), Association of Former Students’ Distinguished Achievement Awards—University Level, TAMU.

Chair (2000), TAMUG Nomination Committee, Association of Former Students’ Distinguished Achievement Awards—University Level.

Member (2000-01), Promotion & Tenure Committee for Art James, Maritime Administration.


Member (1999), Search Committee for the Director, Seaborne ChalleNGe Corps.

Member (1999), Committee for Departmental Strategic Plan.

Member (1999), Nomination Committee, TAMUG Distinguished Faculty/Staff.

Chair (1998-99), Chair, Search Committee for Director of Human Resources.

Chair (1997-98), Search Committee, Anthropology faculty member.

Chair (1998), Selection Committee, Eikel Award for Top Undergraduate.

Chair (1997-98), Retention Committee, Galveston Campus.

Member (1996-98), TAMUS Chancellor’s Community Development Advisory Board; subcommittee on businesses in the community.

Member (1996-97), Search Advisory Committee for the VP and CEO, TAMUG.

Member (1996-97), Retention Committee, Galveston Campus.

Chair (1995-96), Committee to Develop New Degree Plan (MAST), Galveston Campus.

Member (1995-96), Search Committee for Ship’s Training Officer, Galveston Campus.

Chair (1995), Search Committee to select a department head for the Department of Maritime Administration, Galveston Campus.

Member (1995), Search Committee for Human Resources Director, Galveston Campus.

Member (1995-96), Committee to Revise Budget Request Form, Galveston Campus.


Member (1995), Committee to Improve Personnel/Budget Action Procedures, Galveston Campus.

Member (1985-97), TAMUG Academic Council. Advise the President of TAMUG on all academic and curriculum matters.

Member (1994-95), Search Committee for Dean of Research, Galveston Campus.

Member (1995), Interview Committee for Assistant Admissions Officer, Galveston Campus.

Chair (1995), Shoreside Summer Program Planning Group, Galveston Campus.

Member (1994), Transitional Computer Planning Group, Galveston Campus.

Member (1992-95), Special Computer Committee, Galveston Campus.

Chair (1994), Nominating Committee, Ricker Award, Galveston Campus.

Member (1994), Selection Committee, Eikel Award, Galveston Campus.

Chair (1993), Search Committee and Interview Committee to select a director to physical education, Galveston Campus.

Chair (1993), Research Enhancement Program Committee to award grants, Galveston Campus.
Member (1992), Executive Committee, College of Geosciences & Maritime Studies.
Member (1992-96), Advisory Council, College of Geosciences & Maritime Studies.
Member (1992), Speakers’ Bureau to publicize the needs of higher education in Texas, TAMU.
Executive Council Alternate (1990-92), University Self-Study, TAMU.
Co-Chair (1992-93), Committee to Study the Potential Merger of Maritime-Related Departments.
Executive Council Alternate (1990-92), University Self-Study, TAMU.
Co-Chair and Editor (1990-92), Campus Self-Study for Reaccreditation, TAMUG.
Member (1991), Search Committee to choose the Campus Dean, TAMUG.
Member (1990), Search Committee to choose the Dean of the College of Geosciences and Maritime Studies, TAMU-TAMUG. Appointed by Provost and Vice President for Academic Affairs (TAMU).
Member (1990-91), Committee for Academic Issues involved in the merger of TAMUG and TAMU.
Designed TAMUG’s Communication Enhancement Program (1990) for dealing with problems concerning a teacher’s ability to communicate in a classroom.
Member (1989-92), Physical Education Committee. Commenting about the architectural design of a proposed gymnasium. Designing the physical education curriculum.
Coordinator (1989), TAMUG participation in the faculty art exhibit at the Texas A&M University System headquarters in Houston.
Volunteer Recruiter (1980-95), TAMUG. Attend college nights at area high schools as representative of TAMUG.
Sponsor, General Academics speaker program. Have worked with department faculty to bring outside speakers to TAMUG. Topics include John Paul Jones, history of the American creationist movement, the media and the presidential campaign, John Steinbeck, Martin Luther King, Jr.
Chair (1980, 82, 90), three TAMUG committees for promotion and tenure review of a faculty member.
Chair (1984-85), TAMUG Committee on long-range planning of programs, equipment and facilities.
Chair (1984), TAMUG Commencement Ceremony Committee.

Professional:
Area Chair (1999-pres.), Sea Literature, History and Culture at the national convention of the Popular Culture Association/American Culture Association (PCA/ACA).
Steering Committee (2013-14), Galveston County Reads, Coordinating activities for citywide reading of The Train to Crystal City by Jan Jarboe Russell.
Steering Committee (2015-16), Galveston County Reads, Coordinating activities for citywide reading of The Circle by Dave Eggers.
Steering Committee (2014-15), Galveston County Reads, Coordinating activities for citywide reading of Freeman by Leonard Pitts.
Steering Committee (2013-14), Galveston County Reads, Coordinating activities for citywide reading of Isabel Wilkerson’s The Warmth of Other Suns.
Steering Committee (2012-13), Galveston County Reads, Coordinating activities for citywide reading of Mark Obmascik’s The Big Year.
Steering Committee (2011-12), Galveston County Reads, Coordinating activities for citywide reading of Lisa Genova’s *Still Alice*.

Steering Committee (2010-11), Galveston County Reads, Coordinating activities for citywide reading of Luis Alberto Urrea’s *Into the Beautiful North*.

Steering Committee (2009-10), Galveston County Reads, Coordinating activities for citywide reading of Homer Hickam’s *Rocket Boys*.

Steering Committee (2008-09), Galveston County Reads, Coordinating activities for citywide reading of Jeannette Walls’ *The Glass Castle*.

Steering Committee (2007-08), Galveston County Reads, Coordinating activities for citywide reading of Ernest J. Gaines’ *A Lesson Before Dying*.

Steering Committee (2006-07), Galveston County Reads, Coordinating activities for citywide reading of Barbara Ehrenreich’s *Nickel and Dimed: On (Not) Getting By in America*.

Steering Committee (2005-06), Galveston County Reads, Coordinating activities for citywide reading of Mark Haddon’s *The Curious Incident of the Dog in the Night-time*.


Steering Committee (2004-05), Galveston Reads, Coordinating activities for citywide reading of H.G. Bissinger’s *Friday Night Lights*.

Steering Committee (2003-04), Galveston Reads, Coordinating activities for citywide reading of T.C. Boyle’s *Tortilla Curtain*.


NEH Panelists and Reviewers (1996-97), Evaluate proposals to the National Endowment for the Humanities.

Member (1996-pres.), American Culture Association.

Institutional Representative (1990-pres.), Rhodes Scholarship Competition: to help guide students through the process of applying for the Rhodes Scholarships.

Member (1995-2005), Texas Humanities Alliance.

Member (1998-2000), Program Committee, East Texas Historical Association meeting in Galveston, 18-19 Feb 2000.

Chair (1990), Session on Screenwriting, Galveston Film Festival, Galveston, Texas, 24 March.

Board of Directors (1990), Upper Deck Theater, Galveston College.

Campus Arts Liaison (1987-2001), between TAMUG and the American Association of State Colleges and Universities (AASCU).

Member (1990), Visiting Accreditation Team, Commission on Higher Education, Middle States Association of Colleges and Schools. Made accreditation visit to Webb Institute of Naval Architecture, New York, New York, 1-4 April.

Consultant (1990), Humanities Advisory Committee, Galveston College. Consulted about the creation of a core-curriculum humanities course.

Chair (1990), Session on War and Culture, Texas/Southwest Popular Culture Association, Annual Meeting, Abilene, Texas, 5 February.

Liaison (1988-89), between TAMUG and the Texas Coordinating Board for the statewide development of the TASP test.


Students:
Faculty advisor (and founder), TAMUG Anime Club (2005-10).
Faculty advisor (and founder), TAMUG Catholic Student Organization (2000-08.).
Faculty advisor (and co-founder), TAMUG Drama Club (1987-2003).
Faculty advisor, TAMUG student yearbook (1974-76).

Campus:
High-impact activities:
Delivered remarks about the life of George P. Mitchell at the public dedication of the statue, installed on campus, in his memory, 12/7/17, MAIN lobby. The ceremony was attended by Texas legislators, TAMU and TAMUs administrators, and other prominent people throughout the state.
Announce (for the past three decades) the names of graduates at the May and December commencement ceremonies.
Invited to be commencement speaker at TAMUG graduation ceremonies (December 2006, May 2011). The first non-administrative faculty member to deliver the main commencement address.
Write, for campuswide distribution via Sea Aggie Daily, blurbs commemorating dates in the history of TAMUG.
Arrange an on-campus discussion (2004-present) of the book selected annually by the Galveston Reads (“one book, one city”) program.

Recent service (selective list):
Was selected as a SALT (Sea Aggies Learning Traditions) camp Namesake for Camp Curley. Current students nominate and vote for namesakes to recognize an individual who has contributed to TAMGU in a positive way.
Arranged an on-campus discussion (2/15/17) of Jan Jarboe Russell’s non-fiction The Train to Crystal City. It is part of the Galveston Reads (“one book, one city”) program. Due to my participation, TAMUG appears as a program sponsor on promotional material, including posters, flyers and brochures.
Delivered the orientation speech (filmed 9/14/17, shown 9/17/17) to the freshman of Camp Curley, a namesake SALT camp whose activities were delayed two weeks by Hurricane Harvey.
Gave a 20-minute presentation about “My Faculty Interests” at the New Student Conference, 5:30 p.m., 8/22/17, CLB 100.
Gave an after-dinner presentation about the history of Texas Clipper (Texas A&M Maritime Academy’s training ship, 1965-96) at a reunion of former students, McClory gymnasium, 7/15/17.
Decided 6/22/17 with Grant Shallenberger (Assoc. VP for Admin. and Auxiliary Svc.) the precise orientation of the George Mitchell memorial statue. The statue was installed in July 2017.
Collected and donated two boxes of TAMUG-related artifacts and papers to the Williams Library archives, 3/1/17.
Judged poster session for six MAST students at Undergraduate Research Symposium, SAGC, 4/18/17.
Consulted with the Scholarship & Awards Committee about the history of the Giles Award, for TAMUG students who demonstrate proficiency in life sciences and humanities, 4/26/17.

Delivered the welcome address, “Aggies by the Sea,” to an audience of about 350 during Family Weekend at the TAMUG gymnasium, 10/21/16.

Gave a presentation, sponsored by the Check-In Crew for TAMUG residential halls, to about 60 incoming freshmen about the history of the Galveston campus of Texas A&M, KH 207, 8/22/16.

Donated an original watercolor painting “Bridge Up” to raise money for the TAMUG silent auction benefitting the State Employee Charitable Campaign (SECC), SAGC lobby, 10/31/16.

Honored by the campus literary magazine SeaSpray, published 5/5/16: “this year’s publication [is dedicated] to Dr. Stephen J. Curley, who helped launch the original SeaSpray Literary Journal over 40 years ago. He has been an integral part of our journal every year.”

Presented “The History of Texas A&M University at Galveston,” TAMUG Family Weekend 2015, PMEC 151, 10/24/15.

Judged entries in the original short-story category ($100 prize for 1st place), sponsored by the TAMUG undergraduate literary magazine SeaSpray, 3/10/15.

Advised Neil Golemo, Associate Director for Residence Life, about creating a staff-directed instructional program for TAMUG students who live on campus, 2015.

Emceed, as a substitute for the chief academic officer, TAMUG’s annual ceremony to present Faculty/Staff awards (5-Year Service Awards, Chief Executive Officer’s Meritorious Service Awards, William Paul Ricker Distinguished Faculty/Staff Achievement Awards), OCSB 142, 4/25/14.

Recorded (9/11/13) the voice-over narrative to a video celebrating the 50th anniversary of the opening of Texas A&M’s Galveston campus. Video shown at Galveston Chamber of Commerce luncheon, celebrating TAMUG’s 50th anniversary, San Luis Hotel, Galveston, 9/25/13.


Interviewed as source for a news story about the dedication of the ship General Rudder: “Texas A&M-Galveston Cadet Training Ships Have Had Colorful History,” KBTX.com, 6 June 2012.

Gave a presentation on TAMUG’s 50th anniversary at Aggie Muster, James & Pat McCloy arena, TAMUG, 4/21/12.

Emceed the soft-launch event (slides, speeches, logo unveiling, poster signing, cake cutting) commemorating the 50th anniversary of the authorization of Texas Maritime Academy, the start of the Texas A&M undergraduate program in Galveston.


Emceed, by administrative appointment, the dedication of the TAMUG physical education facility as the Jim and Pat McCloy Arena. Delivered opening remarks and introduced nine speakers, gym floor, TAMUG, 1/20/12.

Community:


Donated an original watercolor painting “Galveston Rock Groin” for the silent auction benefitting ADA, the Women’s Recovery Center of Galveston, for its fundraising luncheon, Galvez Hotel, 9/30/16.


Presented “Chanteys” at the Texas Seaport Museum, Winter Lecture Series, 1/16/16.

Spoke for two hours with Garrison Keillor’s researcher Olivia Pelham about TAMUG and Galveston. Helped supply material used the next week on A Prairie Home Companion, National Public Radio, broadcast live from the Grand 1894 Opera House, Galveston, 4/30/16.


Served on the program committee (creating and scheduling community-related activities) for Galveston Reads, Rosenberg Library’s annual book-discussion program.

Member, Friends of the Rosenberg Library.

Institutional Representative, Rhodes Scholarship Competition: to help guide students through the process of applying for the Rhodes Scholarships.

Member, American Culture Association (national professional association).

Judged the annual literature contest for original poems written and recited by 5th, 6th, 7th, and 8th graders at Stephen F. Austin Middle School, Galveston, TX, 4/21/16.

Area Chair for Sea Literature, History & Culture,” Popular Culture/American Culture Association. Oversaw the creation and operation of two panels at the 2016 national convention, Seattle, WA. Called for, accepted & scheduled papers for the 2017 national convention, San Diego, CA.

Refereed 4 manuscripts as a member of the Advisory Board (2002- ), Journal of American Culture: “Excess of Agony: Eastwood’s Provocation to Theories of Retributive Justice and Redemption”; “Eco-Periodization and American Literature”; “‘Blending the Useful with the Sweet’: Debates about Fiction, Gender, and Power in Antebellum Antislavery Periodicals.”; “Black Belt and Blue Water: The Vigorous Lives and Presidencies of Theodore and Franklin D. Roosevelt.” Speaker (27 October 2010) on the role Galveston Chamber of Commerce in founding TAMUG, breakfast meeting of the Chamber, held at Mitchell campus, Galveston.


Keynote Speaker, 18 May 2005, Employee Recognition Luncheon, UTMB, Levin Hall.


Presentations (2001-09) on Jean Lafitte, Aboard the barge Sprague, Riverboat Excursions, Winter Dockings in Galveston, Texas. 150 attendees each.
Luncheon speaker (22 May 2003) on Jean Lafitte for Daughters of the Texas Republic, Annual statewide convention, San Luis Hotel, Galveston, Texas. 350 attendees.

Presentation (12 Nov 2000) on Chanteying, Fundraiser for the Galveston Bay Foundation, Aboard the *Kirby Observer*, Houston Yacht Club, Seabrook, Texas. 150 attendees.

Irish Songs of Immigration and Sea Songs (4-5 Nov 2000), Music of the Sea Festival, Texas Maritime Museum, Rockport, Texas. 200 attendees.

Speaker (Summer 2000), Storm Speakers Bureau, 1900 Storm Committee, Galveston, Texas.

Presentation (7 Jun 2000) on Chanteying for the National Summer Transportation Institute, Center for Transportation and Research, Galveston, Texas. 30 attendees.

Dinner speaker (15 Jan 2000) on Chanteying for Palacios Yacht Club, Serendipity Resort Recreation Hall, Palacios, Texas. 40 attendees.

Luncheon speaker (28 Jan 1999) on Jean Lafitte for Galveston Bay Symposium, Moody Gardens Hotel, Galveston, Texas. 450 attendees.

Presentation (12 Jan 1999) on Jean Lafitte at meeting of Clear Creek Retired Teachers Association, Clear Creek, Texas. 300 attendees.

Member (1998), Celebrate 2000, City of Galveston, Commission for the Arts.

Presentation (4 Oct. 1997) on the sea in art, music, and poetry at the Texas Maritime Museum, Rockport, Texas. 150 attendees.

Presenter (1990-pres.), Various community-service organizations, Galveston, Texas.

Board of Directors (1990), Galveston Arts Center, Galveston, Texas.

Lector and marriage-preparation counselor (2009-11), Holy Family Church.

Lector and marriage-preparation counselor (1991-2009), St. Patrick Church.

Lector (1984-91) and marriage-preparation counselor (1986-91), Our Lady of Guadalupe Church.

Member (1987-88), Arts Alliance of Galveston.

Manager (1978-92), city-league volleyball team of TAMUG students.

Coordinator (1989-90), TAMUG participation in Mardi Gras’ Hou-Dah Parade.

Reading tutor (1987-89), Project Literacy United States (PLUS), teaching adults to read.


Scoutmaster (1984-86), Galveston Boy Scout troop 123.

Chairman (1978-84), Galveston’s Historic District Board.

Coach (1981), YMCA basketball team for 9-year-old boys.

President (1977), Silk Stocking Historical District.


**MILITARY SERVICE:**

SCHOLARLY PUBLICATIONS:

Authored Books:

Edited Books:

Articles:


*refereed publications

**Book Reviews and Other Articles:**


Curley, Stephen. “Terrible Beauty from a Distance.” Review of After Ike: Aerial Views from the No-Fly Zone by Bryan Carlile (Texas A&M University Press), Review of Texas Books, Fall 2009, 24: 2 [This review is featured as “Editors’ Choice”].


Curley, Stephen. “Texas Zydeco.” Review of Texas Zydeco by Roger Wood. Journal of American Culture, 30 (September): 366. [This article is different from the review which follows.]


RADIO AND TELEVISION:
Interviewed for background material about Galveston to be used by Garrison Keillor on his National Public Radio program *A Prairie Home Companion*, broadcast live nationally from the Galveston 1894 Opera House, 30 April 2016.
“Book Discussion on *The Ship That Would Not Die.*” the C-SPAN cable-network TV series Book TV. Spoke (9 min. segment), as the author of a book on USTS Texas Clipper, first training ship of the Texas Maritime Academy. The program first aired nationally on C-SPAN2, 7 March 2015.

“Book Discussion on *Celluloid Wars: A Guide to Film and the American Experience of War.*” the C-SPAN cable-network TV series Book TV. Spoke (9-min. segment), as the author of a book on American War movies, about the relationship between actual wars and feature-length war movies. The program first aired nationally on C-SPAN2, 7 March 2015.

Appeared as an expert about pirate lore in the television program “10 Things You Don’t Know About Texas.” Spoke (5 min. segment) with 10 Things series host Henry Rollins about Galveston’s pirate Jean Lafitte. The program first aired nationally on History Channel H2, 23 Aug 2014.

Appeared in, was interviewed, and worked as a consultant for a television program about the Texas Clipper I on the episode “Sinking a Ship,” Mega Movers series, originally broadcast on the History Channel, 17 Aug 2007.

Interviewed on KAMU-FM Public Radio, College Station, Texas: 30-minute radio program on sea stories, 4 Sep 1998.

Interviewed, played guitar, and sang songs on KPLX-FM Country and KLIF-AM radio stations, Dallas, Texas: 30-minute radio program on sea chanteys, 16 Mar 1998.

Interviewed on KAMU-FM Public Radio, College Station, Texas: 30-minute radio program on work at sea with chanteys, 12 Aug 1997.

Featured on 4-minute spot, Houston (CBS network) TV evening news (9 June and 16 June 1997). Teaching of chanteys on board Texas Clipper II broadcast by KHOU-TV, Houston, TX.

**REVIEWS OF MANUSCRIPTS FOR PUBLISHERS:**

Reviewed for *Journal of American Culture*. 2017 one submitted article: “‘The World is Y(ours)’: (De)constructions of the American Dream in *The Great Gatsby* and *Scarface.*”


Reviewed for *Journal of American Culture*. 2015 two submitted articles: “‘We Must Prepare the Minds of the Negroes’: An Analysis of the Propaganda Campaign of South Carolina Conservatives in 1876”; “Penelope Gone to War’: The Violence of Home in *Neverhome* and *Father Comes Home From War*”


Reviewed for *Journal of American Culture*. 2011 “‘Watching the Whole Awful Spectacle’: Looking (again) at the Falling Man.”

Reviewed for *Journal of American Culture*. 2010 “Rescuing Masculinity: Captivity, Rescue and Gender in American War Narratives.”

Reviewed for *Journal of American Culture* 2007 “Does Judgment at Nuremberg Accurately Depict the Nazi War Crimes Trial?”


Reviewed, as referee, a manuscript of the article “Monstrous Ecology: John Steinbeck, Ecology, and American Cultural Politics,” subsequently published (Dec 2005) in *Journal of American Culture*.

Reviewed, as referee, a manuscript of the article “It’s not every day that you get a chance to kill an officer”: Anti-authoritarianism and Generic Transformation in 1967-70 Combat War Films” for *Journal of American Culture*.


**TECHNICAL PUBLICATIONS:**


Edited and co-authored software user-manuals for word-processing and inventory-management.

**CHANTEYS AUDIO-RECORDING:**


**SCHOLARLY PRESENTATIONS:**


Presented “Chanteys” at the Texas Seaport Museum, Winter Lecture Series, 1/16/16.


Presented “Conrad’s Unshared Secrets: Point of View and Rank in ‘Youth’ (1898), ‘Typhoon’ (1902), and ‘The Secret Sharer’ (1912)” Chicago, IL, 4/16/14, at the National Meeting of the Popular Culture Association/American Culture Association.


Presented “Sailing and Sex: the Alan Lewrie Novels by David Lambdin,” Boston, MA, 4/22/12, at Popular Culture Association/American Culture Association National Meeting.


Presented “Sticking to (and Discovering) Your Principles as You Teach,” Burnet, TX, 5 Apr 2008, at the annual conference of Wakonse South.


“Founding the Texas Maritime Academy,” Galveston, TX, 19 February 2005. Presentation at East Texas State Historical Association Spring Meeting.


“Voyage of Life,” College Station, TX, 19 September 1994. Presentation at Seminar of Department of Oceanography, Texas A&M University.

“Sea Chanteys and Teaching Literature,” Mexico City, Mexico, 18 May 1994. Presentation at Faculty Abroad Seminar.

“Texas in Fiction,” Galveston, TX, 17 April 1993. Presentation at Marine Education Symposium, Texas A&M Sea Grant.


“The Value of Liberal Arts to Business,” Austin, TX, 17 May 1991. Univ. of Texas Conference on Internationalizing Business Education.


“Living on the Edge: Photographic Essay” (8’x10’), funded by the Texas Committee for the Humanities. Exhibit was on display at Rosenberg Library April-June 1990; at TAMUG library September-December.


“Ralph Waldo Emerson and Self-Reliance,” Galveston, TX. Keynote address presented at the commencement exercise of the Microcomputer Technology Institute, 19 August 1988.


“Sex and the Cinema,” Galveston, TX, 4 December 1987. Presentation and discussion about the Canadian film The Decline of the American Empire at the Galveston Art Center film series.

“Civil Disobedience,” Galveston, TX, 20 January 1986. Presented at Martin Luther King colloquium at TAMUG.


“Dream Vision of Professor Plowman: Student Evaluation of Teaching Effectiveness,” College Station, TX, 8 January 1981. Keynote panel address presented at TAMU System Conference on Quality Teaching.


CONTINUING EDUCATION PRESENTATIONS:


Riverbarge Excursions, Intercoastal Canal Cruise, 2001-08. Made 4-6 presentations each year on Jean Lafitte, aboard the passenger barge Sprague.

OTHER PRESENTATIONS:

“Texas’ Fight for Civil Rights During the First Year of the Texas Maritime Academy” at the Multicultural Reception, TAMUG, 9/24/09.

“Sticking to (and Discovering) Your Principles as You Teach,” 8/22/2008, at TAMUG Faculty Forum.


“History of Texas Clipper,” 5 January 2007, at TAMUG Faculty/Staff Symposium.

“Silence to Sound: Making the Movies Talk,” 5 January 2005. TAMUG Faculty/Staff Symposium.


“Forty-Year History of TAMUG,” 3 January 2003, TAMUG Faculty/Staff Symposium.
“Sentence Structure in Report Writing,” Pelican Island Campus, 30 Apr 2003, University police, TAMUG.
“Chanteys,” Pelican Island Campus, 25 Sep 2000, SEBAC (state employee benefits) Symposium, hosted by TAMUG.
“Chanteys,” Moody Gardens, 7 January 2000, TAMUG Faculty/Staff Symposium.
“Jean Lafitte,” Pelican Island Campus, 8 January 1999, TAMUG Faculty/Staff Symposium.
“Learning Styles of Students,” Galveston College Campus, 26 August 1994, TAMUG Faculty Development Seminar.
“Using Humor in the Classroom,” Pelican Island Campus, 2 March 1994, TAMUG Faculty Development Seminar.

ARCHIVAL DONATIONS:

Donated (2014) to the Jack K. Williams Library Special Collections (archives) about 6 shelf-feet of primary and secondary sources (photographs, interview transcripts, photocopies, etc.) and original ship-related artifacts and ephemera (pamphlets, material objects, etc.) I collected in researching my book *The Ship That Would Not Die*, which is about the *Texas Clipper*, the first training ship of the Texas Maritime Academy.

Donated (2006) to the Jack K. Williams Library Special Collections (archives) about 12 shelf-feet of primary and secondary sources (photographs, interview transcripts, catalogs, booklets, pamphlets, etc.) I collected in researching my book *Aggies by the Sea*, which is about the history of Texas A&M University at Galveston.
JoAnn DiGeorgio-Lutz, Ph.D.
Department of Liberal Studies/Maritime Studies
CLB 130
409-740-4463
digeorgj@tamug.edu
Texas A&M University Galveston
Galveston, TX 77553

Education
  Major: International Politics.

Current Position
Professor and Head, Department of Liberal Studies, Texas A&M Galveston, beginning January 2014

Previous Positions
Professor and Department Head, Texas A&M University-Commerce, 2011-2013
Associate Professor and Department Head, Texas A&M University-Commerce, 2008-2011
Associate Professor, Texas A&M University-Commerce, 2004-2008
Assistant Professor, Texas A&M University-Commerce, 1997-2004
Visiting Assistant Professor, Southern Methodist University, Dallas, TX Fall 1996
Visiting Assistant Professor, University of North Texas, Denton, TX 1994-1996

Courses Taught—Undergraduate and Graduate
International Relations Theory  American National Government
Texas State/Local Politics  Middle East Politics
Intro to Political Science  Honors Texas Government
Conditions of Democracy  Revolutions and Revolutionary Movements
Global Politics in the 21st Century  Political Economy
International Law and Diplomacy  U. S. Foreign Policy
Latin American Politics  Global Terrorism
Honor’s American Government  Honors Service Learning
Theories of War  Comparative Genocide
The Holocaust  Cambodia Service Learning Project
Ethnic Conflict and Civil Wars  The Holocaust: Jewish Life in the Ghettos
Qualitative Research Methods  Model United Nations
Model Arab League  Women and Genocide
**Academic Recognition/Awards**


Fellowship in the Jack and Anita Hess Faculty Seminar on the Holocaust and other Genocides, United States Holocaust Museum and Memorial, Washington, D.C., January 4-11, 2009.

Recipient of the J. William Fulbright Specialist Grant, Dewey International University, Cambodia, December-January, 2010-2011.

**Publications**


__________ Revised and expanded chapter for 2nd edition, 1999
__________ Revised and expanded chapter for 3rd edition, 2003
__________ Revised and expanded chapter for 4th edition, 2006


Research in Progress

**Conference and Research Presentations**

“The Images Speak: Gender and Genocide Memorialization in Guatemala.” Paper accepted for presentation at the 13th International Holocaust and Genocide Studies Conference, Middle Tennessee State University, Murfreesboro, Tennessee, April 19-21, 2018, with Ella McIntire.


“Memory, Memorials, and Gendered Representation in Guatemala: Form and Functions.” Paper accepted for presentation at the 2nd International Association of Memory Studies Annual Meeting, University of Copenhagen, Copenhagen, Denmark, 12-16 December 2017, with Martha Mandujano Galvan.

“Nunca Mas? Gender and Genocide Memorialization in Guatemala.” Paper presented at the 13th Meeting of the International Association of Genocide Scholars (IAGS), University of Queensland, Brisbane, Australia, 9-13 July 2017, with Ella McIntire.


“Same Same but Different: Gender and Genocide Across the Divide.” Paper presented at the 11th Annual International Holocaust Studies Conference at Middle Tennessee State University, October 15-18, 2013, with Donna Gosbee.


“Teaching the Past: Academic Space and the Cambodian Genocide.” Paper accepted for presentation at the Cambodia Studies Conference 2012: Imagining Cambodia. Northern Illinois University, 14-16 September 2012, with Adam Haney.


“Squaring the Circle of Revolution in the Congo: A New Perspective on the Nature of Third World Political Change and Social Conflict.” Paper presented at the 22nd Annual Third World Studies Conference, Omaha, Nebraska, October 7-9, 1999, with Aaron Z. Hale.


"The Role of Islamic Fundamentalism in the Occupied Territories: Hamas, Israel, and the PLO." Paper presented at the Annual Association for Israeli Studies Conference, Emory University, Atlanta, Georgia, May 1993 with Emile Sahliyeh.


Other Professional Activities

Book review editor, Humanities and Social Sciences, Genocide Studies and Prevention: An International Journal.

Manuscript reviewer for Sage Publications as needed.

Presenter, Teaching the Cambodian Genocide, Teacher Workshop at the Dallas Holocaust Museum and Center for Education and Tolerance, Dallas, TX, August 6, 2013.

Panelist, Human Rights Panel, Dallas Holocaust Museum and Center for Education and Tolerance, August 5, 2013, Dallas, TX.

Member of the Board of Directors, Child Hope Organization, Battambang, Cambodia, 2011-2013.

Conducted a needs assessment survey for Child Hope Organization, educational NGO in Battambang, Cambodia, November 2011.

Participant in the First Annual Tel Aviv University Workshop on the Arab-Israeli Conflict, Tel Aviv University, June 2006.

U. S. State Department and Institute of International Education, selection committee member for the Benjamin Gilman Undergraduate Scholarship for Study Abroad, Houston, TX, November 2005.


Guest Speaker, 2nd Annual Palestine Film Festival, September 18, 2004, Southern Methodist University, Dallas, TX. Sponsored by United For Peace and Justice. Topic: Palestinian Refugee Experiences in Lebanon and Syria.

Participant as a certified international election observer for Mexican congressional mid-term elections, June 29-July 10, 1997, Chiapas, Mexico.

Participant in a delegation to Palestine Authority Territories, 10 July - 1 August 1994 organized by the Palestine Aid Society, Washington, D.C.


Service Activities at Texas A&M Galveston Campus

- Faculty Advisor to Circle K
- Member of ACRIC-TAMU
- Member of Council for the Built Environment-TAMUG through 2017.
- Member of the Graduate Instructional Committee-TAMUG
- Member of the International Programs Committee (IPC)-TAMU through 2016
- Judge at the Undergraduate Student Research Symposium, April 2014.
- Panelist at annual Constitution Day event—gave a talk on Women and the Constitution, September 17, 2014
- Member of the Constitution Day committee, Fall 2015-2016
AREAS OF SPECIALIZATION

- Ethics (Ethical Theory, Moral Psychology, and Meta-Ethics), Environmental Ethics

AREAS OF COMPETENCE

- Bioethics, Experimental Philosophy, Philosophy of Mind, Philosophy of Education, Philosophy of Social Psychology, and Logic

EDUCATION

- Ph.D. in Philosophy, York University (2006)
- M.A. in Philosophy, University of Alberta (1998)
- B.A. (Honors) in Philosophy, University of Alberta (1996)

PUBLICATIONS


**PAPERS CURRENTLY UNDER REVIEW**

• “Intersubjectivism, Non-Sentientism, and the Possibility of a Hidden Variable in Ethical Theory,” submitted to *Ethics, Policy, and Environment*.

• “Taking Down the Repugnant Conclusions,” submitted to *Philosophy and Public Affairs*.
  (This is a revised and updated variation of the paper that currently stands as invited by David Schmidtz for the next edition of his OUP textbook.)

• “Dark Modern Sky,” submitted to *The Philosophical Review*.

**PAPERS IN PROGRESS**

• “The Duty of Moral Inertia.”

• “Human Morality and the Dark Sun Hypothesis,” currently invited for resubmission to *Environmental Values*.

• “A Theodicy for the Problem of Free Will.”

• “There Is No Such Thing as Circumstantial Moral Luck”

• “Non-Sentientism, Biocentrism, and the Possibility of Moral Blindsight”

• “Seeing Past, and Through, the Stability and Narrative Approaches to Interference”

• “The Counter-Factual Argument for Biocentrism: a Powerful Breed, but a Lame Horse”

• “Keeping the Allure, But Not the Price, of Freya Matthews’ Ethos of Countermodernity,”

**REFEREED CONFERENCE PAPERS**


• “Christian and Conservative Worldviews,” Annual Meeting of the Canadian Society of Christian Philosophers, held at the Canadian Philosophical Association Annual Congress, Montreal, Quebec, June 2nd, 2010.

• “The Unnoticed Prima Facie Duty”
  • Annual Conference of the Mississippi Philosophical Association, Starkville, Mississippi, Feb 5th-6th, 2010.


• “The Impossible Situation of Environmental Ethics”

  • Annual Meeting of the Canadian Society for the Study of Practical Ethics, Saskatoon, Saskatchewan, May 27th-29th, 2007.

• “Biocentrism’s Distracting Stink”
  • The International Society for Environmental Ethics and The International Association for Environmental Philosophy, 4th Joint Meeting on Environmental Philosophy, Allenspark, Colorado, May 29th-Jun 1st, 2007

  • Canadian Philosophical Association Annual Congress, Saskatoon, Saskatchewan, May 28th-31st, 2007.

• “Seeing Past, and Through, the Stability Approach to Interference”
  • Eastern Meeting of the American Philosophical Association, Washington DC, Dec 27th-30th, 2006. (Awarded an APA Graduate Student Travel Stipend.)

• “Seeing Past, and Through, the Narrative Approach to Interference”


• “The Counter-Factual Argument for Biocentrism: a Powerful Breed, but a Lame Horse,” 14th Meeting of the Association for Practical and Professional Ethics, San Antonio, Texas, Feb 24th-27th, 2005.


• “Tossing the Rotten Thing Out: Eliminating Bad Reasons not to Solve the Problem of Moral Luck”

• “The Aliens Argument Against Communitarianism”
  • The International Association for Environmental Philosophy, Seventh Annual Meeting, Boston, Massachusetts, Nov 8th-10th, 2003.
  • The Ontario Philosophical Society Conference, Ryerson University, Toronto, Ontario, Feb 1st-2nd, 2002.

• “Why Callicott’s Communitarian Environmental Ethic is not Actually or Especially Holistic”

• 22nd Mephistos Graduate Student Conference on the History, Philosophy, and Sociology of Science, Technology, and Medicine, University of Western Ontario, London, Ontario, Jan 31st-Feb 1st, 2004.


• “The Value of Nature: Why it Matters Whether it is Subjective or Objective”
  • Graduate Philosophy Conference, University of Illinois at Urbana-Champaign, Urbana, Illinois, Apr 28th-29th, 2000.


• “The Indefensibility of Callicott’s Subjectivist Environmental Ethic”
  • Humanity and the Cosmos Conference, Brock University, St. Catharines, Ontario, Jan 20th-22nd, 2000.
  • The Ohio University Student Conference on Applied Ethics, University of Ohio at Athens, Ohio, Nov 6th, 1999.

INVITED PAPER PRESENTATIONS

• “Seeing Past, and Through, the Stability and Narrative Approaches to Interference”
  • Department of Philosophy, Oakland University, Rochester, Michigan, Apr 30th, 2007.
  • Department of Philosophy, Clemson University, Clemson, South Carolina, Feb 16th, 2006.


• “Killing and Letting Die,” Department of Philosophy, University of Guelph, Guelph, Ontario, Jan 13th, 2005.


• “Our Greatest Champions, or our Greatest Hindrances? Understanding the Unwitting Disservice that Crisis Averters Have Done to Non-Anthropocentric Environmental
Philosophy,” The International Society for Environmental Ethics and The International Association for Environmental Philosophy, 1st Joint Meeting on Environmental Philosophy, Allenspark, Colorado, Jun 1st-4th, 2004.

SERVICE

- Spring 2014, Member of the Department Steering Committee, General Academics, Texas A&M University at Galveston
- Fall 2014, Member of the Department Renaming Committee, General Academics, Texas A&M University at Galveston
- Fall 2011, Member of the Student Evaluations Committee, General Academics, Texas A&M University at Galveston

ETHICS CONSULTATION EXPERIENCE

- Institutional Ethics Committee Member, University of Texas Medical Branch, Galveston, Texas, (2009-2011).
- Bioethics Committee Member, Tom Baker Cancer Centre, Calgary Health Region, Calgary, Alberta, (2006-2007).
- Intern Bioethics Consultant and Bioethics Committee Member, Hamilton Health Sciences, in conjunction with McMaster University, Hamilton, Ontario, (2003-2004). This was a full year internship.

TEACHING AWARDS

- Awarded a 2015 Crystal Apple Teaching Award by the Dean’s Roundtable at Texas A&M University in College Station.
- Named a 2013 S.A.L.T. Camp Namesake at Texas A&M University at Galveston
- Awarded the 2007 University of Calgary Students Union Honourable Mention Teaching Award for the Faculty of the Humanities. Each year, two UCSU Teaching Awards (one first place, and one honourable mention) are awarded per faculty. The awards are entirely student nominated, selected, and awarded.
- Nominated for (but not awarded) the 2006 National Society of Collegiate Scholars Faculty of the Year Award. This is the only nationwide collegiate faculty award (in the USA) that is entirely student nominated.

TEACHING EXPERIENCE

Teaching:

Assistant Professor, Texas A&M University at Galveston, Galveston, Texas (Fall 2007-Present)

- Ethical Theory (x4 Sessions)
- Formal Logic (x6 Sessions)
- Environmental Ethics (x9 Sessions)
- Advanced Directed Readings in Ethics
Visiting Assistant Professor, *The University of Calgary*, Calgary, Alberta, (Fall 2006-Summer 2007):

- Contemporary Ethical Theories
- Environmental Ethics
- Problems of Philosophy (x2 Sessions)
- Philosophy of Mind
- Killing vs. Letting Die (Graduate)
- Philosophy of Law

Visiting Assistant Professor, *Auburn University*, Auburn, Alabama, (Fall 2004-Summer 2006):

- Ethics and the Health Sciences (x21 Sessions).

Course Director, *The University of Manitoba*, Winnipeg, Manitoba, (Summer 2004):

- Ethics and the Environment (x2 Sessions).

Course Director, *York University*, Toronto, Ontario, (Spring 2004):

- The Meaning of Life (at Atkinson College).

Course Director, *The University of Alberta*, Edmonton, Alberta, (Summer 1996):

- Introduction to Philosophy (x4 Sessions, Non-Credit, for Summer Youth University).

**Teaching Assistance and Marking/Grading:**


- Ethics (x5)
- Administration Ethics
- The Origins of Western Thought
- Applied Ethics (x3)
- The Meaning of Life
- Introduction to Philosophy (x2.5)


- Bioethics
- Formal Logic (x4)
- Cyberphilosophy
- Philosophy of Science
- Environmental Ethics (x2)
- Informal Logic
- Philosophy of Mind

**REFEREEING**

- Refereed for *Mind; Nous; Philosophical Quarterly; Pacific Philosophical Quarterly; Inquiry; The Journal of Value Inquiry; Ethics, Place, and Environment; Transactions: An International Journal of Geographical Research; Dialogue; Environmental Politics; Broadview Press; and the Canadian Philosophical Association*

**PROFESSIONAL MEMBERSHIPS**

- Canadian Philosophical Association
- American Philosophical Association
- Canadian Society for the Study of Practical Ethics (In 2007, a Conference Co-Chair)
- International Society for Environmental Ethics
LANGUAGES

- English (fluent knowledge) and French (reading knowledge)

CITIZENSHIP

- Canadian

REFERENCES

Prof. Robert Myers, Supervisor, Department of Philosophy, York University.
  - rmyers@yorku.ca
  - 416-736-2100 Ext. 44721

Prof. Wayne Sumner, Second Reader, Department of Philosophy, University of Toronto.
  - sumner@chass.utoronto.ca
  - 416-978-4128

Prof. Alan Carter, Department of Philosophy, University of Glasgow
  - a.carter@philosophy.arts.gla.ac.uk
  - (+44) 141 330 4273

TEACHING REFERENCES

Prof. Dennis McKerlie, Department of Philosophy, University of Calgary
  - mckerlie@ucalgary.ca
  - 403-220-5989

Prof. Allen Habib, Department of Philosophy, University of Calgary
  - anhabib@ucalgary.ca
  - 403-220-6461

Prof. Henry Jackman, Department of Philosophy, York University.
  - hjackman@yorku.ca
  - 416-736-2100 Ext. 77595

Last updated: February 2017
Education

Master of Arts in Political Science, 05/2014
Texas A&M University-Commerce, Commerce, TX GPA: 3.92

Bachelor of Science in Political Science, 05/2010
Texas A&M University-Commerce, Commerce, TX GPA: 3.72

Associate of Science in Psychology, 05/2002
Panola College, Carthage, TX GPA: 3.94

Current Position

Instructional Assistant Professor of Political Science, Texas A&M University at Galveston, Galveston, Texas.

Previous Position

Adjunct Professor of Political Science, Texas A&M University-Commerce, Commerce, Texas.

Academic Recognition/Awards

- Recipient of Honorable Mention for Political Affairs at 2012 Model Arab League, March 2012.
- Recipient of the Martin Luther King Jr. Scholar of the Year award, Sulphur Springs, Texas, Fall 2011.
- Awarded Best Policy Paper at Student Conference on National Affairs, College Station, Texas, September 2009.
- Recipient of the Panola College Forensics Scholarship, Carthage, Texas, August 2000 – May 2002.

Classes Taught

- POLS 206 – American National Government
- POLS 207 – State and Local Government
- POLS 232 – Introduction to Public Policy
- POLS 340 – Introduction to Public Administration
- POLS 366 – Political Conflicts of the Middle East
- MAST 425 – Thesis Writing and Social Science Research
- PSCI 2301 – Principles and Foundations of US and Texas Government
- PSCI 2302 – Institutions of US and Texas Government
- PSCI 488 – Comparative Politics of the Middle East

**Presentations**


Roundtable discussant at the Globalization and the Humanities: Texas in the World Conference, Commerce, TX, November 16, 2012.

Panel discussant for 2012 General Election for NACWC, Commerce, TX, November 1, 2012.


Guest lecturer for PSCI 597 on the Cambodian Genocide, May 2011.

Paper presented at the 34th Annual Global Studies Conference entitled, “Harbingers of Instability and Intervention? A Case Study of the Foreign Policy of a Multi-National Corporation”, Omaha, Nebraska, October 2011. (with Mr. Timothy Houston)

Paper presented at Texas A&M Pathways Symposium entitled, “Cuban Ocupado”, College Station, Texas, Fall 2011.

**Service Activities**

- Director, Conservation Lab for Liberal Studies, 2017- present
- Director, Archaeology Lab for Liberal Studies, 2017- present
- Chair, Constitution Day Committee, 2016 - present
- Program Coordinator, Maritime Studies (MAST), 2017-present
- Advisor, Maritime Studies (MAST) Learning Community, 2016- present.
- Secretary-General of 2014 Southwest Regional Model Arab League
- Secretary-General of 2013 Southwest Regional Model Arab League
- Member of the Student Services Fee Committee, Texas A&M University-Commerce, Spring 2012.
- Member of Academic Technology Advising Committee, Texas A&M University-Commerce, Spring 2012 - Spring 2014.
- Lead delegate for Morocco at Model Arab League, March 2012.
- Member of Dean Search Committee for College of Humanities, Social Science, and Art, Texas A&M University-Commerce, June/July 2011.
- Vice President/Senate Chair of Student Government Association, Texas A&M University-Commerce, May 2011 – May 2012.
- Member of Financial Aid Appeals Committee, Texas A&M University-Commerce, academic year 2011/2012
- Served as Chair of the Campaign to elect Douglas T. Rohrbaugh to Commerce City Council, Spring 2010.
- Member of the Financial Aid Appeals Committee, Texas A&M University-Commerce beginning August 2010.
- Helped establish Sister City program between Commerce, Texas and Pailin, Cambodia, Fall 2009 – Spring 2010.
- Lead delegate for Sudan at Model Arab League, Texas A&M University-Commerce, March 2010.
- Treasurer of Pi Sigma Alpha, Texas A&M University-Commerce, September 2009 - 2012.
- Taught broad science with TRIO Headstart program, Texas A&M University-Commerce, September 2009 – May 2010.
- Member of the founding cohort of the Cambodia Service Learning project at Texas A&M University-Commerce, Fall 2009.
- Vice President of Phi Theta Kappa, Panola College, August 2001 – May 2002.

**Membership in Professional Organizations**

Alpha Chi
New Pi of Texas
Phi Theta Kappa
Pi Sigma Alpha
Kristin Josvoll

EDUCATION

Master of Arts: Museum Studies
Johns Hopkins University
Graduation Date: May 2015

Bachelor of Arts: Maritime Studies
Minor: Anthropology
Texas A&M University at Galveston
Graduation Date: August 2012

Bachelor of Science: Marine Biology
Texas A&M University at Galveston
Graduation Date: December 2010

Archaeological Field Work
Gotland University (Högskolan på Gotland)
Research Project: Viking Discovery Program in Ala Parish, Gotland, Sweden
Duration: July 1–21, 2012

MAJOR COURSE WORK

PROFESSIONAL EXPERIENCE

Houston Maritime Museum
Houston, TX 77030
Position: Collections Manager & Registrar
Description:
- inventoried the collection in its entirety
- managed and filed all associated paperwork
- evaluated and performed restorations
- cleaned and maintained the collection
- updated and implemented Collections Management Policy to current AAM standards
- organized collections storage to best fit the needs of the collection within the space
- rotated specimen on display for rest and new public exposure
- established a registrative documentation system for all acquisitions
- implemented beginning stages of digital curation for certain collections
Houston Maritime Museum  
Houston, TX 77030  
Nov. 2013 – Nov. 2014  
Position: Director of Operations  
Description:  
- Managed financials  
- Oversaw the volunteers and their activities  
- Developed marketing tools  
- Assisted the Executive Director with Capital Campaign  
- Exhibition design  
- Collections Management  
- In-house and distance education  
- Retail orders and sales  
- Grant writing  
- Repairs and maintenance  
- Renovations and remodeling  
- Implemented policies for accreditation

Cost Plus World Market  
Houston, TX 77066  
Position: Beverage Department Head  
Description:  
- Placed and received all wine and beer orders  
- Stocked, organized, and maintained the Beverage Department  
- Managed the Beverage fund for CPWM branch store 229  
- Oversaw new beverage floor sets every six weeks  
- Assisted customers in finding merchandise throughout the store  
- Handled register duties including: check outs, returns, and exchanges  
- Answered phones

Texas Seaport Museum  
Galveston, TX 77550  
Position: Internship  
Description:  
- Organized and catalogued collections, specifically with film records and documentation, slides and projectors, artifacts in the exhibits and on the Elissa, and charts and maps  
- Performed maintenance on the Elissa, including varnishing, painting, rust busting, whipplings, splices, tarring rigging, and moving anchors and dinghies to the warehouse  
- Designed exhibits

Houston Museum of Natural Science  
Houston, TX 77030  
June 2010 - Aug. 2011  
Position: Internship  
Description:  
- Docented Malacology Hall, Gems and Minerals Hall, and Fabergé Exhibit  
- Gave demonstrations in the exhibit halls

Galveston Historical Foundation  
Galveston, TX 77550  
Aug. 2010 - Jan. 2011  
Position: Marketing Department Internship  
Description:  
- Administrative assistant skills  
- Performed state wide marketing for Dickens on the Strand and other GHF events  
- Maintained and kept the filing system up to date  
- Delivered flyers and advertisements to establishments all over Galveston
Parker Chase Child Development  
Carrollton, TX  75007  
Position: Infant through Pre-Kindergarten Teacher  
Description:  
❖ Coordinated activities in the classrooms  
❖ Taught letters, numbers, colors, and animals utilizing themed weeks  
❖ Integrated language skills into daily activities  
❖ Interacted with children on playground  
❖ Enhanced children’s development

North Texas Dance Academy  
Carrollton, TX  75007  
Position: Dance Instructor  
Description:  
❖ Trained students ages 3-50 in technical ballet, tap, clogging, and jazz  
❖ Choreographed dances for recitals of all age groups

PERSONAL SKILLS  
❖ Fluent in Microsoft Office and Adobe Systems  
❖ PastPerfect, museum collections management software  
❖ Excellent communication skills  
❖ Flexibility and ability to work with all ages
CURRICULUM VITAE

Samuel Mark

PERSONAL DATA

Professor
Maritime Studies Program
Texas A&M University at Galveston
marks@tamug.edu

2000, Ph.D. Anthropology, Texas A&M University

AREAS OF INTEREST
Ancient Mediterranean Seafaring, Trade, and Vessel Construction
Biological Archaeology with a Specialty in Paleopathology

HONORS
2008, Vice President’s Meritorious Service Award, Outstanding Classroom Teaching, For Outstanding Service to Texas A&M University at Galveston.
2009, Texas A&M University System Teaching Excellence Award, spring semester.

PUBLICATIONS

BOOKS, [Single Author]

PEER REVIEW ARTICLES, [International][Single Author]

2012, A Different Configuration for the Quarter Rudders on the Khufu I Vessel (c.2566 BC) and Egyptian Methods of Mounting Quarter-Rudders and Oars in the 4th (c.2613–2494 BC) and 5th (c.2494–2345 BC) Dynasties. *International Journal of Nautical Archaeology* 41: 84–93. DOI: 10.1111/j.1095-9270.2011.00325.x


2013, A Review of Two Theories Proposing Domestic Goats, Sheep, and other Goods were Imported by Sea to Egypt during the Neolithic Period, *Journal of Ancient Egyptian Interconnections* 5.2: 1–8. DOI:10.2458/azu_jaei_v05i2_mark


2017, Early human migrations (c. 13,000 years ago) or Post-contact Europeans for the earliest spread of *Mycobacterium leprae* and *Mycobacterium lepromatosis* to the Americas. *Interdisciplinary Perspectives on Infectious Diseases* 2017: 1-8. https://doi.org/10.1155/2017/6491606


S. Mark, Accepted, The Development of Steering Gear, Sails, and Hull Profiles as Aids to Dating Late Fifth and Sixth Dynasty Tombs. *British Museum Studies in Ancient Egypt and Sudan.*

S. Mark, Under review, Leprosy in Ancient Egypt: Point of Origin or Pharaonic or Ptolemaic Arrivals, *Journal of Egyptian History.*

S. Mark, Under review, Limitations of historical texts, skeletal lesions, and single-nucleotide polymorphism subtypes in determining the origin and spread of both leprosy species, *Journal of Interdisciplinary History.*

**Book Chapter [Single Author]**


ARTICLES, [International][Single Author]
2004, Osteolytic Lesions in a Native American Skull from the Caplen Site, Texas. Paleopathology Newsletter 126: 8–16.

ENCYCLOPEDIA ENTRIES [Single Author]

TEACHING
2001, Employed at Texas A&M University, Galveston Campus

CLASSES TAUGHT
ANTH 225 Biological Anthropology
ANTH 226 Biological Anthropology Lab
ANTH 316 Nautical Archaeology
ANTH 351 Classical Archaeology
ANTH 423 Bioarchaeology
CLAS 371 In Search of Homer and the Trojan War
MAST 350 History of Wooden Ship Construction
MAST 354 Ancient Egyptian Seafaring
ELIZABETH NYMAN
Maritime Studies Program
Department of Liberal Studies
Texas A&M University at Galveston
PO Box 1675, Galveston TX 77553
email: enyman@tamug.edu

EDUCATION
Ph.D. in Political Science, Florida State University, August 2010.
M.S. in Political Science, Florida State University, December 2006.
B.A. in International Relations, College of William and Mary, May 2005.

CURRENT POSITION
Assistant Professor of Political Science, Department of Liberal Studies, Texas A&M University at Galveston, 1/2016-present.

PAST APPOINTMENTS
Assistant Professor and Anthony Moroux/BoRSF Endowed Professor of Political Science I, Department of Political Science, University of Louisiana at Lafayette, 8/2012 – 12/2015.

Visiting Instructor, Center for International Studies, Georgia Southern University, 8/2011 – 6/2012.

Post-Doctoral Associate, Department of Geography, Florida State University, 8/2010 – 8/2011.

BOOKS

JOURNAL ARTICLES
Tiller, Rachel and Elizabeth Nyman. Forthcoming. “Ocean plastics and the BBNJ treaty - is plastics frightening enough to insert itself into the BBNJ treaty, or do we need to wait for a treaty of its own?” Pre-published online in Journal of Environmental Studies and Science.


Tiller, Rachel and Elizabeth Nyman. 2015. “Having the cake and eating it too: To manage or own the Svalbard Fisheries Protection Zone.” Marine Policy 60: 141-148.


UNDER REVIEW

Nyman, Elizabeth and Rachel Tiller. “Ocean Disputes and Forum Shopping: a Potential Case in the Arctic.”

OTHER PUBLICATIONS


**FIELDWORK AND ADDITIONAL TRAINING**

Gulf of Mexico, May-June 2013.

Traveled on a NOAA research vessel, NOAA Ship *Pisces*, as a Teacher at Sea to help the scientific team conduct studies on Gulf reef fisheries. Follow up research has included trips to NOAA facilities in Pascagoula, MS, and Galveston, TX.


In 2008, I conducted dissertation research at the *Barbados Nation* newspaper archive. Read and coded for content 255 articles from 1998 to 2008 on the maritime dispute between Barbados and Trinidad and Tobago. In 2013, I engaged in follow-up research on Barbadian maritime issues.

Washington DC and Ottawa, Canada, Summer 2010.

Post-doctoral fieldwork on a National Science Foundation funded project. Served as part of an interview team speaking with American and Canadian officials and members of relevant interest groups about Arctic sovereignty issues.

University of Iowa, Fall 2009.

Journeys in World Politics Workshop participant.

University of Michigan, Summer 2007.

ICPSR Summer Program in Quantitative Methods. Undertook coursework in Advanced MLE and Complex Systems Analysis.

Iceland, June 2003.

Undergraduate research award to document the history and geography of southeast Iceland.

**CONFERENCE PRESENTATIONS**


“Saving the Polar Fish: International Approaches in the Arctic and Antarctic.” Paper presentation at the Western Political Science Association Annual Meeting, Las Vegas, April 2015.


“European Maritime History and Conflict.” Paper presentation at the Journeys in World Politics Workshop, University of Iowa, 2009.


INVITED TALKS


“UNCLOS and the Offshore.” Keynote Address, Petrocultures 2016, St. John’s, Newfoundland, Canada.


AWARDS AND GRANT ACTIVITY

International:

2016-2018. Scientific Advisor, “REGIMES: An interdisciplinary investigation into scenarios of national and international conflicts of ecosystem services in the Svalbard zone under a changing climate in the Arctic.” Grant is funded by the Norwegian Research Council and led by Dr. Dorothy Dankel at the University of Bergen, Dr. Yajie Liu at the Norwegian University of Science and Technology, and Dr. Rachel Tiller of SINTEF.

National:

2017-2019. Co-PI, “Promoting Public Stewardship of the Deep Blue Sea Through Real-Time Interaction With a Mesophotic Reef.” $100,000. Grant is funded by the National Academies Keck Futures Initiative, and is led by Dr. Diego Figueroa of the University of Texas Rio Grande Valley. Other co-PIs are Mark Dion of Conceptual Artist Studio, Dr. Nuno Nunes of Tecnico U. Lisbon, Portugal, and Janet Hwang, ArtCenter College of Design.

2016. UNAI-ISA Program Award, International Studies Association. Award arranges and partially subsidizes a meeting with United Nations representatives. Our award is to discuss the Biodiversity Beyond National Jurisdictions initiative under UNCLOS.

2014. Faculty Fellowship to Israel. Award subsidizes a trip to Israel to meet with academic counterparts.

2013. Teacher at Sea Program, National Oceanographic and Atmospheric Administration. Subsidizes placement on a NOAA research vessel for a period of 2 weeks.

State:

2014-2015. Award to Louisiana Artists and Scholars, Louisiana Board of Regents. $28,885. Grant covered sabbatical and research travel for ongoing book project.

University:

2018-2020. T3: Triads for Transformation. “Pirates! A Video Game Designed To Test The Effectiveness Of Anti-Piracy Laws.” $30,000. Grant is funded by the President’s Fund for Excellence and is led by Dr. Elizabeth Nyman (TAMUG), with co-PIs Dr. Samuel Mark (TAMUG) and Dr. Troy O. Bickham (TAMUQ).

2014. Rising Star Award, College of Liberal Arts, University of Louisiana at Lafayette.

2013. Outstanding Advisor Award, University of Louisiana at Lafayette.
2013. Faculty Development Summer Research Grant, University of Louisiana at Lafayette.

2012. Faculty Development Committee Travel Grant, Georgia Southern University.

**Student Awards:**

2008. Congress of Graduate Students Conference Grant, Florida State University.


2007. Janet Box-Steffensmeier Award, APSA Political Methodology Section and ICPSR.


2003. Monroe Scholarship, College of William and Mary.

**TEACHING EXPERIENCE**

Texas A&M University at Galveston, January 2016 – present

*MAST 411: Maritime Piracy.* A discussion of maritime piracy from ancient times to the present.


*POLS 347 Politics of Energy and the Environment:* An introduction to energy and environmental issues and the political, legal, and institutional factors influencing their development and implementation. (3 sections)

University of Louisiana at Lafayette, August 2012 – December 2015

*POLS 220 World Politics:* An introductory comparative politics class that discusses 10-15 countries around the world and their political structures. (4 sections)

*POLS 260/360 International Politics:* Introductory course to the study of international relations. Covers topics such as IR theory, international conflict, international trade and finance, and global issues. (3 sections)

*POLS 364 International Security and Conflict:* Covers various aspects of the study of interstate and civil wars, from theories on how they break out to how they are resolved. (2 sections)

*POLS 390 International Law:* Covers major topics of international law ranging from determining state jurisdiction to international human rights law and war crimes. Covers major treaties in international governance.
**POLS 390: Oceans, Islands, and Pirates:** Considers international maritime issues, such as the law of the sea, environmental protection, and piracy.

**POLS 390 Human Rights:** Considers the theoretical and legal development of the concept of human rights, and the international enforcement of human rights law.

**POLS 425 Middle Eastern Politics:** Considers Middle Eastern politics thematically, focusing on the development of the region, Arab Spring, and Israeli-Palestinian conflict. (3 sections)

**POLS 467 Ethics and International Politics:** Applies the lens of ethics to major issues in international relations, such as war and poverty. (3 sections)

Georgia Southern University, August 2011 – June 2012

**INTS 2130 Introduction to International Studies:** An overview of issues in international studies, focusing more on regions and nations rather than the state. (7 sections)

**INTS 3090 Oceans Islands and Pirates**

**INTS 3090 International Law**

Florida State University, May 2007 – July 2010

**CPO 2002 Introduction to Comparative Politics:** Introductory comparative politics course taught from a disciplinary, cross sectional perspective with applications of game theory to political questions.

**INR 3603 Theories of International Relations:** An overview of the major IR theories. (5 sections)

**INR 3933 Oceans, Islands and Pirates:** (2 sections)

**INR 3933 International Law** (3 sections)

**THESIS SUPERVISION AND COMMITTEES**

**Thesis Supervision:**
Zac Wallace, Undergraduate Honors in Political Science, 2012-2013. Student was awarded “Outstanding Graduate for the College of the Arts” upon receipt of his diploma in 2013.

**Thesis Committee:**
Benjamin Ritt, Master’s in Marine Resource Management, degree expected 2018.

Philippe Callais, Master’s in Architecture (outside member), 2012.

**PROFESSIONAL ACTIVITIES AND SERVICE**

**United Nations**
Member, Group of Experts, World Oceans Assessment. 2018-present.
Earth Systems Governance
Section Co-Leader, International Law, Oceans Task Force. 2018-present.

North American Society for Oceanic History
Secretary and Council Member, 2016-present.

NOAA Teacher at Sea program
Application reviewer, 2013-present.
Representative, NSTA Annual Meeting, 2016.

Panel Discussant
Western Political Science Association Annual Meeting, Las Vegas, 2015.

Roundtable panel member


UNIVERSITY ACTIVITIES AND SERVICE
Texas A&M University Galveston:
Committee of Private Investigators (2017-present)

Coordinator, Maritime Studies Program (2016)

Member, Environmental Management Council (2016)

Member, Assessment Council (2016)

University of Louisiana at Lafayette:

Member, Department of Political Science Scholarship Committee, 2013-2015.
Responsible for selecting 15 students to receive departmental scholarships.

Advisor, Department of Political Science, 2013-2015.
Responsible for advising approximately 30-40 students majoring in political science.

Campus Representative, Boren Scholarships and Fellowships, 2013-2015.
Responsible for assisting with applications to national fellowship program; assembling campus committee to assess applications once submitted.
Georgia Southern University:
   Advisor, Center for International Studies, 2011-2012.
   Responsible for advising undergraduates in the Center’s two majors, the BA in
   International Studies and the BS in International Trade.

Florida State University:
   Faculty Meeting Representative from the Graduate Student Association (Political

TEACHING WORKSHOPS AND PROGRAMS
QM Online Training Workshop (University of Louisiana at Lafayette, Spring 2015): Learned
how to put together and assess an online course.

Teaching the Middle East Workshop (Georgia Perimeter College, April 6-7, 2012):
Presenters discussed topics of interest about the Arab Spring and Middle Eastern culture.

Faculty Reading Roundtable (Georgia Southern University, Fall 2011 and Spring 2012);
read and discussed varying books related to teaching and higher education (On Course by
James Lang, Advice for New Faculty Members by Robert Boice, and Academically Adrift by
Richard Arum and Josipa Roksa)

MEDIA INTERVIEWS/APPEARANCES
   “Study: Offshore drilling has prompted a rise in maritime conflicts around the world,” The
   Washington Post, 26 November 2014. Article discusses my 2015 Energy Research and Social
   Sciences piece.

   “Putin Sanctions Nine US Senators, Including Landrieu,” KATC TV-3 (ABC Lafayette), 20
   March 2014. Interviewed about the Crimean crisis, Russian and American sanctions, and
   impacts on the Louisiana offshore/energy industry.

   “Garland on Japan-China Relations,” WWL AM 870/FM 105.3 (New Orleans), 19 December
   2013. Expert appearance on The Think Tank with Garland Robinette discussing the East
   China Sea island dispute between Japan and China.

   “Recalling Days of Terror,” The Advertiser (Lafayette), 11 September 2013, p 1A.
   Interviewed about American foreign policy for the anniversary of the 9/11 attacks.

   Interviewed about international law and chemical weapons given the ongoing Syrian crisis.

   “Classroom to the Sea and Back,” The Advocate (Baton Rouge), 1 July 2013, p B1. Article on
   my NOAA Teacher at Sea experience.

   “NOAA Teachers at Sea Spread the Word about Fisheries Science,” National Marine
   Fisheries Service website, 27 June 2013. Article on my NOAA Teacher at Sea experience.
“Lafayette Teacher Sets Sail on Fish Survey,” KATC.com (website, ABC Lafayette), 20 May 2013. Article on my NOAA Teacher at Sea experience.

REFERENCES
Available on request.
Curriculum Vitae

Thomas J. Oertling

Liberal Studies Department
Maritime Studies Program
Office: Sea Aggie Center, Rm 404 which is in Room 405
Campus Phone: 409-741-4026
E-mail: oertlint@tamug.edu

Education

Texas A&M University, M.A. in Anthropology with a specialization in Nautical Archaeology, 1984.
Tulane University, B.S. in Anthropology, 1977.
University of Miami, (Fla.) no degree, Biology, September 1973-December 1974.

Experience

Instructional Assistant Professor
January 2013- Present
Texas A&M University at Galveston, General Academics Department, Maritime Studies Program. See courses taught below.

Adjunct Faculty
September 1998 – December 2012
Texas A&M University at Galveston, General Academics Department, Maritime Studies Program. Teaching duties include ANTH-202, Introduction to Archaeology; ANTH-318, Nautical Archaeology in the Americas; MAST 265 & 266, Elissa Sail Training I & II; MAST-345, Texas Gulf Coast Maritime Culture and History; and other courses as they are developed for the Maritime Studies program. Additional duties involve managing the Galveston Archaeological Resources Laboratory at this University.

Principal Investigator
May 2004-May 2006
The Texas Navy Association of Galveston, Texas and The National Underwater and Marine Agency of Denver, Colorado, for the search for the Texas Navy Warship Invincible.

Co-principal Investigator
November 1997 - 2005
The *Denbigh* Project: The Archaeology of a Civil War Blockade Runner. The Institute of Nautical Archaeology, College Station, Texas. 
http://inadiscover.com/projects/all/north_america/the_denbigh_project/introduction/

Principal Investigator
May 1997
Moore Archeological Consulting for the relocation of Site 41HR622 for the Herman Brown Park Bikeway Project, Houston, Texas.

Program Designer
1994-1995
Participated in the development of The Maritime Mystery Educational Program with the staff of The Texas Seaport Museum of Galveston, Texas. This program is designed for high school and secondary school children and is based on underwater archaeology. Its objective is to promote deductive reasoning and problem solving. This Program was awarded The Texas Historical Commission’s 1995 Museum Excellence Award.

Co-Principal Investigator
July 17-29, 1994
Upper Texas Coast Archaeological Survey on the Texas Coast between Rollover Pass and Sabine Pass. The survey included both magnetometer survey of the waters immediately adjacent to the beach and of the beach itself of areas reported to contain historical material.

Principal Investigator
June 1991-April 1997
National Underwater and Marine Agency of Denver, Colorado, for the search for the Texas Navy Warship *Invincible*.

Consultant
February-April 1993

Owner of Past Perfect Historical Research
September 1992-2004
A sole proprietorship engaged in historical and archaeological research.

Researcher
April-May 1992
History display for new Corps of Engineers Headquarters Building, Galveston, Texas, a sub-contract through Texana Design, Galveston, Texas.

Contract Researcher and Consultant
April 1991-March 1992
Various projects for the Galveston Historical Foundation and Coastal Environments, Inc., encompassing archaeology and historical research.

Proprietor of Live Oak Woodworking
April 1991-2005
Custom woodworking, managing all aspects of the business.

**Research Associate**
April 1990-April 1991
Texas Seaport Museum, Galveston, Tx. Responsibilities included historical research for the museum exhibits, working with exhibit designers, creating the format for a database of immigrants' names who entered the U.S. through Galveston and supervising data entry personnel for the same.

**Proprietor** of Wood'N'Things
October 1988-April 1990
Fine wood crafts, managing all aspects of the business.

**Contract Researcher and Consultant**
January 1989-February 1990
Various projects for the Galveston Historical Foundation's Texas Seaport Museum

**Consultant**
July 10-16, 1989
The University of West Florida's archaeological field school, The Deadman's Island Shipwreck, Roger C. Smith, dir.

**Consultant**
October 10-11, 1985
The Corpus Christi Museum for the analysis of a Civil War Torpedo Barge on Mustang Island, TX.

**Archaeologist**
April 16-June 10, 1985
Institute of Nautical Archaeology, a survey of the Bay of Cadiz, Spain, for underwater archaeological resources of the 15th and 16th centuries. In cooperation with the Ministerio de Cultura of Spain.

**Research Assistant**
January 15-March 30, 1985
Institute of Nautical Archaeology, assisted in the reconstruction of the Serçe Limanı Wreck, an 11th-century Islamic merchant ship, at the Underwater Archaeology Museum in Bodrum, Turkey.

**Research Assistant/Associate**
May 1984-September 1988
The Institute of Nautical Archaeology for the Ships of Discovery Project, College Station, Texas. Performed the analysis, recording and writing of the final reports of the Highborn Cay and Molasses Reef wrecks, two early 16th century shipwrecks of the Columbian Period.
In addition, acted in various capacities including managing the Molasses Reef Wreck Conservation Laboratory which included purchasing, personnel and planning; assisted in grant preparation; was responsible for the upkeep and maintenance of a computer based artifact catalog comprising nearly 3,000 entries; edited and standardized a series of project reports; conducted tours of the laboratory facilities; wrote articles for publication, government reports, and presented papers at national conventions.

Archaeologist

September-December 1983
Yorktown Shipwreck Archaeological Project, the State of Virginia, to direct the initial recording and analysis of the Betsey, one of the Yorktown Revolutionary War vessels, and was temporary site supervisor, overseeing excavations, record keeping and volunteer participation for November-December.

Graduate Assistant/Student

January 1979-May 1984
Texas A&M University Nautical Archaeology program to Professor J. Richard Steffy, ship reconstruct or (September 1979-May 1980). Assisted with class preparation and exercises and with research for the reconstruction of an 11th-century Islamic trading vessel. Catalogued and accessioned books, periodicals, and other research materials into the departmental library (January-May 1981).

Field experience from this period included two seasons (1979, 1980) on Revolutionary War period vessels in the York River, Virginia; excavations on the city of Port Royal, Jamaica (1981); excavation of a 16th-century wreck at Turks & Caicos Islands, BWI (1982). Participated in a Parks Canada excavation of a mid-16th century Basque shipwreck in Labrador (summer 1983) to share techniques and procedures of recording shipwrecks.

Archaeological Technician

March 1977-May 1978
New World Research, Inc., acted as excavator, lithics analyst, supervisor of a water sieve operation, and assisted in report writing.

Publications


2001 “The Denbigh Project: test excavations at the wreck of an American Civil War Blockade Runner.” With J. Barto Arnold, III and Andrew Hall. In World Archaeology, 32.3: 400-
412.


"Historical Comments and Observations on the Map "Bahia de Galveston," with translation by Dorothy Karilanovic. The Lafitte Society Chronicles, 2.1 (January): no pg #s.


"Molasses Reef Laboratory Update," *INA Newsletter*, 15.1: 5.


"Saga of *Elissa*: Cruise to Corpus," *INA Newsletter*, 12.4: 11.


Presentations


2000  “The Denbigh Project: The Archaeology of a Civil War Blockade Runner,” with Andrew W. Hall, presented at the Texas A&M University at Galveston Faculty/Staff Symposium at Moody Gardens Convention Center, Galveston, Texas, August 19.


Courses Taught at Texas A&M University at Galveston

Anth 202: Introduction to Archaeology
Anth 313: Historical Archaeology
Anth 318: Nautical Archaeology in the Americas
Anth 409: Science, Pseudoscience, and Critical Thinking
Hist 232: History of American Seapower
Mast 265: Elissa Sail Training*
Mast 345: Texas Maritime Culture and History*
Mast 352: Maritime Craftsmanship*
Mast 441: Maritime Piracy*

*Indicates classes developed by this writer

Developed, but not teaching
Mast 365: Material Culture

Related Skills and Information

Over the years I have acquired knowledge or competence in the following: proficiency in the use of most woodworking tools and model maker.

In the course of my work, I've made three models for research and museum use. While working at the Institute of Nautical Archaeology, I completed a cross-section model of a typical early 16th century Spanish vessel. That model is now part of the Molasses Reef Wreck Exhibit at the Turks & Caicos Islands National Museum on Grand Turk Island, B.W.I. At the same time I made a model of a 16th century suction pump as a research model to explain the orientation of a lead pump valve for the same shipwreck. I have also completed a model for the Corpus Christi Museum, Corpus Christi, Texas, of a Civil War Anti-Torpedo Barge, which is believed to have washed up on Mustang Island. I have also developed "The Scholarship," an educational model which teaches basic wooden hull construction and terminology.

Volunteer work: In 1994-95, I helped to development "Maritime Mystery," an educational program on underwater archaeology for the Texas Seaport Museum, Galveston, Texas, which received the Texas Historical Commission's 1995 Museum Award for Excellence.

Volunteer crew member on the 1877 barque, Elissa, from 1984 to 2016, performing maintenance and as crew for yearly day-sails and 3 offshore voyages on this restored late 19th-century square rigged ship. In 2008 I returned to the crew so I could teach MAST 265/266: Elissa Sail Training I & II. The second part of the course was dropped in 2010. The first part of the
course was taught last in 2015.

**Awards**

2016: CEO Meritorious Service Award for Student Relations
Frederic Baldwin Pearl
Associate Professor
Texas A&M University at Galveston

Current Research Interests: Viking Age Scandinavia, Norse Cosmology, Old Norse Literature, Coastal Site Formation Processes, Archaeology of Western Polynesia, Geophysical Investigation of Archaeological Sites

Degrees


Academic Post
Texas A&M University at Galveston, Associate Professor. Graduate Faculty appointments in the Departments of Anthropology (College Station) and Marine Science.

Executive Post
Director of the Maritime Studies degree program from 2001-2014. Responsible for advising all students in the MAST degree program, developing curriculum, compliance and administration.

Funding Received
2015 Archaeological investigations at Visne Angar: an abandoned Iron Age settlement in Gotland, Sweden. Program to Enhance Scholarly and Creative Activities, Office of the Vice President for Research, Texas A&M University, $10,000.


2004 Mystery of the Mountain Keeps of Samoa: An Archaeological Study of Ecological and Cultural Change. Published in Pearl 2004. Program to Enhance Scholarly and Creative Activities, Office of the Vice President for Research, Texas A&M University, $10,000.

2003 Archaeology of Massacre Bay, American Samoa. Excavation of the site of first-contact between Europeans and Samoans. Published in Pearl 2006; Pearl & Loiseau-Vonruff 2007. Program to Enhance Scholarly and Creative Activities, Office of the Vice President for Research, Texas A&M University, $10,000.
### University Honors

2010  Student Senate Teaching Award for excellence in teaching.

2007  William Paul Ricker Award. The University’s highest award for outstanding achievement in teaching, research and student relations.

### Teaching Experience

<table>
<thead>
<tr>
<th>Dates</th>
<th>University Affiliation</th>
<th>Courses taught (most recent first)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-present</td>
<td>Texas A&amp;M University Galveston</td>
<td>Introduction to Archaeology, Norse Mythology and Viking Archaeology</td>
</tr>
<tr>
<td></td>
<td>Associate Professor</td>
<td>Introduction to Museums and Conservation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Old World Archaeology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Archaeology of the Pacific</td>
</tr>
<tr>
<td></td>
<td></td>
<td>International Maritime Cultures</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Archaeological Field Methods</td>
</tr>
<tr>
<td>2001-2006</td>
<td>Texas A&amp;M University Galveston</td>
<td>MAST Seminar</td>
</tr>
<tr>
<td></td>
<td>Assistant Professor</td>
<td>International Maritime Cultures</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Old World Archaeology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Introduction to Archaeology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cultural Anthropology</td>
</tr>
<tr>
<td>2000</td>
<td>University of Houston Clear Lake</td>
<td>Cultural Anthropology</td>
</tr>
<tr>
<td>1997-1999</td>
<td>Texas A&amp;M University (College Station)</td>
<td>Peoples and Cultures of the World</td>
</tr>
<tr>
<td></td>
<td>Lecturer</td>
<td></td>
</tr>
</tbody>
</table>

### Selected University and Community Service

<table>
<thead>
<tr>
<th>Dates</th>
<th>Organization</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-2015</td>
<td>Harbour Playhouse 501(c)(3) community theater in Dickinson, TX</td>
<td>Volunteer (250+ hours/year) Board of Directors from 2013</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Vice President of Board since 2015</td>
</tr>
<tr>
<td>2013-2015</td>
<td>Texas A&amp;M Galveston Graduate Instruction Committee</td>
<td>Member</td>
</tr>
<tr>
<td>2003-2005</td>
<td>Texas A&amp;M University Faculty Senate</td>
<td>Member</td>
</tr>
<tr>
<td>2002-2006</td>
<td>Texas A&amp;M Galveston Research Advisory Committee</td>
<td>Member</td>
</tr>
<tr>
<td>2001-2014</td>
<td>Texas A&amp;M Galveston Maritime Studies Degree program.</td>
<td>Director Advisor for all students in program</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Program development</td>
</tr>
</tbody>
</table>
Peer-Reviewed Publications

Pearl, Frederic B.

Pearl, Frederic B., and William Sauck

Pearl, Frederic B., and Sandy Loiseau-Vonruff

Johnson, Phillip R., Pearl, Frederic B., Eckert, Suzanne L., and William D. James

Pearl, Frederic B.
2006 Late Holocene landscape evolution and land-use expansion in Tutuila, American Samoa. *Asian Perspectives* 45(1):48-68.

Eckert, Suzanne L., and Frederic B. Pearl

Pearl, Frederic B.

Pearl, Frederic B., and D. Bruce Dickson

Dickson, D. Bruce, Pearl, Frederic B., Gang, G., Kahinju, S., and S. Wandibba

Pearl, Frederic B.

Pearl, Frederic B., and Michael Waters
Shaffer, Brian S., J. Phil Dering, J. Labadie, Frederic B. Pearl, A. Michelle Huebner
1997 Bioturbation of submerged sites by the Asiatic clam: a case study from Amistad

**Book Review**

Frederic B. Pearl
1999 Architecture, Ritual, and Women's Roles in the Sahara (L. Prussin). *Current
Anthropology* 38: 318-320.

**Papers Presented at Professional Meetings**

2014 EM and magnetic methods used at the Visne Angar archaeological site, Gotland Island,
Sweden. Paper presented at the 27th Symposium on the Application of Geophysics to
Engineering and Environmental Problems, Boston (2nd author with William Sauck).

2007a Geoarchaeological and Geophysical Investigations at Aganoa; an Early Polynesian Site in
American Samoa. Paper presented at the 72nd Annual Meeting of the Society for
American Archaeology Meeting, Austin. (1st author with William Sauck).

2007b Archaeological investigations of mountain settlements on the Samoan island of Tutuila.
Poster presented at the 72nd Annual Meeting of the Society for American Archaeology
Meeting, Austin. (2nd author with Phil Johnson).

2007c Successful application of geophysics at the Aganoa Archaeological Site, island of Tutuila,
American Samoa. Paper presented at the 20th Symposium on the Application of
Geophysics to Engineering and Environmental Problems (2nd author with William
Sauck).

2006 INAA of Samoan basalt quarries on the Island of Tutuila. Paper presented at the 71st
annual Society for American Archaeology Meeting, San Juan, Puerto Rico. (2nd author,
with P. Johnson, S. Eckert, and W. James).

2005a Investigations into the last 1000 years on Tutuila, American Samoa. Paper presented at
Oceanic Explorations (Lapita Conference), Nuku’alofa, Tongatapu, Kingdom of Tonga.

2005b The chronology of mountain residential sites in American Samoa. Paper presented last
the 70th Annual Society for American Archaeology meeting, Salt Lake City.

2003 First season of excavations at Massacre Bay, American Samoa. Poster presented at the
68th Annual Meeting of the Society for American Archaeology, Milwaukee.

2002a Human prehistory in the Kipsing and Tol River watersheds in Mukogodo Hills Region of
Central Kenya (with D. Bruce Dickson). Poster presented at the 67th Annual Meeting of
the Society for American Archaeology, Denver.

2002b Documenting the western river steamboat Mary Conley and the use of mini-projects as a
strategy to teach archaeology (with Andrew Hall). Poster presented at the 2002 Annual
Meeting of the Society for Historical Archaeology, Mobile.

2001 Preliminary excavations at the Lenkiteng site (GnJm 38) in the Tol River watershed of
central Kenya (with D. Bruce Dickson). Paper presented at the 66th Annual Meeting of
the Society for American Archaeology, New Orleans.


Technical Reports

Pearl, Frederic B.

1998a A cultural resource survey of a proposed detention basin (HCFC unit B500-01-00) along Armand Bayou, Harris County, Texas. Moore Archaeological Consulting. Houston, Texas.

1998b A cultural resource survey of a proposed Clear Creek mitigation site in Harris County, Texas. Moore Archaeological Consulting. Houston, Texas.

1998c A cultural resource survey of a proposed Clear Creek mitigation site in Harris County, Texas. Moore Archaeological Consulting. Houston, Texas.

1997a A cultural resource survey of a proposed expansion of the Langham Creek floodwater detention basin (HCFC unit U500-01-00) in Harris County, Texas. Moore Archaeological Consulting. Houston, Texas.

1997b A cultural resource survey of a proposed Harris County Flood Control diversion channel in eastern Harris County, Texas. Moore Archaeological Consulting. Houston.

1996 Geology of Mission Dolores de los Ais. in Carlson, S. and K. Quinn (eds.) Archaeological Investigations at Mission Dolores de los Ais (41SA25) 1995-96 San Augustine County, Texas. Historic Sites Research, College Station.

Pearl, Frederic B. and Steve Ahr

1997 A cultural resource survey of a proposed Harris County Flood Control Diversion Channel in eastern Harris County, Texas. Moore Archaeological Consulting. Houston.

Frederic B. Pearl and Michael Jackson


Pearl, Frederic B. and M. R. Waters

Pearl, Frederic B., Loiseau-Vonruff, S. and M.A. Feulner  
Texas A & M University Galveston, Maritime Studies Archaeology Lab.

Lim, B., Frederic B. Pearl & Sue W. Moss  
2000 Cultural Resources Survey of US290 (SH95 to one mile east of FM696), Bastrop County, Texas. Quadrant Consultants. Houston.


Thoms, A., Frederic B. Pearl, B. Olive and M. Jackson  

Theater Experience  
2016 Falling for Eve (Director), Bay Area Harbour Playhouse.
2015 Guards! Guards! (Director), Bay Area Harbour Playhouse.
2014 The Cat and the Canary (Director), Bay Area Harbour Playhouse.
2014 Not Now Darling (Leading Actor-Director), Bay Area Harbour Playhouse.
2013 Wyrd Sisters (Director), Bay Area Harbour Playhouse.
2013 Bride, (Leading Actor), Bay Area Harbour Playhouse.
2012 A Christmas Carol (Supporting Actor), Bay Area Harbour Playhouse.
2012 A Nice Family Gathering (Leading Actor), Bay Area Harbour Playhouse.
2012 Treasure Island (Actor-Director), Texas A&M University at Galveston.
Curriculum Vitae

DANIEL S. TRABER

EDUCATION
Ph.D. University of Houston, English and American Literature, 2000
M.A. University of Texas at El Paso, English and American Literature, 1995
B.A. University of Texas at Austin, English (minor in History), 1991

PUBLICATIONS
Books:

Articles:
• "Hegemony and the Politics of Twain's Protagonist/Narrator Division in Huckleberry Finn." South Central Review: The Journal of the South Central MLA 17.2 (2000): 24-46.

Book Chapter:

Reprints:


In Progress:

- "Polemic and Bromide: Essays on Popular Culture (and Other Stuff)" (book).
- "De- and Reterritorializing Non-Identity in Sula and The White Boy Shuffle" (article).
- "Can Bruno Shift?: Classic Car Agency and Early Porsche 911 Fandom (A Willfully Subjective Appropriation of Actor-Network-Theory)" (article).
- "Fashion and the Oceanic Identity in Melville's Redburn" (article under review, LIT).

PRESENTATIONS

- "Driving Simulators, Hegemony and How to Make Sucking Subversive." Popular Culture
• "The Noise That Binds: Negotiating History and Community in Lo-Fi Garage Rock."
• "Pick It Up! Pick It Up! . . . Again: The Transnationalism of Third-Wave Ska."
• "Kill Your Genre: How Fake Cowboys, a Shark Flick and the Model Minority Intersect."
• "Open Wheels, Flexible Borders: Globalization in the Formula One Racing World."
• "Culturicide in Paul Beatty's The White Boy Shuffle."
• "The Ultimate Paradigm Shift: BMW's New Design Strategy vs. the Enthusiast Discourse."
• "The Limits of Strategic Essentialism in Ishmael Reed's Mumbo Jumbo."
• "Got Hybridity?: From Racial to Cultural Purity in Ceremony."
• "Chris Rock's Racial Paradox: Social Construction and Authenticity in CB4."
• "Chris Rock's Critical Race Theory: Progress and Paradox."
• "Locating the Punk Preppy: Postmodern Hybridity or Farce?"
• "At the Center's Edge: Manipulating Gender(s) in A Farewell to Arms."
• "Whose Boundaries?: Rethinking Hemingway and Gender."
• "Female Gender Performance in A Farewell to Arms."
• "American Naturalism's Other Logic?: The White Ethnic in Crane's Maggie."
  Rereading Realism and Naturalism (an American Literature Association symposium). Puerto Vallarta, Mexico. 15 December 2000.
• "Whiteness and the Rejected Other in The Sun Also Rises."
• "The Crisis of Whiteness in DeLillo's White Noise."
• "Imperialism or Parody at Disney's EPCOT?: The Ambiguity of the World Showcase."


  *This presentation was televised on About Books (C-SPAN2), 11 July 1998.


TEACHING

Texas A&M University at Galveston

Assistant Professor, 2001-2007

Herman Melville's Sea Novels
American Ethnic Literature
African-American Literature
Introduction to Cultural Studies and Popular Culture
American Literature, 1865 to the Present
Shakespeare
Writing about Literature
Composition and Rhetoric
Texas A&M University at Kingsville
Visiting Assistant Professor, 2000-2001
American Literature circa 1925
1980s American Literature and Culture
Readings in Short Story and Drama
Rhetoric and Composition

University of Houston
Graduate Instructor, 1995-2000
Lines of Marginality: (Re)Presenting Otherness
Contemporary Multicultural Literature
American Short Fiction
Modern American Satire in Literature and Film
American Poetry, 1865-1965
Cultural Studies: Readings in Theory and Practice
Rhetoric and Argument
Freshman Composition

University of Texas at El Paso
Graduate Instructor, 1994-1995
Freshman Composition

TEACHING & RESEARCH INTERESTS
American Literature (after 1865)
American Studies
Critical and Literary Theory
Cultural Studies and Popular Culture
Identity and Subjectivity (performativity, hybridity, border studies and critical race studies)
Modernism and Postmodernism (theory and culture)

PROFESSIONAL SERVICE
Texas A&M University at Galveston
Spring 2017 Department of Liberal Studies Post-Tenure Review Sub-Committee of the Whole.
2016 External reviewer for Third-Year Review of Maritime Administration Tenure-Track Candidate Ping Wang.
2016-19 Texas A&M University (College Station) Committee on Academic Freedom, Responsibility, and Tenure.
2016 Department of Liberal Studies Annual Review Metrics Committee.
2012-present College Faculty Development Leave Review Committee.
2010-15 Departmental Promotion and Tenure Advisory Committee.
Spring 2010 Department of General Academics Chair Search Committee.
Fall 2007 Associate Vice President for Academic Affairs Search Committee.
2007- Faculty Candidate's Tenure and Promotion Committee, Dept. of General Academics.
Spring 2006 Senior Thesis Advisor, Lyndsey Raney.
2006-09 Maritime Studies Program Steering Committee, Dept. of General Academics.
2006-12 Faculty Advisory Committee, Department of General Academics Representative.
2005-06 Classroom Facilities Committee.
2004- present TAMUG Honor Council.
2004-05 Editorial Advisory Board, Nautilus (school newspaper).
2003-04 Faculty sponsor, TAMUG Reader's Club.
March 2002 Former Students Distinguished Achievement Teaching Award Selection.
2002 Ad Hoc Committee on Writing Intensive Courses, Dept. of General Academics.
Fall 2001 Faculty Evaluation Guidelines Committee, Department of General Academics.
2001-02 Editorial Advisory Board, Nautilus.

Texas A&M University at Kingsville
2000-01 Graduate English Studies Committee, Department of Language and Literature.
2000-01 Computer Classroom Committee, Department of Language and Literature.
2000-01 Publications and Recruitment Committee, Dept. of Language and Literature.

University of Houston
1998-99 Graduate Studies Committee, Department of English. Chair, Admissions and Graduate Placement sub-committee.
Spring 1998 Ad Hoc Committee to Review the M.A. in Literature, Department of English.
Apr. 1998 Co-Director, "Discipline(s) & Dissent(s)" Tenth Annual Graduate English Society Conference on Literature and Culture.
Feb. 1998 Graduate Student Representative, Chairperson Search Committee.
1997–98 Co-President, Graduate English Society.
1996–97 Graduate Student Representative, Academic Honesty Committee, College of Humanities, Fine Arts, and Communication.

Other
March 2018 Panel Chair, "Planes and Porsches." Popular Culture Association. Indianapolis, IN.
May 2016 Invited article submission reviewer, "Landscape and Masculinity in Ernest Hemingway's A Farwell to Arms," The Hemingway Review.
Nov. 2015 Panel Chair, American Literature II sessions, South Central Modern Language Association. Nashville, TN.
2014-16 American Literature Representative, South Central Modern Language Association Executive Committee. Chair, Conference Program Committee 2015-16.
          San Antonio, TX.
Nov. 2010  Panel Chair, "Musical Meanings in America and Beyond."  American Studies
          Association of Texas.  Commerce, TX.
Feb. 2010  Invited book manuscript submission reviewer, "Visual Vitriol: The Urban Folk
          Art and Culture of the Punk Generation" by David Ensminger.  Published
          as Visual Vitriol: The Street Art and Subcultures of the Punk and Hardcore
April 2009 Panel Chair, "Black Music Culture II: Black Music/Global Performance."  Popular
          Culture Association.  New Orleans, LA.
Nov. 2008  Panel Chair and Organizer, "Filmic Borders: Intersections, Crossings,
          Demolitions, Evasions."  South Central Modern Language Association.
          San Antonio, TX.
March 2008 Panel Chair and Organizer, "Motorsport Mundial: Globalization and
          Transnationalism in Auto Racing."  Popular Culture Association.  San
          Francisco, CA.
Nov. 2006  Invited to give an endorsement for Mark Moss's Shopping as an Entertainment
Apr. 2006  Panel Chair, "Automobile Culture II: The Automobile as Cultural Expression."  
          Popular Culture Association.  Atlanta, GA.
Mar. 2004  Panel Chair, "Tricksters, Hybridity and Ethnic Borders."  MELUS.  San Antonio, TX.
Oct. 2003  Panel Organizer, Contemporary American Fiction.  South Central Modern
          Language Association.  Hot Springs, AR.
Oct. 2003  Panel Chair and Organizer, American Literature after 1900.  South Central
          Modern Language Association.  Hot Springs, AR.
Feb. 2003  Attendee, State-of-the-Art Learning Environments: The Pew Grant Program in
          Course Redesign (Through Technology in the Classroom).  Dallas, TX.
2002-03  Chair, Division on American Literature II after 1900, South Central Modern
          Language Association.
Dec. 2002  Invited article submission reviewer, Contemporary Literature.
2001-02  Secretary, Division on American Literature after 1900, South Central Modern
          Language Association.
Nov. 2000  Panel Chair, "Theory in the Undergraduate Classroom, Possibilities and
2000  Invited book submission reviewer, McGraw-Hill ([1] a proposed Introduction to
1999-2000 Chair, Division on Literary Criticism and Theory, South Central Modern
         Language Association.
1998-99  Secretary, Division on Literary Criticism and Theory, South Central Modern
         Language Association.

PROFESSIONAL ORGANIZATIONS
American Literature Association
American Studies Association
Modern Language Association
Popular Culture Association
South Central Modern Language Association
Southwest Popular Culture Association
Laura G. White  
Texas A&M University at Galveston  
Department of Liberal Studies  
P.O. Box 1675  
Galveston, TX, 77553, USA  
lauragwhite@tamu.edu

RESEARCH INTERESTS

- Public outreach and education in archaeology
- Diving safety and education
- Materials use and exploitation in antiquity (particularly maritime materials)
- Applications of analytical chemistry and biology in archaeology
- Shipbuilding practice and philosophy
- History of technology as it pertains to ship construction
- Human/environmental interaction, as it manifests in material culture

EDUCATION

Ph.D. Anthropology (focus in Nautical Archaeology)  
Texas A&M University  
August 2010-Present

- GPA 3.96/4.0. Currently ABD status, and nearing completion.
- PhD dissertation: “The painting and preservation of ships in antiquity”
- Chair: Dr. Cemal Pulak

M.Sc. Archaeological Sciences  
University of Bradford, Bradford, UK  
July 2011

- Completed with Distinction

B.S. Marine Sciences/B.A. Maritime Studies  
Texas A&M University at Galveston  
December 2008

- Minors: Chemistry and Anthropology,
- Completed Summa cum Laude
- Undergraduate Honors Thesis: “A cross-methodological approach to the conservation of waterlogged leather” submitted in March, 2008
PUBLICATIONS

- White, Laura 2015 “Nitrox in Underwater Archaeology” In press, INA Quarterly

- IN PROGRESS: White, Laura and Willis, Staci 2015 “Palynological Analysis of the Beeswax cargoes of the San Felipe Galleon” Solicited by the Journal of Maritime Archaeology, planned to submit November 2015


- White, Laura and Willis, Staci 2015 “The Pollen in the Beeswax” in The Discovery of the San Felipe: A Sixteenth-Century Manila Galleon on the Shore of Baja California. Instituto Nacional de Antropología e Historia, Subdirección de Arqueología Subacuática, Mexico City. IN PRESS

- White, Laura 2014 “Beginnings and Endings: The Final Field Season at Bajo de la Campana. CMAC News and Reports Summer 2014

- White, Laura 2014 “INA Equipment Back in Action” In press, INA Quarterly


- White, Laura & B. Stern “A Sticky Business: Characterizing Non-Wooden Shipbuilding Materials using Intensive Analytical Techniques”
  - Paper presented 10/19/2012 to International Symposium on Boat and Ship Archaeology; submitted in 7/13. IN PRESS.

ACADEMIC APPOINTMENTS

Lecturer September 2016-present
Texas A&M University at Galveston Department of Liberal Studies
- DIVE 331: Advanced Diving Technology
- DIVE 357: Dive Leadership: Divemaster
**Dissertation Fellow**  
TAMU Office of Graduate Studies  
August 2015-August 2016

**Graduate Teaching Assistant**  
TAMU Department of Anthropology  
- ANTH 201, Introduction to Anthropology  
January 2015-August 2015

**Scientific Diving Course Coordinator**  
TAMU Department of Health and Safety  
August 2014-August 2015

**Diving Safety Officer**  
Institute of Nautical Archaeology  
August 2014-August 2015

**Graduate Instructor**  
TAMU Department of Anthropology  
- Full-Responsibility Instructor of Record  
  - ANTH 205, People and Cultures of the World, 85-100 students per semester  
  - ANTH 415, Anthropological Writings, 20-student, writing intensive section.  
  - ANTH 210, Social and Cultural Anthropology, 50-student section.  
August 2012-Dec. 2014

**Assistant Field Director: Godavaya Shipwreck Project**  
Institute of Nautical Archaeology  
January-May 2014

**Assistant Diving Safety Officer**  
Institute of Nautical Archaeology  
Jan. 2013- August 2014

**Graduate Assistant for Research**  
TAMU New World Seafaring Lab  
August 2011-July 2012

**Assistant Diving Safety Officer**  
TAMU Department of Safety and Security  
August 2010- Aug. 2014

**Laboratory Instructor**  
TAMUG Marine Science Department  
- CHEM 102, Inorganic Chemistry Lab  
- CHEM 237, Organic Chemistry Lab  
January 2009-June 2009

**Divemaster**  
TAMUG General Academics Department  
August 2008-June 2009
Laboratory Assistant (Chemistry)  
TAMUG Marine Sciences Department; Chemistry Lab  
January 2005- Dec 2008

Research Assistant (Coastal Geology)  
TAMUG Marine Sciences Department; Coastal Geology Lab  
January 2007-June 2007

Archaeology Lab Manager  
TAMUG Maritime Studies Department; Galveston Archaeological Research Lab  
June 2006-June 2007

CONFERENCE PRESENTATIONS and POSTERS

White, Laura  
September 2015  
- “An Industry or an Afterthought? Archaeological and historical evidence for the production of waterproofing materials for ancient ships”  
- Paper accepted at the International Symposium on Boat and Ship Archaeology

White, Laura and Staci Willis.  
January 2015  
- “Investigations of the Beeswax Cargo of the 1576 San Felipe Manila Galleon”  
- Paper presented at the Society for Historical Archaeology Annual Conference

White, Laura & B. Stern  
November 2012  
- Paper presented to International Symposium on Wood Tar and Pitch

White, Laura  
November 2011  
- “A Sticky Business: Tarring and Caulking in Scandinavian Boatbuilding”  
- Poster presented at the INA Annual Board of Director’s Meeting

White, Laura & B. Stern  
November 2011  
- “A Sticky Business: Characterizing Non-Wooden Shipbuilding Materials using Intensive Analytical Techniques”  
- Paper presented 10/19/2012 to International Symposium on Boat and Ship Archaeology

White, Laura  
November 2008  
- “The Use of GIS in Water Chemistry Education.”  
- Poster presented at the TAMUG Research Symposium

White, Laura  
November 2001
- “A Cross-Methodological Approach to the Conservation of Waterlogged Leather”
- 1st Place Overall Undergraduate Research Project Poster—TAMUG Research Symposium
- 2nd Place Marine Science Poster—TAMUG Research Symposium

White, Laura

- “The use of Lead-210 Dating in Archaeology”
- 1st place poster in Maritime Studies—TAMUG Research Symposium.
- Completed as part of the Texas Institute of Oceanography Research Scholar Program.

INVITED LECTURES, PRESENTATIONS and WRITINGS

“Ancient Warships”
“Early Roman Seafaring”
- Presented at Stephen F. Austin State University

“Marital Residence and Kinship”
“Sexuality and Gender”
“The Rise of Cities and Civilizations”
“Non Human Primates”
- Presented to ANTH 201:501 and 502

“Nautical Archaeology and Survey”
- Presented at the Girls in Ocean Science Conference
- Ocean Institute, Dana Point, California

“Underwater Archaeology and Scientific Diving”
- Presented to MARB 345

“The Ancient Shipwreck at Godavaya, Sri Lanka”
- Co-wrote and organized public blog entries over a season of excavation to stimulate public interest in the project.

“Analyzing Kinship”
- Presented to ANTH 205: 519

“The Gods Must be Crazy: An Anthropological Perspective”
- Presented to ANTH 205: 516

“The First Field Season of Excavation at the 1st Century Shipwreck at Godavaya, Sri Lanka”

November 2007

“Analyzing Kinship”

October 2014

“The Gods Must be Crazy: An Anthropological Perspective”

October 2014

“The First Field Season of Excavation at the 1st Century Shipwreck at Godavaya, Sri Lanka”

November 2013
- Presented at the INA Annual Board of Director’s Meeting.

- Presented to MARB 345:501: Introduction to Scientific Diving

“Building a Save-a-Dive Kit” November 2012
- Presented as a departmental brownbag lecture.

“Old Ships, New Perspectives” October 2012
- Guest lecture given at the University of Warsaw

- Presented as a departmental brownbag lecture.

“So I’ve Got a Degree in Anthropology...Now What?” December 2011
- Presented to ANTH 216:501, Introduction to Nautical Archaeology

“Phoenician Ph-inale: The Claude and Barbara Duthuit Expedition to Bajo de la Campana” November 2011
- Presented at the INA Annual Board of Director’s Meeting

ARCHAEOLOGICAL FIELDWORK

Fieldwork Technician May-July 2016
Friedkin Archaeological Site, Texas
- Assistance in the excavation of a pre-Clovis settlement site in West-Central Texas.

Post Excavation Assistant June, 2014
Sutiles Project, Italy
- Assistance in post-excavation timber recording of a Roman-era laced boat from Venice Lido. for the Sutiles project, a project completed by the University of Udine.

Assistant Field Director January 2014-May 2014
Godavaya Shipwreck Project, Sri Lanka.
- Direction of the second season of underwater excavation of a 1st/2nd century BC shipwreck located off the south coast of Sri Lanka. Project completed by INA in association with the Sri Lankan Department of Archaeology and the Sri Lankan Ministry of Culture.

Diving Safety Officer and Excavator Dec. 2012-January 2013
Godavaya Shipwreck Project, Sri Lanka.
- First season of underwater excavation of a 1st/2nd century BC shipwreck located off the south coast of Sri Lanka.

**Excavator** May 2011 & May-June 2012
The Mazotos Shipwreck Project, Cyprus.
- Underwater excavation of a 4th Century BC shipwreck located off the southeast coast of Cyprus. Completed in association with the University of Cyprus and the Hellenic Institute.

**Diving Supervisor and Excavator** May 2011-August 2011
El Bajo de la Campana Project, Spain.
- Underwater excavation of a 7th century Phoenician shipwreck located off the southeast coast of Spain. Completed by INA in association with ARQUA.

**Survey Assistant** June 2010
Roman Settle Project, Yorkshire, UK.
- GPR, Magnetometer, and topographical survey to locate the site of a Roman marching camp near Settle, Yorkshire, UK.

**Excavator** July 2008- August 2008
Viking Unst Project, Shetland, UK.
- Excavation of three Iron Age Viking longhouses located at Hamar and Underhoull, Unst, Shetland. Completed by the University of Bradford, Bradford, UK.

**PROFESSIONAL ORGANIZATIONS**

- Archaeological Institute of America 2011
- Society for Historical Archaeology 2014-present
- Institute of Nautical Archaeology 2010-present
- Marine Technology Society 2011-present
- American Academy of Underwater Sciences 2007-present
  - - NOTE: Certification is expired, but can be renewed within a week.
- National Association of Underwater Instructors 2008-present

**SPECIAL SKILLS and CERTIFICATIONS**

- Conservation Certificate, Texas A&M University and Center for Maritime Archaeology and Conservation
  Proficiency in artifact illustration and photography
- High proficiency in methods of underwater photogrammetry and mapping
- High proficiency in artifact conservation: particularly waterlogged artifacts
- High proficiency in drafting traditional ship plans, lines, and construction drawings
- Proficiency with GC-MS, HPLC-MS, Brucker XRF, IR Spectroscopy, Malvern Mastersizer sediment size identification, SEM, microscale and macroscale techniques, general lab protocol and technique in sediment labs, palynology labs and chemistry labs
- Basic proficiency in GIS.
- High proficiency in post-excavation work including artifact handling, cleaning, cataloging, etc.
- Fluency in Spanish
- Basic reading comprehension in German
- Proficiency with mapping methods including transit, theodolite, total station
- Experience in underwater coring, mapping, survey, fish counts, etc.
- High proficiency with Microsoft Office suite
- Diving Qualifications:
  - NAUI Open Water Scuba Instructor January 2011-present
  - NAUI First Aid, CPR, and O2 Administration Instructor
  - NAUI Technical Diver: Advanced Nitrox, Decompression Procedures, and Helitrox
  - NAUI Divemaster May 2008-present
  - Scientific Diver; American Academy of Underwater Sciences June 2007-Present
  - Cavern Diver; National Speleological Society, Cave Diving Section
  - NAUI Master Diver,
  - NAUI Nitrox Diver
  - DAN O2 Oxygen Administration June 2007-June 2009
  - DAN First Aid, AED, BLS
  - PADI Rescue Diver June 2005-Present
  - PADI Advanced Openwater Diver
  - PADI Open Water Diver April 2005-Present

AWARDS/HONORS/GRANTS

Honor Frost Foundation Research Grant 2015
- Total value $3340
Office of Graduate Studies Dissertation Fellow 2015-2016
- Total value $20,000
Association of Former Students 2015
  Distinguished Graduate Student Award: Research
College of Liberal Arts Vision 2020 Dissertation Enhancement Award Spring 2015
- Total value $4500
Institute of Nautical Archaeology Research Grant 2015
- Total value $1500
College of Liberal Arts Fees Stipend for Timely Progress  
- Total value $350

Department of Anthropology Student Conference Travel Grant  
Fall 2014  
- Total value $1200

Department of Anthropology Student Research Travel Grant  
Fall 2014  
- Total value $2450

TAMU Office of Graduate Studies Conference Travel Grant  
Fall 2014  
- Total value $500

College of Liberal Arts Fees Stipend for Timely Progress  
Fall 2014  
- Total value $600

Center For Maritime Archaeology and Conservation Graduate Student Travel Grant  
Summer 2014  
- Total value $1000

TAMU Department of Anthropology Research Travel Grant  
Summer 2014  
- Total value $250

Institute of Nautical Archaeology Research Grant  
2014  
- Total value $2000

Center For Maritime Archaeology and Conservation Graduate Student Travel Grant  
Spring 2014  
- Total value $2500

Marine Technology Society Graduate Student Scholarship  
2013  
- Total value $2000

TAMU Merit Top-Up Recipient  
2013  
- Total value $5000

TAMU College of Liberal Arts Professional Development Fund Grant  
2013  
- Total value $1880

Institute of Nautical Archaeology Research Grant  
2013  
- Total value $1500

TAMU College of Liberal Arts Professional Development Fund Grant  
2012  
- Total value $2000

Woman Diver's Hall of Fame  
Cecelia Connoly Scholarship in Maritime Archaeology  
2013  
- Total value $1500

TAMU Anthropology Department Fellowship Recipient  
2010-2014  
- Total value $42,000

Frank and Gladys Chamberlin Scholarship Recipient  
2010-2013  
- Total value approx. $9,000

Meadows Chair in Biblical Archaeology Research Grant  
2012  
- Total value $200

Center for Maritime Archaeology and Conservation  
2011
Summer Research Grant
- Total value $1500
University of Bradford International Student Bursary 2009
- Total value £11,500
Rhodes Scholarship Competitor from TAMU (5 TAMU finalists) 2009
Marshall Scholarship Competitor from TAMU(5 TAMU finalists) 2009
TAMUG Award for Excellence in Research 2009
TAMUG Board of Visitors Outstanding Senior Student Award 2008
TAMUG Swetnam Marine Science Student Scholarship 2008
Marine Technological Society Scholarship Recipient 2008
William Paul Ricker Scholarship for Leadership 2005-2008
TAMUG Board of Visitors Outstanding Freshman Student Award 2005
Texas A&M Directors Excellence Award 2004-2008
Abe and Peggy Levy Foundation Fellowship 2004-2008
Texas A&M Galveston Academic Scholarship 2004-2008
Robert C. Byrd Honors Scholarship 2004-2008
Texas A&M President’s Endowed Scholarship 2004-present
National Merit Scholar 2004

ACADEMIC & COMMUNITY SERVICE/LEADERSHIP

Coordinator: Department of Anthropology Writing Senior Writing Group

Search Committee Member: TAMU Assistant Diving Safety Officer

INA Representative: Girls in Ocean Science Conference (2015)

INA Representative: Dana Point Tall Ships Festival and 30th Anniversary of the Ocean Institute (2014)

Member: Committee for the Preparation of a M.Sc. in Maritime Archaeology and Conservation (2012-2013)

Director, Shipwreck Weekend; Departmental open house for the Nautical Archaeology Program at TAMU. Includes public lectures, children’s fair, and educational activities for local residents. (2010-2013)

Diving Safety Officer: TAMU Archaeological Diving Club (2011)

Volunteer divemaster (2008)

Volunteer maintenance of Elissa; a historic sailing ship. Participant (2007-2008)
Donald E. Willett
Professor, History
Department of Liberal Studies
Texas A&M University-Galveston
(409) 740-4722
willettd@tamug.edu

EDUCATION:

1985 Ph.D., History, Texas A&M University

1976 M.A., History, Stephen F. Austin State University
   Relations, 1865-1883.”

1972 B.A., History-Math, St. Edward’s University

TEACHING EXPERIENCE:

2010- Professor of History, Texas A&M University at Galveston.

1993 - 2010 Associate Professor of History, Texas A&M University at Galveston.

1986 - 1993 Assistant Professor of History, Texas A&M University at Galveston.

1985 Lecturer, Department of General Academics, Texas A&M University at
   Galveston.

1985 Visiting Instructor, Department of History, Texas A&M University.

1982 - 85 Instructor, Blinn College, College Station, Texas.

1981 Visiting Instructor, Department of History, Sam Houston State University.

1977 - 82 Teaching Assistant, Department of History, Texas A&M University.

1975 - 77 Teacher Homer Hanna High School, Brownsville, Texas.

1973 - 75 Graduate Assistant, Department of History, Stephen F. Austin State University.

PUBLICATIONS:

Books:

2009  Donald Willett (Ed.) and Margaret Swett Henson. *The Texas That Might Have Been: Sam Houston’s Foes Write to Albert Sydney Johnston.* College Station, Texas: Texas A&M University Press. 280 pps.


**Articles and Book Chapters:**

2017 “At War Before the War—SS City of Flint Ordeal Under the Nazi Flag,”. *Sea History.* Number 159, Summer 2017, 10-14.


Book Reviews:


**Other Articles:**


1995 Joe Edwin Curran.” *Encyclopedia USA*, 17:236-238

1991 “Coast Seamen’s Union.” *Encyclopedia USA*, 13:67-68


ORAL PRESENTATIONS:


2013  “African American Casualties at the Battle of Galveston, January 1, 1863,” present at East Texas Historical Association meeting, February 22, 2013, Galveston, Texas.


2012  “The Battle of Galveston in the Classroom” presented at the Eight Annual Texas History Conference November 1, Huntsville Texas.

2012  Overview: The Battle of Galveston” presented at the Menard Summer Lecture Series Galveston Texas June 3.


2005  “The Capture of the Harriet Lane at the Battle of Galveston,” presented at Twenty-Fourth Annual Gulf South History and Humanities Conference, October 6-8, in Pensacola, Florida.

1998  “I’ve Been Beaten by the Chain Gang: The Summer of ‘39 on the New Orleans Waterfront A Very Bloody Affair,” to the Gulf South History and Humanities Conference, October 8-10 in Hammond, LA.


1996  To Checkerboard No More: Racial Equality in the United States Merchant Marine,” to the National Conference for the National Association of African-
American Studies, February 15, 1996 in Houston, Texas.

“Blue Water Blacks: The Desegregation of the American Merchant Marine” to the Conference on Race, Ethnicity and Power in Maritime America, September 16, 1995 in Mystic Seaport, Conn..


1993 Galveston During the Civil War,” Council on America’s Military Past, Annual Meeting, Galveston, TX.

1990 “Brass Knuckles and Marlin Spikes: Maritime Violence in Galveston Bay During the 1930's,” Galveston, TX, Spring 1990. Presentation at East Texas Historical Association Conference.,

1984 “ So You Wanna’ Be A Sailor: Career Opportunities in the American Merchant Marine,” College Station, TX, Spring 1984. Sea Grant Marine Education Symposium.


GRANTS:

2017 Awarded by the Department of Liberal Studies, Travel Grant to Attend North American Society of Oceanic Historians Annual Meeting, Charleston, South Carolina, $1,650.00.

2016 Awarded by the Department of Liberal Studies, Travel Grant to Attend North American Society of Oceanic Historians Annual Meet, Portland Maine, $2000.00.

2014 Awarded by Texas A&M University Faculty Development Travel Grant, “Research Trip to Cornell University Archives,” $2000.00.

2014 Awarded by Department of General Academics, Travel Grant to Attend North American Society of Oceanic Historians Annual Meet, Erie Pennsylvania, $1516.00.
2013  Awarded by the Kempner Fund, “Galveston Chronicles,” $2,000.00.

2011  Awarded Texas A&M University at Galveston Research Grant, “Research trip to Cornell University Archives,” $7800.00.

2007  Awarded Summerlee Foundation, “The Lost Margaret Swett Henson Manuscript, “Dear General:” Letters From Texas to Albert Sidney Johnston Concerning Politics, 1836-1861” $5,000.00.

2007  Awarded TAMUG Research Foundation, Travel money to attend the Gulf South Historical Association meeting in Mobile, Alabama, Grant # 264320-50400, $500.00.

2005  Awarded-Summerlee Foundation Grant #480641-00001, “Texas Music Culture” to run a public lecture series in Galveston, 1 Feb 2006 to 31 May 2006, Amount $7,500.00, PI Stephen Curley, Asst. PI Donald Willett. Funded

2005  Awarded-Friends of the Rosenberg Library, to support the above lecture series, 1 Feb 2006 to 31 May 2006, $500.00, PI Stephen Curley, Asst. PI Donald Willett.

2005  Awarded-In-kind support for the above lecture series: Galveston Historical Foundation, $600.00 for lodging; Rosenberg Library $750 for venue.

2004  Awarded $2825.00 by the Texas Council for the Humanities to co-ordinate a lecture series titled “Texas In The 1950's”, Co-director with Stephen Curley.

2004  Awarded $500.00 by the Friends of the Rosenberg Library, to co-ordinate a lecture series titled “Texas In The 1950's”, Co-director with Stephen Curley.

2004  Awarded $3,300.00. By the Texas Institute of Oceanography to support research trips to Washington D. C. And Austin, Texas.

2003  Awarded $5,862.00 by the Texas Council for the Humanities to co-ordinate a lecture series titled “The Texas Revolution,” Co-director with Stephen Curley.

2003  Awarded $500.00 by the Friends of the Rosenberg Library to co-ordinate a lecture series titled “The Texas Revolution:” Co-director with Stephen Curley.

2003  Awarded $1750.00, by the Trube Foundation, to co-ordinate a lecture series titled “The Texas Revolution:” Co-director with Stephen Curley.

2002  Awarded $5,862.00 by the Texas Council for the Humanities to co-ordinate a lecture series titled “Texas and Sports: A Way of Life” Co-director with Stephen Curley.

2002  Awarded $500.00 by the Friends of the Rosenberg Library to coordinate a public

2002  Awarded $500.00 by Texas A&M University at Galveston Research Advisory Council, to support a research trip to Tulane University in New Orleans.

2000  Awarded $2,385 by the Harris and Eliza Kempner Fund to coordinate a public lecture series titled: “Texans on the Potomac.”  Co-director with Stephen Curley.

2000  Awarded $500 by the Friends of the Rosenburg Library to coordinate a public lecture series titled “Texans on the Potomac.” Co-director with Stephen Curley.

1999  Awarded $5,928 by the Texas Council for the Humanities to coordinate a public lecture series titled “Texas and the Wild Wild West.”  Co-director with Stephen Curley.

1999  Awarded $1,150 by Harris and Eliza Kempner Fund to coordinate a public lecture series titled “Texas and the Wild Wild West.” Co-director with Stephen Curley.

1999  Awarded $500 by the Friends of the Rosenburg Library to coordinate a public lecture series titled “Texas and the Wild Wild West.” Co-director with Stephen Curley.

1998  Awarded $5,000 by the Texas Council for the Humanities to run a public lecture series titled “Texas During the Republic.” Co-director with Stephen Curley.

1998  Awarded $1,374 by the Harris and Eliza Kempner Fund to coordinate a public lecture series titled “Texas During the Republic.” Co-director with Stephen Curley.

1998  Awarded $500 by the Friends of the Rosenburg Library to run a public lecture series titled “Texas During the Republic.” Co-director with Stephen Curley.

1997  Awarded $5,000 by the Texas Council for the Humanities to run a public lecture series titled “Texas and World War II.” Co-director with Stephen Curley.

1997  Awarded $1,075 by the Harris and Eliza Kempner Fund to coordinate a public lecture series titled “Texas and World War II.” Co-director with Stephen Curley.

1997  Awarded $500 by Friends of the Rosenburg Library to run a public lecture series titled “Texas and World War II.” Co-director with Stephen Curley.

1996  Awarded $5,300 by the Texas Committee for the Humanities to coordinate a public lecture series titled “Galveston Odyssey.” Co-director with Stephen Curley.

1996  Awarded $2,717 by the Harris and Eliza Kempner Fund to coordinate a public
lecture series titled “Galveston Odyssey.” Co-director with Stephen Curley.’

1996 Awarded $1,000 by the Friends of the Rosenburg Library to coordinate a public lecture series titled “Galveston Odyssey.” Co-director with Stephen Curley.


1995 Awarded $1,000 by the Friends of Rosenberg Library to coordinate a public lecture series titled “The Making of Modern Texas.” Co-director with Stephen Curley.

1995 Awarded $495 by Texas A&M University at Galveston REP fund for the transcription of tapes titled “Invisible Texans: Contributions of Women and Minorities to Texas.”

1994 Awarded $5,418 by the Texas Committee for the Humanities to coordinate a public lecture series titled “Texans Who Made A Difference.” Co-director with Stephen Curley.

1994 Awarded $2,408 by the Harris and Eliza Kempner Fund to coordinate a public lecture series titled “Texans Who Made A Difference.” Co-director with Stephen Curley.

1994 Awarded $1,000 by the Friends of the Rosenberg Library to coordinate a public lecture series titled “Texans Who Made A Difference.” Co-director with Stephen Curley.

1993 Awarded $5,340 by the Texas Committee for the Humanities to coordinate a public lecture series titled “Texas and the Great Depression.” Co-director with Stephen Curley.

1993 Awarded $2,000 by the Harris and Eliza Kempner Fund to coordinate a public lecture series titled “Texas and the Great Depression.” Co-director with Stephen Curley.

1993 Awarded $720 by the Texas A&M University at Galveston Research Advisory Council for a research trip to Washington D.C..

1992 Awarded $3,351 by the Texas Committee for the Humanities to coordinate a public lecture series titled “Texas and the Civil War.” Co-director with Stephen Curley.
1992  Awarded $2,500 by the Harris and Eliza Kempner Fund to coordinate a public lecture series titled “Texas and the Civil War.” Co-director with Stephen Curley.

1991  Awarded $2,000 by the Wotham Fund to coordinate a public lecture series titled “Texas Popular Culture.” Co-director with Stephen Curley.

1991  Awarded $2,646 by the Kempner Fund to coordinate a public lecture series titled “Texas Popular Culture.” Co-director with Stephen Curley.

1991  Awarded $4,323 by the Texas Committee for the Humanities to coordinate a public lecture series titled “Texas Popular Culture.” Co-director with Stephen Curley.

1989  Awarded $2,000 by Research Enhancement Program, Texas A&M University - Galveston for research trip to Rutgers University.

1987  Awarded $2,250 by Organized Research Reserved Grant, Texas A&M University Galveston for research trip to California.

1985  Awarded $500 by the Rosemary and Paul Shiflet Foundation for research trip to New York City.

1983  Awarded $1,800 by the Margaret P. Webber Fellowship in Free Enterprise.

1982  Awarded $3,220 by the Sea Grant Foundation for oral history project in maritime labor history.

PROFESSIONAL CONSULTING:


2007  Reviewed the article, “I Must Go Down to the Sea Again...:’ LeRoy Colombo Deaf Lifeguard of Galveston” for the East Texas Historical Journal.


2004  Consultant, PBS series, The History Detectives for a program on Confederate submarines in Louisiana.

2003  Consultant and “star”, PBS series, The History Detectives program titled The Spyglass.

2001  Consultant, Part IV, “All the World is Human”, in Conquistadors with Michael Wood:, PBS series

1993-present Historical consultant, Texas Seaport Museum.
ACADEMIC AWARDS AND RECOGNITIONS:

2010 Awarded Who’s Who in America.

2005 Awarded The Ralph W. Steen Award for Distinguished Service, East Texas Historical Association.

2004 Awarded the Who’s Who Among America’s Teachers.

2002 Awarded the Neches Gulf Marine Most Effective Teaching Award from Texas A&M University at Galveston.

1999 Awarded the Who’s Who Among America’s Teachers.

1998 Awarded the Who’s Who Among America’s Teachers.

1995 Awarded the C. K. Chamberlain Award from the East Texas Historical Association for the article of the year in the East Texas Historical Association Journal.

1994 Awarded the Eikel Outstanding Faculty Achievement Award from Texas A&M University at Galveston.

1992 Otis P. Lock Excellence in Teaching Award from the East Texas Historical Association.

1986 C.D. Mickey Most Effective Teaching Award from Texas A&M University-Galveston.

1985 Phi Kappa Phi honor society.

1975 Phi Alpha Theta (History) honor society.

SERVICE:

University:

Chair, 1997, 2007 William Paul Ricker Distinguished Faculty and Staff Award Selection Committee

Member, (2004, 2007, 2013), William Paul Ricker Distinguished Faculty and Staff Award Nominating Committee

Participant, TAMUG Summer Sea Aggie Preview 2007

Member, Maritime Studies Program Committee. (1997-present)

Member (1995), Library Committee TAMUG.

Member (1992), Master Teacher Panel, College of Geosciences and Maritime Studies, TAMU.

Chairman (1986-1995), Academic Appeals Board, TAMUG.

Member, TAMUG Academic Appeals Panel. (1996-present).

Volunteer Recruiter (1985-1995), TAMUG

Member (1987, 1997), Cadet Class A Board.

Member (1985-1987), TAMUG Science Fair Committee.

Coordinator (1986), Texas Coastal Art Exhibit by Harry Ahysen. This was the first art exhibit in the history of TAMUG.


Sponsor (1986), General Academics speaker program presentation “In Search of John Paul Jones” by Dr. James C. Bradford.

Sponsor (1987), General Academics speaker program presentation “The Troubled 1860's or the First Time Texas Went Broke,” by Dr. Archie P. McDonald.

Sponsor (1989), General Academics speaker program presentation “Wharf, Rats, Cutthroats, and Thieves: the Louisiana Tigers,” by Dr. Terry L. Jones.


University Coordinator (1986-1999), Texas Fall and Spring Beach Clean-ups TAMUG. Co-sponsor (1985-present), TAMUG Black History Awareness Month activities.


TAMUG Annual Gong Show Talentfest.


Community:
Volunteer (1985-2010), Dickens’ on the Strand.
Docent (1985-2010), Galveston Historical Foundation’s Historic Homes Tour.
Member (1985-present), Galveston Historical Foundation.


Member (1990-1991), Galveston Mardi Gras Hou-Dah Parade.


**Professional Societies:**

North American Society of Oceanic Historians

Texas State Historical Association

East Texas Historical Association

President, 1999-2000

First Vice President, 1998-1999

Second Vice President, 1998-1999

Board of Directors, 1997-2002

Member, (2002-present), Long Range Planning Committee, East Texas Historical Association.

Member, (2002-present), Technology Committee, East Texas Historical Association.

Member, (2002-present), Membership Committee, East Texas Historical Association.

Gulf South Historical Association

President, 2007-2008

Vice President, 2006-2007

Board of Directors, 1998-2008
PROFESSIONAL ACTIVITIES:


2008 Conference Co-ordinator, Gulf South History and Humanities Conference, Galveston, Texas. Cancelled due to Hurricane Ike.

2006 Co-sponsor, TAMUG Spring Lecture Series titled, “Texas Music Culture.”

2005 Conference Co-ordinator, East Texas Historical Association Spring Conference, Galveston.


2002 Conference Co-ordinator, Gulf South History and Humanities Conference, Galveston, Texas.


2000 Conference Co-ordinator, East Texas Historical Association Spring Conference, Galveston, Texas.


1999 Conference Co-ordinator, East Texas Historical Association Fall Conference, Nacogdoches, Texas.

1999 Co-sponsor, TAMUG Spring Lecture Series titled, “Texas During the Republic.”

1998 Co-sponsor, TAMUG Spring Lecture Series titled, “Texas and World War II.”

1996  Conference Co-ordinator, East Texas Historical Association Spring Conference, Galveston, Texas.


1993  Co-sponsor, TAMUG Spring Lecture Series titled, “Texas and the Civil War.”


**COURSES TAUGHT:**

American History Survey to 1877.
American History Survey from 1877.
American Civil War and Reconstruction.
Texas History.
History of American Seapower.
United States Maritime History.
March 15, 2018

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, Chief Academic Officer
- Jerry R. Strawser, Executive Vice President and Chief Financial Officer
- 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
- Blanca Lupiani, Interim Vice President and Associate Provost for Diversity
- Mark Barteau, 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
- R. C. Slocum, Special Advisor to the President
- David Batson, Sr. Associate Athletic Director, Athletic Compliance
- Shane Hinkley, Vice President of Brand Development
- Andrew P. Morris, VP of Entrepreneurship & Economic Development, Dean of the I-School

**Programs, Degrees, Diplomas, and Certificates**

See the Institutional Summary submitted to SACSCOC

**Finances**

See the Financial Profile 2017 submitted to SACSCOC
Southern Association of Colleges and Schools
Commission on Colleges

INSTITUTIONAL SUMMARY FORM
PREPARED FOR COMMISSION REVIEWS

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

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

x 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:  March 15, 2018
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
- X Four or five-year baccalaureate degree program(s) requiring a minimum of 120 semester hours or the equivalent
- X Professional degree program(s)
- X Master's degree program(s)
  - Work beyond the master's level but not at the doctoral level (such as Specialist in Education)
- X 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
- X Liberal Arts and General
- X Teacher Preparatory
- X 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
  - 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
INSTITUTIONAL INFORMATION FOR REVIEWERS

1. History and Characteristics

History. Texas A&M University (TAMU) opened in 1876 as the state’s first public institution of higher education. TAMU is one of a select few institutions in the nation to hold land grant, sea grant (1971) and space grant (1989) designations. A mandatory military component was a part of the land grant designation until 1965; currently, it is one of only three institutions with a full-time Corps of Cadets, leading to commissions in all branches of service. TAMU has two branch campuses, one in Galveston, Texas, (established in 1962, officially merged with TAMU in 1991) and one in Doha, Qatar (established in 2003) and 13 approved off-campus instructional locations. In 2013, the Texas A&M University System Health Science Center merged with TAMU. This same year, TAMU acquired the School of Law from Texas Wesleyan University. Finally, TAMU is 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. Fall 2016 total enrollment was 66,175 students (across all campuses and locations), with 60,435 (91.3%) located on the main campus in College Station. Undergraduate enrollment made up 77.4% of the total student body, with Hispanic, Black, and American Indian students making up 23.8% of the total student body. TAMU Galveston enrolled 2,178 students as of the fall, 2016, with TAMU Qatar enrolling 543 students.

Admissions Process. Automatic admission is available in two ways: (1) for Texas resident applicants in the top 10% of their high school graduating class; and, (2) for applicants who rank in the top 25% of their high school graduating class and achieve a combined SAT math and SAT critical reading score of at least 1300, with a test score of at least 600 in each component or 30 composite on the ACT with a 27 in the math and English components. The review of all other applicants is based on academic potential, distinguishing characteristics, exceptional circumstances, and personal achievements.

Peer Institutions. Georgia Institution of Technology; The Ohio State University; Pennsylvania State University; Purdue University; University of California at Berkeley, Davis, Los Angeles, and San Diego; University of Florida; University of Illinois at Urbana-Champaign; University of Michigan; University of Minnesota; University of North Carolina at Chapel Hill; University of Texas at 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>Academic Program</th>
<th>Program Level</th>
<th>AY16-17 Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agribusiness, MAB</td>
<td>Master's</td>
<td>20</td>
</tr>
<tr>
<td>Agribusiness and Managerial Economics, PhD</td>
<td>Doctoral</td>
<td>2</td>
</tr>
<tr>
<td>Biotechnology, MBIOT</td>
<td>Master's</td>
<td>18</td>
</tr>
<tr>
<td>Computational Sciences, Cert.</td>
<td>Graduate Certificate</td>
<td>1</td>
</tr>
<tr>
<td>Digital Humanities, Cert.</td>
<td>Graduate Certificate</td>
<td>3</td>
</tr>
<tr>
<td>Diversity, Cert.</td>
<td>Undergraduate Certificate</td>
<td>16</td>
</tr>
<tr>
<td>Ecology and Evolutionary Biology, PhD</td>
<td>Doctoral</td>
<td>0</td>
</tr>
<tr>
<td>Education for Healthcare Professionals, Cert.</td>
<td>Graduate Certificate</td>
<td>5</td>
</tr>
<tr>
<td>Education for Healthcare Professionals, MS</td>
<td>Master's</td>
<td>3</td>
</tr>
<tr>
<td>Energy, Cert.</td>
<td>Graduate Certificate</td>
<td>0</td>
</tr>
<tr>
<td>Energy, MS</td>
<td>Master's</td>
<td>19</td>
</tr>
<tr>
<td>Environmental Studies, BS</td>
<td>Bachelor's</td>
<td>51</td>
</tr>
<tr>
<td>Genetics, MS</td>
<td>Master's</td>
<td>4</td>
</tr>
<tr>
<td>Genetics, PhD</td>
<td>Doctoral</td>
<td>9</td>
</tr>
<tr>
<td>Geographic Information Science, Cert.</td>
<td>Graduate Certificate</td>
<td>17</td>
</tr>
<tr>
<td>Health Systems &amp; Design, Cert.</td>
<td>Graduate Certificate</td>
<td>24</td>
</tr>
<tr>
<td>International Petroleum Management, Cert.</td>
<td>Graduate Certificate</td>
<td>0</td>
</tr>
<tr>
<td>Leadership Study and Development, Cert.</td>
<td>Undergraduate Certificate</td>
<td>115</td>
</tr>
<tr>
<td>Marine Biology, MS (with TAMU at Galveston branch campus)</td>
<td>Master's</td>
<td>9</td>
</tr>
<tr>
<td>Marine Biology, PhD (with TAMU at Galveston branch campus)</td>
<td>Doctoral</td>
<td>2</td>
</tr>
<tr>
<td>Molecular and Environmental Plant Sciences, MS</td>
<td>Master's</td>
<td>4</td>
</tr>
<tr>
<td>Molecular and Environmental Plant Sciences, PhD</td>
<td>Doctoral</td>
<td>7</td>
</tr>
<tr>
<td>Neuroscience, Cert.</td>
<td>Undergraduate Certificate</td>
<td>94</td>
</tr>
<tr>
<td>Neuroscience, MS</td>
<td>Master's</td>
<td>1</td>
</tr>
<tr>
<td>Neuroscience, PhD</td>
<td>Doctoral</td>
<td>5</td>
</tr>
<tr>
<td>Program</td>
<td>Degree Level</td>
<td>Count</td>
</tr>
<tr>
<td>-----------------------------------------------------</td>
<td>--------------</td>
<td>-------</td>
</tr>
<tr>
<td>Prevention Science, Cert.</td>
<td>Graduate Certificate</td>
<td>5</td>
</tr>
<tr>
<td>Remote Sensing, Cert.</td>
<td>Graduate Certificate</td>
<td>2</td>
</tr>
<tr>
<td>Space Life Sciences, Cert.</td>
<td>Graduate Certificate</td>
<td>0</td>
</tr>
<tr>
<td>Toxicology, MS</td>
<td>Master's</td>
<td>2</td>
</tr>
<tr>
<td>Toxicology, PhD</td>
<td>Doctoral</td>
<td>4</td>
</tr>
<tr>
<td>Transportation Planning, Cert.</td>
<td>Graduate Certificate</td>
<td>13</td>
</tr>
<tr>
<td>University Studies, BA</td>
<td>Bachelor's</td>
<td>12</td>
</tr>
<tr>
<td>University Studies, BS</td>
<td>Bachelor's</td>
<td>521</td>
</tr>
<tr>
<td>Water Management and Hydrological Science, MS</td>
<td>Master's</td>
<td>11</td>
</tr>
<tr>
<td>Water Management and Hydrological Science, MWM</td>
<td>Master's</td>
<td>10</td>
</tr>
<tr>
<td>Water Management and Hydrological Science, PhD</td>
<td>Doctoral</td>
<td>2</td>
</tr>
</tbody>
</table>

**College of Agriculture & Life Science**

<table>
<thead>
<tr>
<th>Program</th>
<th>Degree Level</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural Communication &amp; Journalism, BS</td>
<td>Bachelor's</td>
<td>77</td>
</tr>
<tr>
<td>Agricultural Leadership &amp; Development, BS</td>
<td>Bachelor's</td>
<td>165</td>
</tr>
<tr>
<td>Agribusiness, BS</td>
<td>Bachelor's</td>
<td>69</td>
</tr>
<tr>
<td>Agricultural Development, MAg</td>
<td>Master's</td>
<td>13</td>
</tr>
<tr>
<td>Agricultural Economics, BS</td>
<td>Bachelor's</td>
<td>181</td>
</tr>
<tr>
<td>Agricultural Economics, MAg</td>
<td>Master's</td>
<td>0</td>
</tr>
<tr>
<td>Agricultural Economics, MS</td>
<td>Master's</td>
<td>16</td>
</tr>
<tr>
<td>Agricultural Economics, PhD</td>
<td>Doctoral</td>
<td>11</td>
</tr>
<tr>
<td>Agricultural Education, EdD</td>
<td>Doctoral</td>
<td>1</td>
</tr>
<tr>
<td>Agricultural Leadership, Education, and Communication, MEd</td>
<td>Master's</td>
<td>7</td>
</tr>
<tr>
<td>Agricultural Leadership, Education, and Communication, MS</td>
<td>Master's</td>
<td>10</td>
</tr>
<tr>
<td>Agricultural Leadership, Education, and Communication, PhD</td>
<td>Doctoral</td>
<td>7</td>
</tr>
<tr>
<td>Agricultural Science, BS</td>
<td>Bachelor's</td>
<td>38</td>
</tr>
<tr>
<td>Agricultural Systems Management, BS</td>
<td>Bachelor's</td>
<td>36</td>
</tr>
<tr>
<td>Agricultural Systems Management, MAg</td>
<td>Master's</td>
<td>0</td>
</tr>
<tr>
<td>Agricultural Systems Management, MS</td>
<td>Master's</td>
<td>2</td>
</tr>
<tr>
<td>Program</td>
<td>Degree Level</td>
<td>Credits</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>--------------------</td>
<td>---------</td>
</tr>
<tr>
<td>Agriculture eLearning Development, Cert.</td>
<td>Graduate Certificate</td>
<td>7</td>
</tr>
<tr>
<td>Agronomy, MS</td>
<td>Master's</td>
<td>6</td>
</tr>
<tr>
<td>Agronomy, PhD</td>
<td>Doctoral</td>
<td>4</td>
</tr>
<tr>
<td>Animal Breeding, MS</td>
<td>Master's</td>
<td>0</td>
</tr>
<tr>
<td>Animal Breeding, PhD</td>
<td>Doctoral</td>
<td>0</td>
</tr>
<tr>
<td>Animal Science, BS</td>
<td>Bachelor's</td>
<td>257</td>
</tr>
<tr>
<td>Animal Science, MAgr</td>
<td>Master's</td>
<td>17</td>
</tr>
<tr>
<td>Animal Science, MS</td>
<td>Master's</td>
<td>16</td>
</tr>
<tr>
<td>Animal Science, PhD</td>
<td>Doctoral</td>
<td>5</td>
</tr>
<tr>
<td>Biochemistry, BS</td>
<td>Bachelor's</td>
<td>38</td>
</tr>
<tr>
<td>Biochemistry, MS</td>
<td>Master's</td>
<td>5</td>
</tr>
<tr>
<td>Biochemistry, PhD</td>
<td>Doctoral</td>
<td>13</td>
</tr>
<tr>
<td>Bioenvironmental Sciences, BS</td>
<td>Bachelor's</td>
<td>74</td>
</tr>
<tr>
<td>Biological and Agricultural Engineering, BS</td>
<td>Bachelor's</td>
<td>45</td>
</tr>
<tr>
<td>Biological and Agricultural Engineering, MEng</td>
<td>Master's</td>
<td>4</td>
</tr>
<tr>
<td>Biological and Agricultural Engineering, MS</td>
<td>Master's</td>
<td>8</td>
</tr>
<tr>
<td>Biological and Agricultural Engineering, PhD</td>
<td>Doctoral</td>
<td>4</td>
</tr>
<tr>
<td>Community Development, Cert.</td>
<td>Graduate Certificate</td>
<td>5</td>
</tr>
<tr>
<td>Community Recreation &amp; Park Administration, Cert.</td>
<td>Undergraduate Certificate</td>
<td>33</td>
</tr>
<tr>
<td>Dietetic Internship, Cert.</td>
<td>Graduate Certificate</td>
<td>11</td>
</tr>
<tr>
<td>Ecological Restoration, BS</td>
<td>Bachelor's</td>
<td>5</td>
</tr>
<tr>
<td>Ecosystem Science and Management, MAgr</td>
<td>Master's</td>
<td>0</td>
</tr>
<tr>
<td>Ecosystem Science and Management, MS</td>
<td>Master's</td>
<td>11</td>
</tr>
<tr>
<td>Ecosystem Science and Management, PhD</td>
<td>Doctoral</td>
<td>5</td>
</tr>
<tr>
<td>Enology, Cert.</td>
<td>Undergraduate Certificate</td>
<td>0</td>
</tr>
<tr>
<td>Entomology, BS</td>
<td>Bachelor's</td>
<td>18</td>
</tr>
<tr>
<td>Entomology, MS</td>
<td>Master's</td>
<td>8</td>
</tr>
<tr>
<td>Entomology, PhD</td>
<td>Doctoral</td>
<td>10</td>
</tr>
<tr>
<td>Program</td>
<td>Degree</td>
<td>Students</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>-----------</td>
<td>----------</td>
</tr>
<tr>
<td>Equine Industry Management, MEIM</td>
<td>Master's</td>
<td>4</td>
</tr>
<tr>
<td>Equine Science, Cert.</td>
<td>Undergraduate Certificate</td>
<td>16</td>
</tr>
<tr>
<td>Extension Education, Cert.</td>
<td>Graduate Certificate</td>
<td>0</td>
</tr>
<tr>
<td>Food Safety, Cert.</td>
<td>Graduate Certificate</td>
<td>9</td>
</tr>
<tr>
<td>Food Science and Technology, BS</td>
<td>Bachelor's</td>
<td>28</td>
</tr>
<tr>
<td>Food Science and Technology, MAggr</td>
<td>Master's</td>
<td>0</td>
</tr>
<tr>
<td>Food Science and Technology, MS</td>
<td>Master's</td>
<td>8</td>
</tr>
<tr>
<td>Food Science and Technology, PhD</td>
<td>Doctoral</td>
<td>4</td>
</tr>
<tr>
<td>Forensic and Investigative Sciences, BS</td>
<td>Bachelor's</td>
<td>21</td>
</tr>
<tr>
<td>Forestry, BS</td>
<td>Bachelor's</td>
<td>9</td>
</tr>
<tr>
<td>Genetics, BS</td>
<td>Bachelor's</td>
<td>35</td>
</tr>
<tr>
<td>Horticulture, BA</td>
<td>Bachelor's</td>
<td>24</td>
</tr>
<tr>
<td>Horticulture, BS</td>
<td>Bachelor's</td>
<td>25</td>
</tr>
<tr>
<td>Horticulture, MAggr</td>
<td>Master's</td>
<td>0</td>
</tr>
<tr>
<td>Horticulture, MS</td>
<td>Master's</td>
<td>2</td>
</tr>
<tr>
<td>Horticulture, PhD</td>
<td>Doctoral</td>
<td>1</td>
</tr>
<tr>
<td>Hospitality Management, Cert.</td>
<td>Undergraduate Certificate</td>
<td>14</td>
</tr>
<tr>
<td>International Agriculture &amp; Resource Management, Cert.</td>
<td>Graduate Certificate</td>
<td>0</td>
</tr>
<tr>
<td>International Trade &amp; Agriculture, Cert.</td>
<td>Undergraduate Certificate</td>
<td>15</td>
</tr>
<tr>
<td>Leadership, Education, Theory &amp; Practice, Cert.</td>
<td>Graduate Certificate</td>
<td>0</td>
</tr>
<tr>
<td>Meat Science, Cert.</td>
<td>Undergraduate Certificate</td>
<td>8</td>
</tr>
<tr>
<td>Meat Science, Cert.</td>
<td>Graduate Certificate</td>
<td>12</td>
</tr>
<tr>
<td>Military Land Sustainability, Cert.</td>
<td>Graduate Certificate</td>
<td>3</td>
</tr>
<tr>
<td>Natural Resources Development, MNRD</td>
<td>Master's</td>
<td>8</td>
</tr>
<tr>
<td>Nutrition, BS</td>
<td>Bachelor's</td>
<td>165</td>
</tr>
<tr>
<td>Nutrition, MS</td>
<td>Master's</td>
<td>3</td>
</tr>
<tr>
<td>Nutrition, PhD</td>
<td>Doctoral</td>
<td>5</td>
</tr>
<tr>
<td>Parks &amp; Conservation, Cert.</td>
<td>Undergraduate Certificate</td>
<td>19</td>
</tr>
<tr>
<td>Program</td>
<td>Degree Level</td>
<td>Enrollment</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>--------------</td>
<td>------------</td>
</tr>
<tr>
<td>Physiology of Reproduction, MS</td>
<td>Master's</td>
<td>0</td>
</tr>
<tr>
<td>Physiology of Reproduction, PhD</td>
<td>Doctoral</td>
<td>1</td>
</tr>
<tr>
<td>Plant and Environmental Soil Science, BS</td>
<td>Bachelor's</td>
<td>41</td>
</tr>
<tr>
<td>Plant Breeding, MS</td>
<td>Master's</td>
<td>7</td>
</tr>
<tr>
<td>Plant Breeding, PhD</td>
<td>Doctoral</td>
<td>5</td>
</tr>
<tr>
<td>Plant Pathology, MS</td>
<td>Master's</td>
<td>1</td>
</tr>
<tr>
<td>Plant Pathology, PhD</td>
<td>Doctoral</td>
<td>3</td>
</tr>
<tr>
<td>Poultry Science, BS</td>
<td>Bachelor's</td>
<td>35</td>
</tr>
<tr>
<td>Poultry Science, MAgr</td>
<td>Master's</td>
<td>1</td>
</tr>
<tr>
<td>Poultry Science, MS</td>
<td>Master's</td>
<td>8</td>
</tr>
<tr>
<td>Poultry Science, PhD</td>
<td>Doctoral</td>
<td>2</td>
</tr>
<tr>
<td>Professional Event Manager, Cert.</td>
<td>Undergraduate Certificate</td>
<td>100</td>
</tr>
<tr>
<td>Public Health Entomology, Cert.</td>
<td>Undergraduate Certificate</td>
<td>34</td>
</tr>
<tr>
<td>Rangeland Ecology and Management, BS</td>
<td>Bachelor's</td>
<td>28</td>
</tr>
<tr>
<td>Recreation and Resources Development, MRRD</td>
<td>Master's</td>
<td>0</td>
</tr>
<tr>
<td>Recreation, Park and Tourism Sciences, BS</td>
<td>Bachelor's</td>
<td>162</td>
</tr>
<tr>
<td>Recreation, Park and Tourism Sciences, MS</td>
<td>Master's</td>
<td>8</td>
</tr>
<tr>
<td>Recreation, Park and Tourism Sciences, PhD</td>
<td>Doctoral</td>
<td>12</td>
</tr>
<tr>
<td>Regulatory Science in Food Systems, Cert.</td>
<td>Graduate Certificate</td>
<td>3</td>
</tr>
<tr>
<td>Renewable Natural Resources, BS</td>
<td>Bachelor's</td>
<td>34</td>
</tr>
<tr>
<td>Soil Science, MS</td>
<td>Master's</td>
<td>3</td>
</tr>
<tr>
<td>Soil Science, PhD</td>
<td>Doctoral</td>
<td>3</td>
</tr>
<tr>
<td>Spatial Sciences, BS</td>
<td>Bachelor's</td>
<td>10</td>
</tr>
<tr>
<td>Tourism Management, Cert.</td>
<td>Undergraduate Certificate</td>
<td>97</td>
</tr>
<tr>
<td>Turfgrass Science, BS</td>
<td>Bachelor's</td>
<td>5</td>
</tr>
<tr>
<td>Watershed, Cert.</td>
<td>Undergraduate Certificate</td>
<td>14</td>
</tr>
<tr>
<td>Wildlife and Fisheries Sciences, BS</td>
<td>Bachelor's</td>
<td>99</td>
</tr>
<tr>
<td>Wildlife and Fisheries Sciences, MS</td>
<td>Master's</td>
<td>20</td>
</tr>
<tr>
<td>Program Name</td>
<td>Level</td>
<td>Code</td>
</tr>
<tr>
<td>------------------------------------------------------------------</td>
<td>----------------</td>
<td>------</td>
</tr>
<tr>
<td>Wildlife and Fisheries Sciences, PhD</td>
<td>Doctoral</td>
<td>13</td>
</tr>
<tr>
<td>Wildlife Science, MWSC</td>
<td>Master's</td>
<td>5</td>
</tr>
<tr>
<td>Youth Development, Cert.</td>
<td>Undergraduate Certificate</td>
<td>46</td>
</tr>
<tr>
<td><strong>College of Architecture</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Architecture, MArch</td>
<td>Master's</td>
<td>36</td>
</tr>
<tr>
<td>Architecture, MS</td>
<td>Master's</td>
<td>2</td>
</tr>
<tr>
<td>Architecture, PhD</td>
<td>Doctoral</td>
<td>10</td>
</tr>
<tr>
<td>Construction Management, MS</td>
<td>Master's</td>
<td>11</td>
</tr>
<tr>
<td>Construction Science, BS</td>
<td>Bachelor's</td>
<td>338</td>
</tr>
<tr>
<td>Environmental Design Architectural Studies, BED</td>
<td>Bachelor's</td>
<td>84</td>
</tr>
<tr>
<td>Environmental Hazard Management, Cert.</td>
<td>Graduate Certificate</td>
<td>1</td>
</tr>
<tr>
<td>Facility Management, Cert.</td>
<td>Graduate Certificate</td>
<td>2</td>
</tr>
<tr>
<td>Historic Preservation, Cert.</td>
<td>Graduate Certificate</td>
<td>3</td>
</tr>
<tr>
<td>Land and Property Development, MLPD</td>
<td>Master's</td>
<td>21</td>
</tr>
<tr>
<td>Landscape Architecture, BLA</td>
<td>Bachelor's</td>
<td>27</td>
</tr>
<tr>
<td>Landscape Architecture, MLA</td>
<td>Master's</td>
<td>15</td>
</tr>
<tr>
<td>Sustainable Urbanism, Cert.</td>
<td>Graduate Certificate</td>
<td>11</td>
</tr>
<tr>
<td>Urban &amp; Regional Planning, BS</td>
<td>Bachelor's</td>
<td>26</td>
</tr>
<tr>
<td>Urban &amp; Regional Planning, MUP</td>
<td>Master's</td>
<td>30</td>
</tr>
<tr>
<td>Urban &amp; Regional Science, PhD</td>
<td>Doctoral</td>
<td>8</td>
</tr>
<tr>
<td>Visualization, BS</td>
<td>Bachelor's</td>
<td>63</td>
</tr>
<tr>
<td>Visualization, MFA</td>
<td>Master's</td>
<td>7</td>
</tr>
<tr>
<td>Visualization, MS</td>
<td>Master's</td>
<td>16</td>
</tr>
<tr>
<td>Program</td>
<td>Degree Type</td>
<td>Credits</td>
</tr>
<tr>
<td>---------------------------------------------------</td>
<td>--------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>Advanced International Affairs, Cert.</td>
<td>Graduate Certificate</td>
<td>33</td>
</tr>
<tr>
<td>Homeland Security, Cert.</td>
<td>Graduate Certificate</td>
<td>13</td>
</tr>
<tr>
<td>International Affairs, MIA</td>
<td>Master's</td>
<td>81</td>
</tr>
<tr>
<td>National Security Affairs, Cert.</td>
<td>Graduate Certificate</td>
<td>8</td>
</tr>
<tr>
<td>Nonprofit Management, Cert.</td>
<td>Graduate Certificate</td>
<td>46</td>
</tr>
<tr>
<td>Public Service and Administration, MPSA</td>
<td>Master's</td>
<td>73</td>
</tr>
<tr>
<td>Advanced Education in General Dentistry, Cert.</td>
<td>Graduate Certificate</td>
<td>9</td>
</tr>
<tr>
<td>Dental Hygiene, BS</td>
<td>Bachelor's</td>
<td>29</td>
</tr>
<tr>
<td>Dental Public Health, Cert.</td>
<td>Graduate Certificate</td>
<td>2</td>
</tr>
<tr>
<td>Dentistry, DDS</td>
<td>Doctoral (first professional)</td>
<td>101</td>
</tr>
<tr>
<td>Endodontics, Cert.</td>
<td>Graduate Certificate</td>
<td>2</td>
</tr>
<tr>
<td>Oral &amp; Maxillofacial Pathology, Cert.</td>
<td>Graduate Certificate</td>
<td>1</td>
</tr>
<tr>
<td>Oral &amp; Maxillofacial Radiology, Cert.</td>
<td>Graduate Certificate</td>
<td>1</td>
</tr>
<tr>
<td>Oral &amp; Maxillofacial Surgery, Cert.</td>
<td>Graduate Certificate</td>
<td>3</td>
</tr>
<tr>
<td>Oral Biology, MS</td>
<td>Master's</td>
<td>18</td>
</tr>
<tr>
<td>Oral Biology, PhD</td>
<td>Doctoral</td>
<td>2</td>
</tr>
<tr>
<td>Orthodontics, Cert.</td>
<td>Graduate Certificate</td>
<td>6</td>
</tr>
<tr>
<td>Pediatric Dentistry, Cert.</td>
<td>Graduate Certificate</td>
<td>11</td>
</tr>
<tr>
<td>Periodontics, Cert.</td>
<td>Graduate Certificate</td>
<td>3</td>
</tr>
<tr>
<td>Prosthodontics, Cert.</td>
<td>Graduate Certificate</td>
<td>5</td>
</tr>
<tr>
<td>Applied Behavior Analysis, Cert.</td>
<td>Graduate Certificate</td>
<td>31</td>
</tr>
<tr>
<td>Athletic Training, MS</td>
<td>Master's</td>
<td>15</td>
</tr>
<tr>
<td>Bilingual Education, MEd</td>
<td>Master's</td>
<td>6</td>
</tr>
<tr>
<td>Bilingual Education, MS</td>
<td>Master's</td>
<td>0</td>
</tr>
<tr>
<td>College Teaching, Cert.</td>
<td>Graduate Certificate</td>
<td>8</td>
</tr>
<tr>
<td>Community Health, BS</td>
<td>Bachelor's</td>
<td>129</td>
</tr>
<tr>
<td>Program</td>
<td>Degree Type</td>
<td>Number</td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
<td>----------------------</td>
<td>--------</td>
</tr>
<tr>
<td>Counseling Psychology, PhD</td>
<td>Doctoral</td>
<td>9</td>
</tr>
<tr>
<td>Creative Studies, Cert.</td>
<td>Undergraduate Certificate</td>
<td>17</td>
</tr>
<tr>
<td>Curriculum and Instruction, EdD</td>
<td>Doctoral</td>
<td>9</td>
</tr>
<tr>
<td>Curriculum and Instruction, MEd</td>
<td>Master's</td>
<td>157</td>
</tr>
<tr>
<td>Curriculum and Instruction, MS</td>
<td>Master's</td>
<td>4</td>
</tr>
<tr>
<td>Curriculum and Instruction, PhD</td>
<td>Doctoral</td>
<td>12</td>
</tr>
<tr>
<td>Education &amp; Social Sciences Advanced Research Methods, Cert.</td>
<td>Graduate Certificate</td>
<td>11</td>
</tr>
<tr>
<td>Educational Administration, EdD</td>
<td>Doctoral</td>
<td>3</td>
</tr>
<tr>
<td>Educational Administration, MEd</td>
<td>Master's</td>
<td>32</td>
</tr>
<tr>
<td>Educational Administration, MS</td>
<td>Master's</td>
<td>18</td>
</tr>
<tr>
<td>Educational Administration, PhD</td>
<td>Doctoral</td>
<td>4</td>
</tr>
<tr>
<td>Educational Human Resource Development, MS</td>
<td>Master's</td>
<td>48</td>
</tr>
<tr>
<td>Educational Human Resource Development, PhD</td>
<td>Doctoral</td>
<td>7</td>
</tr>
<tr>
<td>Educational Psychology, MEd</td>
<td>Master's</td>
<td>74</td>
</tr>
<tr>
<td>Educational Psychology, MS</td>
<td>Master's</td>
<td>5</td>
</tr>
<tr>
<td>Educational Psychology, PhD</td>
<td>Doctoral</td>
<td>9</td>
</tr>
<tr>
<td>Educational Technology, MEd</td>
<td>Master's</td>
<td>27</td>
</tr>
<tr>
<td>Health Education, MS</td>
<td>Master's</td>
<td>20</td>
</tr>
<tr>
<td>Health Education, PhD</td>
<td>Doctoral</td>
<td>5</td>
</tr>
<tr>
<td>Health, BS</td>
<td>Bachelor's</td>
<td>413</td>
</tr>
<tr>
<td>Hispanic Bilingual Education, Cert.</td>
<td>Graduate Certificate</td>
<td>4</td>
</tr>
<tr>
<td>Human Resource Development, BS</td>
<td>Bachelor's</td>
<td>128</td>
</tr>
<tr>
<td>Interdisciplinary Studies, BS</td>
<td>Bachelor's</td>
<td>436</td>
</tr>
<tr>
<td>Kinesiology, BS</td>
<td>Bachelor's</td>
<td>224</td>
</tr>
<tr>
<td>Kinesiology, MS</td>
<td>Master's</td>
<td>19</td>
</tr>
<tr>
<td>Kinesiology, PhD</td>
<td>Doctoral</td>
<td>8</td>
</tr>
<tr>
<td>School Psychology, PhD</td>
<td>Doctoral</td>
<td>10</td>
</tr>
<tr>
<td>Special Education, MEd</td>
<td>Master's</td>
<td>29</td>
</tr>
<tr>
<td>Program</td>
<td>Degree Level</td>
<td>Count</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>--------------</td>
<td>-------</td>
</tr>
<tr>
<td>Special Education, MS</td>
<td>Master's</td>
<td>0</td>
</tr>
<tr>
<td>Sport Management, BS</td>
<td>Bachelor's</td>
<td>174</td>
</tr>
<tr>
<td>Sport Management, MS</td>
<td>Master's</td>
<td>72</td>
</tr>
<tr>
<td>Technology Management, BS</td>
<td>Bachelor's</td>
<td>50</td>
</tr>
<tr>
<td><strong>College of Engineering (including programs offered at TAMU at Qatar Branch Campus)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aerospace Engineering, BS</td>
<td>Bachelor's</td>
<td>107</td>
</tr>
<tr>
<td>Aerospace Engineering, MEngr</td>
<td>Master's</td>
<td>11</td>
</tr>
<tr>
<td>Aerospace Engineering, MS</td>
<td>Master's</td>
<td>13</td>
</tr>
<tr>
<td>Aerospace Engineering, PhD</td>
<td>Doctoral</td>
<td>14</td>
</tr>
<tr>
<td>Biomedical Engineering, BS</td>
<td>Bachelor's</td>
<td>65</td>
</tr>
<tr>
<td>Biomedical Engineering, MEngr</td>
<td>Master's</td>
<td>10</td>
</tr>
<tr>
<td>Biomedical Engineering, MS</td>
<td>Master's</td>
<td>7</td>
</tr>
<tr>
<td>Biomedical Engineering, PhD</td>
<td>Doctoral</td>
<td>18</td>
</tr>
<tr>
<td>Chemical Engineering, BS</td>
<td>Bachelor's</td>
<td>166</td>
</tr>
<tr>
<td>Chemical Engineering, MEngr</td>
<td>Master's</td>
<td>8</td>
</tr>
<tr>
<td>Chemical Engineering, MS</td>
<td>Master's</td>
<td>21</td>
</tr>
<tr>
<td>Chemical Engineering, PhD</td>
<td>Doctoral</td>
<td>17</td>
</tr>
<tr>
<td>Civil Engineering, BS</td>
<td>Bachelor's</td>
<td>221</td>
</tr>
<tr>
<td>Civil Engineering, MEngr</td>
<td>Master's</td>
<td>66</td>
</tr>
<tr>
<td>Civil Engineering, MS</td>
<td>Master's</td>
<td>40</td>
</tr>
<tr>
<td>Civil Engineering, PhD</td>
<td>Doctoral</td>
<td>20</td>
</tr>
<tr>
<td>Computer Engineering, BS (Computer Science)</td>
<td>Bachelor's</td>
<td>76</td>
</tr>
<tr>
<td>Computer Engineering, BS (Electrical &amp; Computer Engineering)</td>
<td>Bachelor's</td>
<td>25</td>
</tr>
<tr>
<td>Computer Engineering, MEngr (Computer Science)</td>
<td>Master's</td>
<td>57</td>
</tr>
<tr>
<td>Computer Engineering, MEngr (Electrical &amp; Computer Engineering)</td>
<td>Master's</td>
<td>10</td>
</tr>
<tr>
<td>Computer Engineering, MS (Computer Science)</td>
<td>Master's</td>
<td>13</td>
</tr>
<tr>
<td>Computer Engineering, MS (Electrical &amp; Computer Engineering)</td>
<td>Master's</td>
<td>9</td>
</tr>
<tr>
<td>Computer Engineering, PhD (Computer Science)</td>
<td>Doctoral</td>
<td>8</td>
</tr>
<tr>
<td>Program</td>
<td>Degree</td>
<td>Count</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>-----------------</td>
<td>-------</td>
</tr>
<tr>
<td>Computer Engineering, PhD (Electrical &amp; Computer Engineering)</td>
<td>Doctoral</td>
<td>5</td>
</tr>
<tr>
<td>Computer Science, BS</td>
<td>Bachelor's</td>
<td>159</td>
</tr>
<tr>
<td>Computer Science, MCS</td>
<td>Master's</td>
<td>50</td>
</tr>
<tr>
<td>Computer Science, MS</td>
<td>Master's</td>
<td>8</td>
</tr>
<tr>
<td>Computer Science, PhD</td>
<td>Doctoral</td>
<td>10</td>
</tr>
<tr>
<td>Data Center Operations Engineering, Cert.</td>
<td>Undergraduate Certificate</td>
<td>11</td>
</tr>
<tr>
<td>Electrical Engineering, BS</td>
<td>Bachelor's</td>
<td>214</td>
</tr>
<tr>
<td>Electrical Engineering, MEngr</td>
<td>Master's</td>
<td>61</td>
</tr>
<tr>
<td>Electrical Engineering, MS</td>
<td>Master's</td>
<td>42</td>
</tr>
<tr>
<td>Electrical Engineering, PhD</td>
<td>Doctoral</td>
<td>51</td>
</tr>
<tr>
<td>Electronic Systems Engineering Technology, BS</td>
<td>Bachelor's</td>
<td>63</td>
</tr>
<tr>
<td>Energy Engineering, Cert.</td>
<td>Undergraduate Certificate</td>
<td>2</td>
</tr>
<tr>
<td>Engineering Leadership, Cert.</td>
<td>Undergraduate Certificate</td>
<td>0</td>
</tr>
<tr>
<td>Engineering Systems Management, Cert.</td>
<td>Undergraduate Certificate</td>
<td>3</td>
</tr>
<tr>
<td>Engineering Systems Management, MS</td>
<td>Master's</td>
<td>12</td>
</tr>
<tr>
<td>Engineering Therapeutics Manufacturing, Cert.</td>
<td>Undergraduate Certificate</td>
<td>8</td>
</tr>
<tr>
<td>Engineering Therapeutics Manufacturing, Cert.</td>
<td>Graduate Certificate</td>
<td>0</td>
</tr>
<tr>
<td>Engineering, DEngr</td>
<td>Doctoral</td>
<td>2</td>
</tr>
<tr>
<td>Engineering, MEngr</td>
<td>Master's</td>
<td>4</td>
</tr>
<tr>
<td>Industrial Data Analytics, Cert.</td>
<td>Graduate Certificate</td>
<td>0</td>
</tr>
<tr>
<td>Industrial Distribution, BS</td>
<td>Bachelor's</td>
<td>202</td>
</tr>
<tr>
<td>Industrial Distribution, MID</td>
<td>Master's</td>
<td>52</td>
</tr>
<tr>
<td>Industrial Engineering, BS</td>
<td>Bachelor's</td>
<td>250</td>
</tr>
<tr>
<td>Industrial Engineering, MEngr</td>
<td>Master's</td>
<td>64</td>
</tr>
<tr>
<td>Industrial Engineering, MS</td>
<td>Master's</td>
<td>17</td>
</tr>
<tr>
<td>Industrial Engineering, PhD</td>
<td>Doctoral</td>
<td>6</td>
</tr>
<tr>
<td>Interdisciplinary Engineering, MS</td>
<td>Master's</td>
<td>0</td>
</tr>
<tr>
<td>Interdisciplinary Engineering, PhD</td>
<td>Doctoral</td>
<td>3</td>
</tr>
<tr>
<td>Program Name</td>
<td>Degree Type</td>
<td>Credits</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------</td>
<td>------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>International Engineering, Cert.</td>
<td>Undergraduate Certificate</td>
<td>16</td>
</tr>
<tr>
<td>Manufacturing and Mechanical Engineering Technology, BS</td>
<td>Bachelor's</td>
<td>113</td>
</tr>
<tr>
<td>Materials Science and Engineering, MEngr</td>
<td>Master's</td>
<td>2</td>
</tr>
<tr>
<td>Materials Science and Engineering, MS</td>
<td>Master's</td>
<td>6</td>
</tr>
<tr>
<td>Materials Science and Engineering, PhD</td>
<td>Doctoral</td>
<td>19</td>
</tr>
<tr>
<td>Mechanical Engineering, BS</td>
<td>Bachelor's</td>
<td>295</td>
</tr>
<tr>
<td>Mechanical Engineering, MEngr</td>
<td>Master's</td>
<td>31</td>
</tr>
<tr>
<td>Mechanical Engineering, MS</td>
<td>Master's</td>
<td>67</td>
</tr>
<tr>
<td>Mechanical Engineering, PhD</td>
<td>Doctoral</td>
<td>48</td>
</tr>
<tr>
<td>Multidisciplinary Engineering Technology, BS</td>
<td>Bachelor's</td>
<td>0</td>
</tr>
<tr>
<td>Nuclear Engineering, BS</td>
<td>Bachelor's</td>
<td>47</td>
</tr>
<tr>
<td>Nuclear Engineering, MEngr</td>
<td>Master's</td>
<td>2</td>
</tr>
<tr>
<td>Nuclear Engineering, MS</td>
<td>Master's</td>
<td>17</td>
</tr>
<tr>
<td>Nuclear Engineering, PhD</td>
<td>Doctoral</td>
<td>14</td>
</tr>
<tr>
<td>Nuclear Security, Cert.</td>
<td>Graduate Certificate</td>
<td>1</td>
</tr>
<tr>
<td>Ocean Engineering, BS</td>
<td>Bachelor's</td>
<td>26</td>
</tr>
<tr>
<td>Ocean Engineering, MEngr</td>
<td>Master's</td>
<td>13</td>
</tr>
<tr>
<td>Ocean Engineering, MS</td>
<td>Master's</td>
<td>11</td>
</tr>
<tr>
<td>Ocean Engineering, PhD</td>
<td>Doctoral</td>
<td>2</td>
</tr>
<tr>
<td>Petroleum Engineering, BS</td>
<td>Bachelor's</td>
<td>203</td>
</tr>
<tr>
<td>Petroleum Engineering, MEngr</td>
<td>Master's</td>
<td>43</td>
</tr>
<tr>
<td>Petroleum Engineering, MS</td>
<td>Master's</td>
<td>51</td>
</tr>
<tr>
<td>Petroleum Engineering, PhD</td>
<td>Doctoral</td>
<td>22</td>
</tr>
<tr>
<td>Polymer Specialty, Cert.</td>
<td>Undergraduate Certificate</td>
<td>12</td>
</tr>
<tr>
<td>Quality Engineering for Regulated Medical Technologies, Cert.</td>
<td>Undergraduate Certificate</td>
<td>7</td>
</tr>
<tr>
<td>Quality Engineering for Regulated Medical Technologies, Cert.</td>
<td>Graduate Certificate</td>
<td>8</td>
</tr>
<tr>
<td>Radiological Health Engineering, BS</td>
<td>Bachelor's</td>
<td>7</td>
</tr>
<tr>
<td>Safety Engineering, Cert.</td>
<td>Undergraduate Certificate</td>
<td>39</td>
</tr>
<tr>
<td>Program</td>
<td>Degree Level</td>
<td>Credits</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>--------------</td>
<td>---------</td>
</tr>
<tr>
<td>Safety Engineering, Cert.</td>
<td>Graduate Certificate</td>
<td>39</td>
</tr>
<tr>
<td>Safety Engineering, MS</td>
<td>Master's</td>
<td>13</td>
</tr>
<tr>
<td>Systems Engineering, MEng</td>
<td>Master's</td>
<td>0</td>
</tr>
<tr>
<td><strong>College of Geosciences</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Atmospheric Sciences, MS</td>
<td>Master's</td>
<td>12</td>
</tr>
<tr>
<td>Atmospheric Sciences, PhD</td>
<td>Doctoral</td>
<td>8</td>
</tr>
<tr>
<td>Environmental Geoscience, BS</td>
<td>Bachelor's</td>
<td>41</td>
</tr>
<tr>
<td>Geographic Information Science and Technology, BS</td>
<td>Bachelor's</td>
<td>36</td>
</tr>
<tr>
<td>Geography, BS</td>
<td>Bachelor's</td>
<td>16</td>
</tr>
<tr>
<td>Geography, MS</td>
<td>Master's</td>
<td>6</td>
</tr>
<tr>
<td>Geography, PhD</td>
<td>Doctoral</td>
<td>9</td>
</tr>
<tr>
<td>Geology, BA</td>
<td>Bachelor's</td>
<td>15</td>
</tr>
<tr>
<td>Geology, BS</td>
<td>Bachelor's</td>
<td>90</td>
</tr>
<tr>
<td>Geology, MS</td>
<td>Master's</td>
<td>15</td>
</tr>
<tr>
<td>Geology, PhD</td>
<td>Doctoral</td>
<td>9</td>
</tr>
<tr>
<td>Geophysics, BS</td>
<td>Bachelor's</td>
<td>32</td>
</tr>
<tr>
<td>Geophysics, MS</td>
<td>Master's</td>
<td>6</td>
</tr>
<tr>
<td>Geophysics, PhD</td>
<td>Doctoral</td>
<td>0</td>
</tr>
<tr>
<td>Geoscience, MGsc</td>
<td>Master's</td>
<td>1</td>
</tr>
<tr>
<td>Meteorology, BS</td>
<td>Bachelor's</td>
<td>26</td>
</tr>
<tr>
<td>Ocean Observing Systems, Cert.</td>
<td>Graduate Certificate</td>
<td>5</td>
</tr>
<tr>
<td>Ocean Science and Technology, MOST</td>
<td>Master's</td>
<td>2</td>
</tr>
<tr>
<td>Oceanography, MS</td>
<td>Master's</td>
<td>9</td>
</tr>
<tr>
<td>Oceanography, PhD</td>
<td>Doctoral</td>
<td>5</td>
</tr>
<tr>
<td>Petroleum Geoscience, Cert.</td>
<td>Graduate Certificate</td>
<td>0</td>
</tr>
<tr>
<td>Program</td>
<td>Degree Level</td>
<td>Credits</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>--------------------</td>
<td>---------</td>
</tr>
<tr>
<td>Pharmacy, PharmD</td>
<td>Doctoral (first professional)</td>
<td>88</td>
</tr>
<tr>
<td><strong>School of Law</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intellectual Property, LLM</td>
<td>Master's</td>
<td>0</td>
</tr>
<tr>
<td>Intellectual Property, MJUR</td>
<td>Master's</td>
<td>0</td>
</tr>
<tr>
<td>Jurisprudence, LLM</td>
<td>Master's</td>
<td>0</td>
</tr>
<tr>
<td>Jurisprudence, MJUR</td>
<td>Master's</td>
<td>0</td>
</tr>
<tr>
<td>Law, JD</td>
<td>Doctoral (first professional)</td>
<td>184</td>
</tr>
<tr>
<td>Laws, LLM</td>
<td>Master's</td>
<td>0</td>
</tr>
<tr>
<td><strong>College of Liberal Arts</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advanced Research Methods, Cert.</td>
<td>Undergraduate Certificate</td>
<td>0</td>
</tr>
<tr>
<td>Africana Studies, Cert.</td>
<td>Graduate Certificate</td>
<td>1</td>
</tr>
<tr>
<td>Anthropology, BA</td>
<td>Bachelor's</td>
<td>56</td>
</tr>
<tr>
<td>Anthropology, MA</td>
<td>Master's</td>
<td>5</td>
</tr>
<tr>
<td>Anthropology, PhD</td>
<td>Doctoral</td>
<td>6</td>
</tr>
<tr>
<td>Applied Behavioral Health, Cert.</td>
<td>Undergraduate Certificate</td>
<td>0</td>
</tr>
<tr>
<td>Business Economics, Cert.</td>
<td>Undergraduate Certificate</td>
<td>9</td>
</tr>
<tr>
<td>Classics, BA</td>
<td>Bachelor's</td>
<td>7</td>
</tr>
<tr>
<td>Communication &amp; Global Media, Cert.</td>
<td>Undergraduate Certificate</td>
<td>0</td>
</tr>
<tr>
<td>Communication Leadership &amp; Conflict Management, Cert.</td>
<td>Undergraduate Certificate</td>
<td>7</td>
</tr>
<tr>
<td>Communication, BA</td>
<td>Bachelor's</td>
<td>293</td>
</tr>
<tr>
<td>Communication, MA</td>
<td>Master's</td>
<td>0</td>
</tr>
<tr>
<td>Communication, PhD</td>
<td>Doctoral</td>
<td>11</td>
</tr>
<tr>
<td>Comparative Study of National Politics, Cert.</td>
<td>Undergraduate Certificate</td>
<td>0</td>
</tr>
<tr>
<td>Conservation Training, Cert.</td>
<td>Graduate Certificate</td>
<td>2</td>
</tr>
<tr>
<td>Economics, BA</td>
<td>Bachelor's</td>
<td>20</td>
</tr>
<tr>
<td>Economics, BS</td>
<td>Bachelor's</td>
<td>224</td>
</tr>
<tr>
<td>Economics, MS</td>
<td>Master's</td>
<td>96</td>
</tr>
<tr>
<td>Economics, PhD</td>
<td>Doctoral</td>
<td>13</td>
</tr>
<tr>
<td>Program</td>
<td>Degree Level</td>
<td>Count</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>-------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>English, BA</td>
<td>Bachelor's</td>
<td>169</td>
</tr>
<tr>
<td>English, MA</td>
<td>Master's</td>
<td>11</td>
</tr>
<tr>
<td>English, PhD</td>
<td>Doctoral</td>
<td>5</td>
</tr>
<tr>
<td>European Union Politics, Cert.</td>
<td>Undergraduate Certificate</td>
<td>2</td>
</tr>
<tr>
<td>Film &amp; Media Studies, Cert.</td>
<td>Graduate Certificate</td>
<td>1</td>
</tr>
<tr>
<td>Foundations Political Theory, Cert.</td>
<td>Undergraduate Certificate</td>
<td>1</td>
</tr>
<tr>
<td>Global Sociology, Cert.</td>
<td>Undergraduate Certificate</td>
<td>0</td>
</tr>
<tr>
<td>Health Communication, Cert.</td>
<td>Undergraduate Certificate</td>
<td>4</td>
</tr>
<tr>
<td>Healthy Development, Cert.</td>
<td>Undergraduate Certificate</td>
<td>0</td>
</tr>
<tr>
<td>Hispanic Studies, MA</td>
<td>Master's</td>
<td>0</td>
</tr>
<tr>
<td>Hispanic Studies, PhD</td>
<td>Doctoral</td>
<td>10</td>
</tr>
<tr>
<td>History, BA</td>
<td>Bachelor's</td>
<td>147</td>
</tr>
<tr>
<td>History, MA</td>
<td>Master's</td>
<td>3</td>
</tr>
<tr>
<td>History, PhD</td>
<td>Doctoral</td>
<td>10</td>
</tr>
<tr>
<td>International Communication &amp; Public Diplomacy, Cert.</td>
<td>Graduate Certificate</td>
<td>0</td>
</tr>
<tr>
<td>International Relations, Cert.</td>
<td>Undergraduate Certificate</td>
<td>16</td>
</tr>
<tr>
<td>International Studies, BA</td>
<td>Bachelor's</td>
<td>198</td>
</tr>
<tr>
<td>Latina/o Mexican-American Studies, Cert.</td>
<td>Graduate Certificate</td>
<td>0</td>
</tr>
<tr>
<td>Law, Politics &amp; Society</td>
<td>Undergraduate Certificate</td>
<td>0</td>
</tr>
<tr>
<td>Maritime Archaeology and Conservation, MS</td>
<td>Master's</td>
<td>5</td>
</tr>
<tr>
<td>Modern Languages, BA</td>
<td>Bachelor's</td>
<td>8</td>
</tr>
<tr>
<td>Music, BA</td>
<td>Bachelor's</td>
<td>6</td>
</tr>
<tr>
<td>Performance Studies, BA</td>
<td>Bachelor's</td>
<td>2</td>
</tr>
<tr>
<td>Performance Studies, MA</td>
<td>Master's</td>
<td>0</td>
</tr>
<tr>
<td>Philosophy Pre-Law, Cert.</td>
<td>Undergraduate Certificate</td>
<td>0</td>
</tr>
<tr>
<td>Philosophy, BA</td>
<td>Bachelor's</td>
<td>33</td>
</tr>
<tr>
<td>Philosophy, MA</td>
<td>Master's</td>
<td>0</td>
</tr>
<tr>
<td>Philosophy, PhD</td>
<td>Doctoral</td>
<td>4</td>
</tr>
<tr>
<td>Program</td>
<td>Level</td>
<td>Units</td>
</tr>
<tr>
<td>--------------------------------------------------</td>
<td>-------------------</td>
<td>-------</td>
</tr>
<tr>
<td>Political Science, BA</td>
<td>Bachelor's</td>
<td>167</td>
</tr>
<tr>
<td>Political Science, BS</td>
<td>Bachelor's</td>
<td>86</td>
</tr>
<tr>
<td>Political Science, MA</td>
<td>Master's</td>
<td>3</td>
</tr>
<tr>
<td>Political Science, PhD</td>
<td>Doctoral</td>
<td>7</td>
</tr>
<tr>
<td>Psychology of Diversity, Cert.</td>
<td>Undergraduate Certificate</td>
<td>0</td>
</tr>
<tr>
<td>Psychology, BA</td>
<td>Bachelor's</td>
<td>120</td>
</tr>
<tr>
<td>Psychology, BS</td>
<td>Bachelor's</td>
<td>302</td>
</tr>
<tr>
<td>Psychology, MS</td>
<td>Master's</td>
<td>10</td>
</tr>
<tr>
<td>Psychology, PhD</td>
<td>Doctoral</td>
<td>16</td>
</tr>
<tr>
<td>Quantitative Economic Methods, Cert.</td>
<td>Undergraduate Certificate</td>
<td>0</td>
</tr>
<tr>
<td>Race, Ethnicity, and Gender Politics, Cert.</td>
<td>Undergraduate Certificate</td>
<td>3</td>
</tr>
<tr>
<td>Sociology of Gender, Cert.</td>
<td>Undergraduate Certificate</td>
<td>0</td>
</tr>
<tr>
<td>Sociology of Race &amp; Ethnicity, Cert.</td>
<td>Undergraduate Certificate</td>
<td>0</td>
</tr>
<tr>
<td>Sociology, BA</td>
<td>Bachelor's</td>
<td>66</td>
</tr>
<tr>
<td>Sociology, BS</td>
<td>Bachelor's</td>
<td>146</td>
</tr>
<tr>
<td>Sociology, MS</td>
<td>Master's</td>
<td>0</td>
</tr>
<tr>
<td>Sociology, PhD</td>
<td>Doctoral</td>
<td>13</td>
</tr>
<tr>
<td>Spanish, BA</td>
<td>Bachelor's</td>
<td>37</td>
</tr>
<tr>
<td>Strategic Communication, Cert.</td>
<td>Undergraduate Certificate</td>
<td>12</td>
</tr>
<tr>
<td>Telecommunication Media Studies, BA</td>
<td>Bachelor's</td>
<td>57</td>
</tr>
<tr>
<td>Telecommunication Media Studies, BS</td>
<td>Bachelor's</td>
<td>21</td>
</tr>
<tr>
<td>Theatre Arts, BA</td>
<td>Bachelor's</td>
<td>10</td>
</tr>
<tr>
<td>Women's and Gender Studies, BA</td>
<td>Bachelor's</td>
<td>9</td>
</tr>
<tr>
<td>Women's and Gender Studies, Cert.</td>
<td>Graduate Certificate</td>
<td>4</td>
</tr>
<tr>
<td>Work &amp; Organizations, Cert.</td>
<td>Undergraduate Certificate</td>
<td>0</td>
</tr>
<tr>
<td>Program</td>
<td>Degree Level</td>
<td>Enrollment</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>--------------</td>
<td>------------</td>
</tr>
<tr>
<td>Accounting, BBA</td>
<td>Bachelor's</td>
<td>319</td>
</tr>
<tr>
<td>Accounting, MS</td>
<td>Master's</td>
<td>150</td>
</tr>
<tr>
<td>Advertising Strategy, Cert.</td>
<td>Undergraduate Certificate</td>
<td>9</td>
</tr>
<tr>
<td>Analytics and Consulting, Cert.</td>
<td>Undergraduate Certificate</td>
<td>11</td>
</tr>
<tr>
<td>Business Administration, BBA</td>
<td>Bachelor's</td>
<td>53</td>
</tr>
<tr>
<td>Business Administration, MBA</td>
<td>Master's</td>
<td>152</td>
</tr>
<tr>
<td>Business Administration, PhD</td>
<td>Doctoral</td>
<td>9</td>
</tr>
<tr>
<td>Business Management, Cert.</td>
<td>Graduate Certificate</td>
<td>40</td>
</tr>
<tr>
<td>Business, MS</td>
<td>Master's</td>
<td>38</td>
</tr>
<tr>
<td>Commercial Banking, Cert.</td>
<td>Undergraduate Certificate</td>
<td>1</td>
</tr>
<tr>
<td>Energy Accounting, Cert.</td>
<td>Undergraduate Certificate</td>
<td>26</td>
</tr>
<tr>
<td>Entrepreneurial Leadership, Cert.</td>
<td>Undergraduate Certificate</td>
<td>6</td>
</tr>
<tr>
<td>Entrepreneurship, Cert.</td>
<td>Graduate Certificate</td>
<td>4</td>
</tr>
<tr>
<td>European Union Business, Cert.</td>
<td>Undergraduate Certificate</td>
<td>0</td>
</tr>
<tr>
<td>Finance, BBA</td>
<td>Bachelor's</td>
<td>254</td>
</tr>
<tr>
<td>Finance, MS</td>
<td>Master's</td>
<td>36</td>
</tr>
<tr>
<td>Financial Management, MFM</td>
<td>Master's</td>
<td>88</td>
</tr>
<tr>
<td>Human Resource Management, MS</td>
<td>Master's</td>
<td>45</td>
</tr>
<tr>
<td>International Business Studies, Cert.</td>
<td>Undergraduate Certificate</td>
<td>54</td>
</tr>
<tr>
<td>International Business, Cert.</td>
<td>Graduate Certificate</td>
<td>1</td>
</tr>
<tr>
<td>Investment Banking, Cert.</td>
<td>Undergraduate Certificate</td>
<td>1</td>
</tr>
<tr>
<td>Land Economics and Real Estate, MRE</td>
<td>Master's</td>
<td>39</td>
</tr>
<tr>
<td>Latin American Business, Cert.</td>
<td>Undergraduate Certificate</td>
<td>0</td>
</tr>
<tr>
<td>Management Information Systems, BBA</td>
<td>Bachelor's</td>
<td>37</td>
</tr>
<tr>
<td>Management Information Systems, MS</td>
<td>Master's</td>
<td>157</td>
</tr>
<tr>
<td>Management, BBA</td>
<td>Bachelor's</td>
<td>178</td>
</tr>
<tr>
<td>Management, PhD</td>
<td>Doctoral</td>
<td>0</td>
</tr>
<tr>
<td>Program</td>
<td>Level</td>
<td>Code</td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
<td>-------------------</td>
<td>------</td>
</tr>
<tr>
<td>Marketing, BBA</td>
<td>Bachelor's</td>
<td>166</td>
</tr>
<tr>
<td>Marketing, MS</td>
<td>Master's</td>
<td>47</td>
</tr>
<tr>
<td>Not-for-Profit Business, Cert.</td>
<td>Undergraduate Certificate</td>
<td>21</td>
</tr>
<tr>
<td>Petroleum Ventures, Cert.</td>
<td>Undergraduate Certificate</td>
<td>7</td>
</tr>
<tr>
<td>Professional Selling and Sales Management, Cert.</td>
<td>Undergraduate Certificate</td>
<td>11</td>
</tr>
<tr>
<td>Retail Buying and Management, Cert.</td>
<td>Undergraduate Certificate</td>
<td>16</td>
</tr>
<tr>
<td>Supply Chain &amp; Operations, Cert.</td>
<td>Graduate Certificate</td>
<td>0</td>
</tr>
<tr>
<td>Supply Chain Management, BBA</td>
<td>Bachelor's</td>
<td>169</td>
</tr>
<tr>
<td>Trading, Risk, and Investments, Cert.</td>
<td>Undergraduate Certificate</td>
<td>9</td>
</tr>
</tbody>
</table>

**College of Medicine**

<table>
<thead>
<tr>
<th>Program</th>
<th>Level</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medical Sciences, MS</td>
<td>Master's</td>
<td>1</td>
</tr>
<tr>
<td>Medical Sciences, PhD</td>
<td>Doctoral</td>
<td>10</td>
</tr>
<tr>
<td>Medicine, MD</td>
<td>Doctoral (first professional)</td>
<td>178</td>
</tr>
</tbody>
</table>

**College of Nursing**

<table>
<thead>
<tr>
<th>Program</th>
<th>Level</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family Nurse Practitioner, MSN</td>
<td>Master's</td>
<td>22</td>
</tr>
<tr>
<td>Forensic Healthcare, Cert.</td>
<td>Graduate Certificate</td>
<td>0</td>
</tr>
<tr>
<td>Nursing, BSN</td>
<td>Bachelor's</td>
<td>180</td>
</tr>
<tr>
<td>Nursing Education, MSN</td>
<td>Master's</td>
<td>5</td>
</tr>
</tbody>
</table>

**School of Public Health**

<table>
<thead>
<tr>
<th>Program</th>
<th>Level</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biostatistics, MPH</td>
<td>Master's</td>
<td>2</td>
</tr>
<tr>
<td>Environmental Health, MPH</td>
<td>Master's</td>
<td>18</td>
</tr>
<tr>
<td>Epidemiology and Environmental Health, DrPH</td>
<td>Doctoral</td>
<td>3</td>
</tr>
<tr>
<td>Epidemiology, MPH</td>
<td>Master's</td>
<td>34</td>
</tr>
<tr>
<td>Health Administration, MHA</td>
<td>Master's</td>
<td>24</td>
</tr>
<tr>
<td>Health Policy &amp; Management, MPH</td>
<td>Master's</td>
<td>24</td>
</tr>
<tr>
<td>Health Policy &amp; Management, MSPH</td>
<td>Master's</td>
<td>19</td>
</tr>
<tr>
<td>Health Promotion and Community Health Sciences, DrPH</td>
<td>Doctoral</td>
<td>2</td>
</tr>
<tr>
<td>Health Promotion and Community Health Sciences, MPH</td>
<td>Master's</td>
<td>17</td>
</tr>
<tr>
<td>Health Services Research, PhD</td>
<td>Doctoral</td>
<td>3</td>
</tr>
<tr>
<td>Program</td>
<td>Degree Type</td>
<td>Credits</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>-----------------</td>
<td>---------</td>
</tr>
<tr>
<td>Health Systems Management, Cert.</td>
<td>Graduate Certificate</td>
<td>0</td>
</tr>
<tr>
<td>Occupational Safety and Health, MPH</td>
<td>Master's</td>
<td>10</td>
</tr>
<tr>
<td>Public Health, BS</td>
<td>Bachelor's</td>
<td>15</td>
</tr>
<tr>
<td>Public Health, Cert.</td>
<td>Graduate Certificate</td>
<td>1</td>
</tr>
<tr>
<td><strong>College of Science</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analytics, MS</td>
<td>Master's</td>
<td>33</td>
</tr>
<tr>
<td>Applied Mathematical Sciences, BS</td>
<td>Bachelor's</td>
<td>71</td>
</tr>
<tr>
<td>Applied Physics, PhD</td>
<td>Doctoral</td>
<td>0</td>
</tr>
<tr>
<td>Applied Statistics, Cert.</td>
<td>Graduate Certificate</td>
<td>34</td>
</tr>
<tr>
<td>Astronomy, MS</td>
<td>Master's</td>
<td>0</td>
</tr>
<tr>
<td>Astronomy, PhD</td>
<td>Doctoral</td>
<td>0</td>
</tr>
<tr>
<td>Biology, BA</td>
<td>Bachelor's</td>
<td>37</td>
</tr>
<tr>
<td>Biology, BS</td>
<td>Bachelor's</td>
<td>171</td>
</tr>
<tr>
<td>Biology, MS</td>
<td>Master's</td>
<td>1</td>
</tr>
<tr>
<td>Biology, PhD</td>
<td>Doctoral</td>
<td>12</td>
</tr>
<tr>
<td>Chemistry, BA</td>
<td>Bachelor's</td>
<td>19</td>
</tr>
<tr>
<td>Chemistry, BS</td>
<td>Bachelor's</td>
<td>43</td>
</tr>
<tr>
<td>Chemistry, MS</td>
<td>Master's</td>
<td>4</td>
</tr>
<tr>
<td>Chemistry, PhD</td>
<td>Doctoral</td>
<td>31</td>
</tr>
<tr>
<td>Mathematics, BA</td>
<td>Bachelor's</td>
<td>29</td>
</tr>
<tr>
<td>Mathematics, BS</td>
<td>Bachelor's</td>
<td>9</td>
</tr>
<tr>
<td>Mathematics, MS</td>
<td>Master's</td>
<td>31</td>
</tr>
<tr>
<td>Mathematics, PhD</td>
<td>Doctoral</td>
<td>15</td>
</tr>
<tr>
<td>Microbiology, BS</td>
<td>Bachelor's</td>
<td>19</td>
</tr>
<tr>
<td>Microbiology, MS</td>
<td>Master's</td>
<td>0</td>
</tr>
<tr>
<td>Microbiology, PhD</td>
<td>Doctoral</td>
<td>6</td>
</tr>
<tr>
<td>Molecular and Cell Biology, BS</td>
<td>Bachelor's</td>
<td>18</td>
</tr>
<tr>
<td>Physics, BA</td>
<td>Bachelor's</td>
<td>11</td>
</tr>
<tr>
<td>Program</td>
<td>Degree</td>
<td>Students</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>-------------</td>
<td>----------</td>
</tr>
<tr>
<td>Physics, BS</td>
<td>Bachelor's</td>
<td>20</td>
</tr>
<tr>
<td>Physics, MS</td>
<td>Master's</td>
<td>11</td>
</tr>
<tr>
<td>Physics, PhD</td>
<td>Doctoral</td>
<td>26</td>
</tr>
<tr>
<td>Statistics, BS</td>
<td>Bachelor's</td>
<td>1</td>
</tr>
<tr>
<td>Statistics, MS</td>
<td>Master's</td>
<td>46</td>
</tr>
<tr>
<td>Statistics, PhD</td>
<td>Doctoral</td>
<td>11</td>
</tr>
<tr>
<td>Zoology, BS</td>
<td>Bachelor's</td>
<td>10</td>
</tr>
</tbody>
</table>

**College of Veterinary Medicine and Biomedical Sciences**

<table>
<thead>
<tr>
<th>Program</th>
<th>Degree</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biomedical Research and Development, Cert.</td>
<td>Undergraduate Certificate</td>
<td>0</td>
</tr>
<tr>
<td>Biomedical Sciences, BS</td>
<td>Bachelor's</td>
<td>364</td>
</tr>
<tr>
<td>Biomedical Sciences, MS</td>
<td>Master's</td>
<td>79</td>
</tr>
<tr>
<td>Biomedical Sciences, PhD</td>
<td>Doctoral</td>
<td>10</td>
</tr>
<tr>
<td>Cultural Competency &amp; Communications in Spanish, Cert.</td>
<td>Undergraduate Certificate</td>
<td>47</td>
</tr>
<tr>
<td>Science &amp; Technology Journalism, MS</td>
<td>Master's</td>
<td>3</td>
</tr>
<tr>
<td>Veterinary Medicine, DVM</td>
<td>Doctoral (first professional)</td>
<td>133</td>
</tr>
<tr>
<td>Veterinary Pathobiology, PhD</td>
<td>Doctoral</td>
<td>8</td>
</tr>
<tr>
<td>Veterinary Public Health-Epidemiology, MS</td>
<td>Master's</td>
<td>2</td>
</tr>
</tbody>
</table>

**TAMU at Galveston Branch Campus Programs**

<table>
<thead>
<tr>
<th>Program</th>
<th>Degree</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marine Biology, BS</td>
<td>Bachelor's</td>
<td>104</td>
</tr>
<tr>
<td>Marine Engineering Technology, BS</td>
<td>Bachelor's</td>
<td>43</td>
</tr>
<tr>
<td>Marine Fisheries, BS</td>
<td>Bachelor's</td>
<td>18</td>
</tr>
<tr>
<td>Marine Resources Management, MMRM</td>
<td>Master's</td>
<td>12</td>
</tr>
<tr>
<td>Marine Sciences, BS</td>
<td>Bachelor's</td>
<td>9</td>
</tr>
<tr>
<td>Marine Transportation, BS</td>
<td>Bachelor's</td>
<td>65</td>
</tr>
<tr>
<td>Maritime Administration and Logistics, MMAL</td>
<td>Master's</td>
<td>30</td>
</tr>
<tr>
<td>Maritime Administration, BS</td>
<td>Bachelor's</td>
<td>103</td>
</tr>
<tr>
<td>Maritime Studies, BA</td>
<td>Bachelor's</td>
<td>14</td>
</tr>
<tr>
<td>Ocean and Coastal Resources, BS</td>
<td>Bachelor's</td>
<td>26</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.

<table>
<thead>
<tr>
<th>Name of Site</th>
<th>Physical Address</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 Univ 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 CERT-G</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>EDUCATION FOR HEALTHCARE PROFESSIONALS MS</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>FAMILY NURSE PRACTITIONER MSN</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>FORENSIC HEALTHCARE CERT-G</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 MSN</td>
<td></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>
| College of Dentistry | 3302 Gaston Ave.  
|                     | Dallas, TX 75246 | 2001 | 2000 | ADVANCED EDUCATION IN GENERAL DENTISTRY | CERT-G | Yes |
|                     |                  |      |      | DENTAL HYGIENE | BS |
|                     |                  |      |      | DENTAL PUBLIC HEALTH | CERT-G |
|                     |                  |      |      | DENTISTRY | DDS |
|                     |                  |      |      | ENDODONTICS | CERT-G |
|                     |                  |      |      | ORAL AND MAXILLOFACIAL SURGERY | CERT-G |
|                     |                  |      |      | ORAL AND MAXILLOFACIAL PATHOLOGY | CERT-G |
|                     |                  |      |      | ORAL AND MAXILLOFACIAL RADIOLOGY | CERT-G |
|                     |                  |      |      | ORAL BIOLOGY | MS |
|                     |                  |      |      | ORAL BIOLOGY | PHD |
|                     |                  |      |      | ORTHODONTICS | CERT-G |
|                     |                  |      |      | PEDIATRIC DENTISTRY | CERT-G |
|                     |                  |      |      | PERIODONTICS | CERT-G |
|                     |                  |      |      | PROSTHODONTICS | CERT-G |
| Texas A&M University School of Law | 1515 Commerce St  
|                     | Fort Worth, TX 76102 | 2013 | 2013 | INTELLECTUAL PROPERTY | LLM | Yes |
|                     |                  |      |      | INTELLECTUAL PROPERTY | MJUR |
|                     |                  |      |      | JURISPRUDENCE | LLM |
|                     |                  |      |      | JURISPRUDENCE | MJUR |
|                     |                  |      |      | LAW | JD |
|                     |                  |      |      | LAWS | LLM |
| City Centre | 800 West Sam Houston Parkway North, Suite 200  
<p>|             | Houston, Texas 77024-3920 | 2012 | 2012 | ANALYTICS | MS | Yes |
|                     |                  |      |      | BUSINESS ADMINISTRATION – EXECUTIVE | MBA |
|                     |                  |      |      | BUSINESS ADMINISTRATION - PROFESSIONAL | MBA |</p>
<table>
<thead>
<tr>
<th>Institution</th>
<th>Address</th>
<th>Start Year</th>
<th>End Year</th>
<th>Field</th>
<th>Degree</th>
<th>Direct?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Houston Methodist Hospital</td>
<td>6670 Bertner Avenue, R2-216 Houston, TX 77030</td>
<td>2015</td>
<td>2015</td>
<td>MEDICINE</td>
<td>MD</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>MEDICAL SCIENCES</td>
<td>PHD</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</td>
<td>MHA</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>MEDICINE</td>
<td>MD</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>MEDICAL SCIENCES</td>
<td>PHD</td>
<td></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</td>
<td>PHARMD</td>
<td>Yes</td>
</tr>
<tr>
<td>School of Public Health - McAllen Teaching Site</td>
<td>2101 South McColl Road McAllen, TX 78503</td>
<td>2011</td>
<td>2010</td>
<td>HEALTH PROMOTION AND COMMUNITY HEALTH SCIENCES</td>
<td>MPH</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>PUBLIC HEALTH</td>
<td>BS</td>
<td></td>
</tr>
<tr>
<td>Texas A&amp;M Higher Education Center at McAllen</td>
<td>6200 Tres Lagos Blvd McAllen, TX 78504</td>
<td>2017</td>
<td>2018</td>
<td>BIOMEDICAL SCIENCES</td>
<td>BS</td>
<td>No. Opens Fall '18</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>FOOD SYSTEMS INDUSTRY MANAGEMENT</td>
<td>BS</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>INTERDISCIPLINARY ENGINEERING</td>
<td>BS</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>MULTIDISCIPLINARY ENGINEERING TECHNOLOGY</td>
<td>BS</td>
<td></td>
</tr>
<tr>
<td>Clinical Learning Resource Center</td>
<td>Health Professions Building 3950 North A. W. Grimes Blvd. Round Rock, TX 78665</td>
<td>2011</td>
<td>2010</td>
<td>MEDICINE</td>
<td>MD</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>NURSING</td>
<td>BSN</td>
<td></td>
</tr>
<tr>
<td>Travis Park Plaza</td>
<td>711 Navarro Street, Suite 250 San Antonio, TX 78205</td>
<td>2017</td>
<td>2017</td>
<td>JURISPRUDENCE</td>
<td>MJUR</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</td>
<td>MD</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>MEDICAL SCIENCES</td>
<td>PHD</td>
<td></td>
</tr>
</tbody>
</table>
**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>Texas A&amp;M - South Texas College</td>
<td>3201 Pecan Blvd., Bldg. G McAllen, TX 78501</td>
<td>2017</td>
<td>2017</td>
<td>INTERDISCIPLINARY ENGINEERING BS</td>
<td>Yes</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>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 MARINE BIOLOGY MS MARINE BIOLOGY PHD MARINE ENGINEERING TECHNOLOGY BS MARINE FISHERIES BS MARINE RESOURCES MANAGEMENT MMR M MARINE SCIENCES BS MARINE TRANSPORTATION 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 date of approval to offer distance education – February, 2000

<table>
<thead>
<tr>
<th>Credit Bearing Academic Programs</th>
<th>Synchro. Asynchro. or Both</th>
<th>Site</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced International Affairs</td>
<td>CERT-G</td>
<td>Asynchronous</td>
</tr>
<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>Both</td>
</tr>
<tr>
<td>Agriculture eLearning Development</td>
<td>CERT-G</td>
<td>Asynchronous</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>Applied Behavior Analysis</td>
<td>CERT-G</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>Applied Statistics</td>
<td>CERT-G</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>Program</td>
<td>Degree/Program</td>
<td>Mode</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>----------------</td>
<td>---------</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 &amp; Agricultural Engineering</td>
<td>MEngr</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>Computer Engineering</td>
<td>MEngr</td>
<td>Asynchronous</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>Education for Healthcare Professionals</td>
<td>CERT-G</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>Educational Administration</td>
<td>MEd</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>Educational Human Resource Development</td>
<td>MS</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>Educational Psychology</td>
<td>MEd</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>Educational Technology</td>
<td>MEd</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>Electrical Engineering</td>
<td>MEngr</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>Energy</td>
<td>CERT-G</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>Extension Education</td>
<td>CERT-G</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>Family Nurse Practitioner</td>
<td>MSN</td>
<td>Both</td>
</tr>
<tr>
<td>Forensic Healthcare</td>
<td>CERT-G</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>Health Education</td>
<td>MS</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>Hispanic Bilingual Education</td>
<td>CERT-G</td>
<td>Both</td>
</tr>
<tr>
<td>Homeland Security Certificate</td>
<td>CERT-G</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>Hospitality Management</td>
<td>CERT-UG</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>Industrial Data Analytics</td>
<td>CERT-G</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>Industrial Distribution</td>
<td>MID</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>Industrial Engineering</td>
<td>MEngr</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>Jurisprudence</td>
<td>MJUR</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>Laws</td>
<td>LLM</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>Leadership Education, Theory, and Practice</td>
<td>CERT-G</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>Military Land Sustainability</td>
<td>CERT-G</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>National Security Affairs</td>
<td>CERT-G</td>
<td>Both</td>
</tr>
<tr>
<td>Natural Resources Development</td>
<td>MNRD</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>Non-Profit Management</td>
<td>CERT-G</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>Nuclear Security</td>
<td>CERT-G</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>Nursing (RN-to-BSN)</td>
<td>BSN</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>Nursing Education</td>
<td>MS</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>Academic Program</td>
<td>Degree Level</td>
<td>Delivery Mode</td>
</tr>
<tr>
<td>------------------------------------</td>
<td>--------------</td>
<td>---------------</td>
</tr>
<tr>
<td>Petroleum Engineering</td>
<td>MEEngr</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>MAggr</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>Public Health</td>
<td>CERT-G</td>
<td>Both</td>
</tr>
<tr>
<td>Public Service &amp; Administration</td>
<td>MPSA</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>Recreation &amp; Resources Development</td>
<td>MRRD</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>Regulatory Science in Food Systems</td>
<td>CERT-G</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>Safety Engineering</td>
<td>CERT-G</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>Safety Engineering</td>
<td>MS</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>Special Education</td>
<td>MEd</td>
<td>Both</td>
</tr>
<tr>
<td>Special Education</td>
<td>MS</td>
<td>Both</td>
</tr>
<tr>
<td>Sport 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>
</tbody>
</table>

5. Accreditation

<table>
<thead>
<tr>
<th>Accrediting Agency</th>
<th>Program</th>
<th>Last Reviewed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accreditation Council for Pharmacy Education</td>
<td>Irma Lerma Rangel College of Pharmacy</td>
<td>April 2014</td>
</tr>
<tr>
<td>American Bar Association</td>
<td>Texas A&amp;M University School of Law</td>
<td>October 2016</td>
</tr>
<tr>
<td>American Chemical Society</td>
<td>Chemistry</td>
<td>May 2013</td>
</tr>
<tr>
<td>American Council for Construction Education</td>
<td>Construction Management</td>
<td>October 2017</td>
</tr>
<tr>
<td></td>
<td>Construction Science</td>
<td>February 2012</td>
</tr>
<tr>
<td>American Psychological Association</td>
<td>Clinical Psychology</td>
<td>May 2015</td>
</tr>
<tr>
<td></td>
<td>Counseling Psychology</td>
<td>May 2015</td>
</tr>
<tr>
<td></td>
<td>School Psychology</td>
<td>October 2017</td>
</tr>
<tr>
<td>American Society of Agricultural and Biological Engineers</td>
<td>Agricultural Systems Management</td>
<td>September 2015</td>
</tr>
<tr>
<td>American Veterinary Medical Association Council on Education</td>
<td>Veterinary Medicine</td>
<td>December 2015</td>
</tr>
<tr>
<td>Association to Advance Collegiate Schools of Business</td>
<td>The business baccalaureate, master’s, and doctoral programs in Mays Business School</td>
<td>January 2017</td>
</tr>
<tr>
<td>Commission on Accreditation for Dietetics Education</td>
<td>Didactic Program in Dietetics</td>
<td>January 2015</td>
</tr>
<tr>
<td>Commission on Accreditation of Athletic Training Education</td>
<td>Athletic Training</td>
<td>July 2013</td>
</tr>
<tr>
<td>Commission on Accreditation of Healthcare Management Education</td>
<td>The Master of Health Administration</td>
<td>October 2016</td>
</tr>
<tr>
<td>Commission on Collegiate Nursing Education</td>
<td>Nursing – Baccalaureate</td>
<td>March 2014</td>
</tr>
<tr>
<td></td>
<td>Nursing – Master’s</td>
<td>February 2015</td>
</tr>
<tr>
<td>Commission on Dental Accreditation</td>
<td>Dental Public Health</td>
<td>October 2016</td>
</tr>
<tr>
<td></td>
<td>Oral &amp; Maxillofacial Surgery</td>
<td>August 2010</td>
</tr>
<tr>
<td></td>
<td>Oral &amp; Maxillofacial Radiology</td>
<td>March 2017</td>
</tr>
<tr>
<td></td>
<td>Dental Hygiene</td>
<td>October 2011</td>
</tr>
<tr>
<td></td>
<td>Predoctoral Dental Education</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Advanced Clinical Certificates:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Advanced Education in General Dentistry</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Endodontics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Oral Maxillofacial Pathology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Orthodontics &amp; Dentofacial Orthopedics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Pediatric Dentistry</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Periodontics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Prosthodontics</td>
<td></td>
</tr>
<tr>
<td>Computing Accreditation Commission of ABET</td>
<td>Computer Science</td>
<td>August 2017</td>
</tr>
<tr>
<td>Council on Education for Public Health</td>
<td>School of Public Health</td>
<td>April 2011</td>
</tr>
<tr>
<td>Accreditation Commission</td>
<td>College Station Undergraduate Programs in:</td>
<td>Date</td>
</tr>
<tr>
<td>--------------------------</td>
<td>---------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Commission of ABET</td>
<td>• Aerospace Engineering</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Biological &amp; Agricultural Engineering</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Biomedical Engineering</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Chemical Engineering</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Civil Engineering</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Computer Engineering</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Electrical Engineering</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Industrial Engineering</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Mechanical Engineering</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Nuclear Engineering</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Ocean Engineering</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Petroleum engineering</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Radiological Health Engineering</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Engineering Accreditation Commission of ABET</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Engineering Accreditation Commission of ABET</td>
<td>September 2016</td>
</tr>
<tr>
<td></td>
<td>• TAMU at Qatar Undergraduate Programs in:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Chemical Engineering</td>
<td>October 2014</td>
</tr>
<tr>
<td></td>
<td>• Electrical Engineering</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Mechanical Engineering</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Petroleum Engineering</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• TAMU at Galveston Undergraduate Programs in:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Offshore and Coastal Systems Engineering</td>
<td>October 2016</td>
</tr>
<tr>
<td></td>
<td>• Engineering Technology Accreditation Commission of ABET</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• College Station Undergraduate Programs in:</td>
<td>October 2013</td>
</tr>
<tr>
<td></td>
<td>• Electronic Systems Engineering</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Manufacturing &amp; Mechanical Engineering</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Technology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Galveston Undergraduate Programs in:</td>
<td>October 2013</td>
</tr>
<tr>
<td></td>
<td>• Marine Engineering Technology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Forensic Science Education Programs Accreditation Commission (FEPAC)</td>
<td>September 2016</td>
</tr>
<tr>
<td></td>
<td>Forensics &amp; Investigative Sciences Program</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Institute of Food Technologists</td>
<td>December 2016</td>
</tr>
<tr>
<td></td>
<td>Food Science &amp; Technology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Landscape Architectural Accreditation Board</td>
<td>February 2015</td>
</tr>
<tr>
<td></td>
<td>Bachelor – Landscape Architecture</td>
<td>September 2017</td>
</tr>
<tr>
<td></td>
<td>Master – Landscape Architecture</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Liaison Committee on Medical Education</td>
<td>August 2012</td>
</tr>
<tr>
<td></td>
<td>Medical Education Degree Program</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• National Architectural Accrediting Board</td>
<td>March 2017</td>
</tr>
<tr>
<td></td>
<td>Architecture</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Network of Schools of Public Policy, Affairs, and Administration</td>
<td>April 2014</td>
</tr>
<tr>
<td></td>
<td>The Master of Public Service and Administration degree in the Bush School of Government and Public Service</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• National Recreation and Park Association</td>
<td>January 2016</td>
</tr>
<tr>
<td></td>
<td>Recreation, Park and Tourism Sciences</td>
<td></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

   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.

   None.
Financial Profile 2017

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total All Revenues &amp; Other Additions (IPEDS Part B, line 25)</td>
<td>$3,448,016,331</td>
</tr>
<tr>
<td>Instruction (IPEDS Part C line 01, Column 1)</td>
<td>$869,772,172</td>
</tr>
<tr>
<td>Research (IPEDS Part C line 02, Column 1)</td>
<td>$745,169,263</td>
</tr>
<tr>
<td>Public Service (IPEDS Part C line 03, Column 1)</td>
<td>$251,228,181</td>
</tr>
<tr>
<td>Academic Support (IPEDS Part C line 05, Column 1)</td>
<td>$301,091,516</td>
</tr>
<tr>
<td>Student Services (IPEDS Part C line 06, Column 1)</td>
<td>$99,426,748</td>
</tr>
<tr>
<td>Institutional Support (IPEDS Part C line 07, Column 1)</td>
<td>$114,397,808</td>
</tr>
<tr>
<td>Scholarships &amp; Fellowships, excluding discounts &amp; allowances (IPEDS Part C line 10, Column 1)</td>
<td>$95,452,110</td>
</tr>
<tr>
<td>Auxiliary Enterprises (IPEDS Part C line 11, Column 1)</td>
<td>$228,444,634</td>
</tr>
<tr>
<td>Hospital Services (IPEDS Part C line 12, Column 1)</td>
<td>$0</td>
</tr>
<tr>
<td>Independent Operations (IPEDS Part C line 13, Column 1)</td>
<td>$0</td>
</tr>
<tr>
<td>Other Expenses &amp; Deductions (IPEDS Part C line 14, Column 1)</td>
<td>$333,851,618</td>
</tr>
</tbody>
</table>

Financial Indicators (From Audited FY 2016 Financial Statements)

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Assets</td>
<td>$5,868,331,289</td>
</tr>
<tr>
<td>Total Liabilities</td>
<td>$676,361,109</td>
</tr>
<tr>
<td>Total Unrestricted Net Assets</td>
<td>$4,023,541,614</td>
</tr>
<tr>
<td>Expendable/Temporarily Restricted Net Assets</td>
<td>$189,683,286</td>
</tr>
<tr>
<td>Nonexpendable/Permanently Restricted Net Assets</td>
<td>$978,745,280</td>
</tr>
<tr>
<td>Total Revenue</td>
<td>$2,135,725,112</td>
</tr>
<tr>
<td>Tuition and Fees, Net</td>
<td>$563,324,692</td>
</tr>
<tr>
<td>Current Debt</td>
<td>$84,318,326</td>
</tr>
<tr>
<td>Long-term Debt</td>
<td>$1,355,011,877</td>
</tr>
</tbody>
</table>

Signatures of Verification

We certify that the information provided in the Financial Profile and Indicators is correct.

Chief Executive Officer
Chief Financial Officer

Respondent (if other than CEO or CFO)

Please Mail Signed Profile Form To:
SACSCOC
Attn: Profiles
1866 Southern Lane
Decatur, GA 30033

Texas A&M University, College Station, TX 72801
MEMORANDUM

TO: Vice Presidents
   Directors Reporting to the President

SUBJECT: Delegation of Authority

To ensure that operations are unaffected when I am out of the office for extended periods of time, I hereby issue delegation of authority to the following individuals in the order they are listed. They are authorized to act on matters regarding Texas A&M University, Texas A&M University – Galveston, Texas A&M University at Qatar, Texas A&M University Health Science Center and Texas A&M University School of Law.

1. Karan L. Watson, Provost and Executive Vice President

2. Jerry R. Strawser, Executive Vice President for Finance and Administration & CFO

Tracy Cullen will know how to contact me if necessary.

Michael K. Young

cc: Mr. John Sharp